

Any member of the public may comment on agenda items, as each item is presented. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of discussion time for any one agenda item.

## ALAMEDA COUNTY BOARD OF EDUCATION

### AGENDA : VOL. XXXIII, NO. 2

CLOSED SESSION: August 14, 2018 - 4:30 PM

### Regular Meeting: August 14, 2018 - 6:30 PM

#### MEETING LOCATION :

313 W. Winton Avenue  
Hayward, CA 94544  
510-887-0152  
[www.acoe.org](http://www.acoe.org)

#### MISSION STATEMENT:

Provide, promote and support leadership and service to ensure the  
success of Every Child...in Every School... Every Day!

CALL TO ORDER:

ROLL CALL:

**President Cerrato**  
**Trustee Childress**  
**Trustee Berrick**  
**Trustee Knowles**

**Vice-President Rivera**  
**Trustee Sims**  
**Trustee McDonald**

SALUTE TO THE FLAG:

Pledge of Allegiance

RECORDING STATEMENT:

This meeting is being recorded and/or broadcast  
at the direction of the Board.

#### RECESS TO CLOSED SESSION

**1. Interdistrict Transfer Appeals**

The Board will hear and take action on the following interdistrict appeals. These matters will be heard in *closed session*.

**ACTION**

1. IDT # 19-ED-18/19 - Dublin USD
2. IDT # 21-FC-18/19 - Fremont USD
3. IDT # 22-KB-18/19 - Dublin USD
4. IDT # 23-BP-18/19 - Dublin USD
5. IDT # 24-JM-18/19 - Pleasanton USD
6. IDT # 25-CN-18/19 - Pleasanton USD

#### RECONVENE TO OPEN SESSION

**2. Report from President on Board closed session**

The Board President will report out on any actions taken in closed session.

**INFORMATION**

**3. Consent Agenda – General Matters:**

- |   |   |   |                     |
|---|---|---|---------------------|
| A.  | Minutes of the July 10, 2018 Board Meeting                      | Board will consider approval of the Minutes from the July 10, 2018 Board Meeting.   | ACTION              |
| B.  | Resolution: Attendance Awareness Month (September)              | Board will consider approval of Resolution No. 2130: Attendance Awareness Month - September.  | ACTION              |
| C.  | Resolution: Hispanic Heritage Month (September 15 - October 15) | Board will consider approval of Resolution No. 2131: Hispanic Heritage Month - September 15 to October 15.  | ACTION              |
| D.  | Resolution: National Preparedness Month (September)             | Board will consider approval of Resolution No. 2132: National Preparedness Month - September.   | ACTION              |
| E.  | Resolution: Suicide Prevention Month (September)                | Board will consider approval of Resolution No. 2133: Suicide Prevention Month - September.  | ACTION              |
| F.  | Consolidated Application for Funding                            | The Board will consider approval of the consolidated application for funding to the California Department of Education for Title I and Title II Federal Funding.  | ACTION              |
| <b>4. Determination Hearing - Envision Academy Material Revision</b>                              |   |   |                     |
|   |   | A. The Board will receive an Evaluation Summary Report from the ACOE Charter School Review Team regarding their evaluation and recommendation.  | INFORMATION/ ACTION |
|   |   | B. The Board will consider taking action to either Approve or Deny the charter material revision for Envision Academy.  |                     |
| <b>5. Public Comments</b>   |   |   |                     |
|   |   | <u>Only on items not listed on the agenda.</u><br>This part of the meeting provides an opportunity for the public to address the Board of Education on items that are not listed on the Agenda. Comments are welcome; however, the Board cannot comment on any item that is not agendized. Individuals wishing to address the Board need to complete a Speaker Card located at the entrance to the meeting room and provide it to the recording secretary prior to the start of the meeting. Speakers are asked to limit their comments to two minutes each, and the Board President may limit the amount of comment and discussion time. | INFORMATION         |
| <b>6. Public Hearing - Connecting Waters Charter School, East Bay (CWCS-EB) Material Revision</b> |   |   |                     |
|   |   | A. The Board will hold a public hearing for Connecting Waters Charter School, East Bay's material revision request.<br><br><u>Open Public Hearing</u><br>MOTION: _____ SECOND: _____<br>AYES: _____ NOES: _____ ABST: _____   | INFORMATION/ ACTION |
|   |   | B. The Board will take comments from the petitioner(s)/proponent(s)/opponent(s) of  |                     |

Connecting Waters Charter School, East Bay's material revision request.

Close Public Hearing

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABST: \_\_\_\_\_

**7. Public Hearing - Hayward Collegiate Charter School (HCCS) Petition Appeal from Hayward USD**

A. The Board will hold a public hearing for Hayward Collegiate Charter School (HCCS) in accordance with Education Code 47605(b).

INFORMATION/ ACTION

Open Public Hearing

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABST: \_\_\_\_\_

B. The Board will take comments from the petitioner(s)/proponent(s)/opponent(s) of Hayward Collegiate Charter School's petition appeal from Hayward USD.

Close Public Hearing

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABST: \_\_\_\_\_

**8. AB 925 Alameda County-Wide Educational Services Plan for Serving Expelled and High Risk Students Update for July 1, 2018 through June 30, 2021**

1. Staff will present to the Board the ACOE Triennial Plan updates for July 1, 2018 – June 30, 2021.
2. Board will consider approval of ACOE Triennial Plan.

INFORMATION/ ACTION

**9. State Teacher Retirement System (STRS) Waiver Request**

Superintendent must notice and approve waivers to the STRS 180-day grace period per Education Code 24214.5.

INFORMATION

**10. Board Personnel Commissioner Appointment Process**

The Board will discuss the Board Personnel Commissioner Appointment process.

INFORMATION/ ACTION

**11. Items from the Board**

Board members will discuss the status of their activities and possible topics of interest to the Board and the general public.

INFORMATION

**12. President's Report**

The President will discuss recent activities and possible topics of interest to the Board and the general public.

INFORMATION

**13. Items from the Superintendent**

The Superintendent, as the Secretary to the Board, will present topics of interest to the Board and the general public.

INFORMATION

**14. Adjournment**

Visit <http://www.acoe.org/board> to view live webcasts of regular Board Meetings.

Next Meeting: Regular Meeting

**August 21, 2018 at 6:30 p.m. (Reserved)**

**August 28, 2018 at 6:30 p.m. (Reserved)**

**September 11, 2018 at 6:30 p.m.**

Adjourn the meeting.

*for public inspection at the front desk of the Alameda County Office of Education at 313 W. Winton Avenue, Hayward, California at the time they are distributed. For inquiries, please contact the Superintendent's Office at 510-670-4145.*

*Times indicated are estimates and may change at the Board's discretion.*





**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 1.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Interdistrict Transfer Appeals

**Background :**

The Board will hear and take action on the following interdistrict appeals. These matters will be heard in *closed session*.

1. IDT # 19-ED-18/19 - Dublin USD
2. IDT # 21-FC-18/19 - Fremont USD
3. IDT # 22-KB-18/19 - Dublin USD
4. IDT # 23-BP-18/19 - Dublin USD
5. IDT # 24-JM-18/19 - Pleasanton USD
6. IDT # 25-CN-18/19 - Pleasanton USD

**Action Requested:**

ACTION

That these matters be heard in closed session.



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**Memorandum No. 3. - A.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Minutes of the July 10, 2018 Board Meeting

**Background :**

Board will consider approval of the Minutes from the July 10, 2018 Board Meeting.

**Action Requested:**

**ACTION**

Review and approve minutes of the July 10, 2018 Board meeting.

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	DRAFT Minutes for July 10, 2018

**ALAMEDA COUNTY BOARD OF EDUCATION**  
Meeting Location: Alameda County Office of Education  
313 W Winton Avenue, Hayward, CA 94544

**Unadopted Minutes of the Board Meeting of July 10, 2018**

**Vol. XXXIII No. 1**

<b>Presiding</b>	President Berrick opened the meeting at 5:33 p.m.
<b>Closed Session</b>	<ul style="list-style-type: none"> <li>The Board recessed for closed session at 5:33 p.m.</li> </ul>
<b>Item #1: Interdistrict Transfer Appeals</b>	Present: Trustee Rivera, Trustee Childress, Trustee Knowles, Trustee Sims, Trustee McDonald, President Berrick, Superintendent L. Karen Monroe, Dan Bellino (Chief of Staff), Yosaira Espinoza (Administrative Secretary to the Board) Absent: Vice President Cerrato
<b>Item #3: Reception/Social</b>	<ul style="list-style-type: none"> <li>The Board recessed for the reception/social at 6:35 p.m.</li> </ul>
	<ul style="list-style-type: none"> <li>The Board reconvened to open session at 7:15 p.m.</li> </ul>
<b>Flag Salute</b>	Led by Trustee Sims
<b>Roll Call</b>	Conducted by Superintendent L. Karen Monroe  Trustees Present (6): Joaquin Rivera, Amber Childress, Aisha Knowles, Fred Sims, Eileen McDonald, Ken Berrick Trustees Absent (1): Yvonne Cerrato
<b>Recording Statement</b>	Read into the record by President Berrick <b>This meeting is being recorded and/or broadcasted at the direction of the Board.</b>
<b>Item #2: Report from Board Closed Session</b>	<ul style="list-style-type: none"> <li><b>IDT #15-DH-18/19 – Pleasanton USD</b>  <b>IDT #16-RH-18/19 – Pleasanton USD</b>  Ayes: Childress, Knowles, McDonald, Berrick  Noes: Rivera, Sims  <b>The Board voted (4-2) to grant the appeal.</b></li> <li><b>IDT #17-EW-18/19 – Dublin USD</b>  <b>IDT #18-JC-18/19 – Dublin USD</b>  Ayes: Rivera, Childress, Knowles, Sims, McDonald, Berrick  Noes:  <b>The Board voted (6-0) to grant the appeal.</b></li> </ul>
<b>Item #4: Swearing in Ceremony of Board Members</b>	<ul style="list-style-type: none"> <li>Judge Tara Flanagan, Judge of the Superior Court of the State of California in the County of Alameda, swore in Board Member Joaquin Rivera.</li> <li>Ms. Rose Padilla Johnson, Chief Executive Officer for the Davis Street Foundation, swore in Board Member Aisha Knowles.</li> <li>Incumbent Board Members thanked their friends and family for their support.</li> </ul>
<b>Item #5: Election of Officers</b>	<ul style="list-style-type: none"> <li><b>Trustee Rivera moved that Vice President Cerrato be President for fiscal year 2018/19.</b></li> <li><b>Outgoing President Berrick seconded.</b></li> <li><b>The motion passed unanimously (6-0).</b></li> <li><b>Outgoing President Berrick moved that Trustee Rivera be Vice President for fiscal year 2018/19.</b></li> <li><b>Trustee McDonald seconded.</b></li> <li><b>The motion passed unanimously (6-0).</b></li> </ul>
<b>Item #6: Recognition of Outgoing President</b>	<ul style="list-style-type: none"> <li>Superintendent Monroe and the Board acknowledged Outgoing President Berrick and thanked him for his work as President.</li> <li>Superintendent Monroe provided Outgoing President Berrick with his 10 years of</li> </ul>

	service award.
<b>Item #7: Remarks of Outgoing President</b>	<ul style="list-style-type: none"> <li>Outgoing President Berrick thanked ACOE staff and the Board for the work they have done this fiscal year.</li> </ul>
<b>Item #8: Introductory remarks of Incoming President</b>	<ul style="list-style-type: none"> <li>Vice President Rivera deferred this item to another meeting when Newly Elected President Cerrato returns.</li> </ul>
<b>Item #9: Public Comments</b>	<ul style="list-style-type: none"> <li>None.</li> </ul>
<b>Item #10: Consent Agenda – General Matters</b> A. Minutes of the June 12, 2018 Board Meeting B. Williams Uniform Complaints Quarterly Report for April – June 2018	<ul style="list-style-type: none"> <li><b>Trustee McDonald moved the Consent Agenda (A-B).</b></li> <li><b>Trustee Sims seconded.</b></li> <li><b>The motion passed unanimously (6-0).</b></li> </ul>
<b>Item #11: Determination Hearing – Urban Montessori Charter School Material Revision</b>	<ul style="list-style-type: none"> <li>Ms. Teresa Kapellas, Executive Director of Administrative Services, provided a summary of their review and analysis of Urban Montessori Charter School’s material revision.</li> <li>Trustee McDonald excused herself at 7:38 p.m.</li> <li><b>Trustee Berrick moved that the Alameda County Board of Education approve the material revision for Urban Montessori Charter School.</b></li> <li><b>Trustee Childress seconded.</b></li> <li><b>The motion passed unanimously (5-0).</b></li> </ul>
<b>Item #12: Public Hearing – Envision Academy Material Revision</b>	<ul style="list-style-type: none"> <li><b>Trustee Knowles moved to open the public hearing.</b></li> <li><b>Trustee Childress seconded.</b></li> <li><b>The motion passed unanimously (5-0).</b></li> <li>Gia Truong, Chief Executive Officer, and Jessica Files, Founding Principal for the middle grades, presented on their request for material revision to its charter.</li> <li>8 people submitted speaker cards in favor of Envision Academy’s material revision.</li> <li><b>Trustee Berrick moved to close the public hearing.</b></li> <li><b>Trustee Knowles seconded.</b></li> <li><b>The motion passed unanimously (5-0).</b></li> </ul>
<b>Item #13: Board Committee Updates</b>	<p><b><u>Policy and Legislation Committee Report</u></b></p> <ul style="list-style-type: none"> <li>Vice President Rivera, Chair of the Policy and Legislation Committee, provided a report out from the June 20, 2018 committee meeting.</li> <li>Trustee Sims excused himself at 8:10 p.m.</li> <li><b>Vice President Rivera moved approval of BP 0410, BP 5111, BP 5125, BP 5131.2, BP 5145.13, and BP 5145.3.</b></li> <li><b>Trustee Childress seconded.</b></li> <li><b>The motion passed unanimously (4-0).</b></li> <li>Vice President Rivera presented BP 9323 and BP 9323.2 for first reading.</li> </ul> <p><b><u>Facilities Committee Report</u></b></p> <ul style="list-style-type: none"> <li>Trustee Childress, Chair of the Facilities Committee, provided a report out from the July 10, 2018 committee meeting.</li> <li><b>Trustee Knowles moved approval of the John Muir Infant Program lease.</b></li> <li><b>Trustee Berrick seconded.</b></li> <li><b>The motion passed unanimously (4-0).</b></li> <li>Trustee Berrick recused himself from the conversation of the sale of property.</li> <li>Superintendent Monroe introduced the option for the possible sale of the property located at 40950 Chapel Way, Fremont, CA 94538. The Board will discuss further options and details at the next Facilities Committee meeting, then will return to the Board.</li> <li>Trustee Sims and Trustee Berrick returned to the meeting at 8:17 p.m.</li> </ul>

<b>Item #14: FY 2018/2019 Calendar</b>	<ul style="list-style-type: none"> <li>• The Board added August 21, 2018 as a reserved meeting.</li> <li>• <b>Trustee Childress moved approval of the FY 2018/2019 Board meeting calendar.</b></li> <li>• <b>Trustee Sims seconded.</b></li> <li>• <b>The motion passed unanimously (6-0).</b></li> </ul>
<b>Item #15: Items from the Board</b>	<ul style="list-style-type: none"> <li>• Trustee Childress reported attending the following: <ul style="list-style-type: none"> <li>○ EMERGE Graduation on June 13<sup>th</sup></li> <li>○ SPaS Prom as a chaperon on June 15<sup>th</sup></li> <li>○ SPaS Pregnant Teens and Parent Program Graduation Ceremony on June 20<sup>th</sup></li> <li>○ SPaS Court/Community and AOA Graduation Ceremony on June 22<sup>nd</sup></li> <li>○ Celebration of Jason Kidd in NBA Hall of Fame on June 30<sup>th</sup></li> </ul> </li> <li>• Trustee Knowles thanked her guests for attending today's meeting for her swearing in.</li> <li>• Trustee Sims reported attending the following: <ul style="list-style-type: none"> <li>○ SPaS Pregnant Teens and Parent Program Graduation Ceremony on June 20<sup>th</sup></li> <li>○ SPaS Court/Community and AOA Graduation Ceremony on June 22<sup>nd</sup></li> </ul> </li> <li>• Trustee Berrick participated in an affidavit that was filed, along with a lawsuit by Mark Rosenbaum, on behalf of the children who have been separated from their families at the U.S. border.</li> <li>• Vice President Rivera reported attending the SPaS Pregnant Teens and Parent Program Graduation Ceremony on June 20<sup>th</sup>.</li> </ul>
<b>Item #14: President's Report</b>	<ul style="list-style-type: none"> <li>• None, as President Cerrato was absent.</li> </ul>
<b>Item #15: Items from the Superintendent</b>	<ul style="list-style-type: none"> <li>• Superintendent Monroe reported attending the ACSA Region 6 Leadership Summit Dinner on June 21<sup>st</sup>.</li> <li>• Superintendent Monroe reported the Inventing Our Futures event is coming up on August 8<sup>th</sup> and August 9<sup>th</sup>.</li> <li>• Superintendent Monroe and Chief of Staff Dan Bellino presented a proposed Alameda County Board of Education Personnel Commissioner Appointment Process to the Board.</li> </ul>
<b>Item #16: Adjournment</b>	<p>The next Board meeting will be on August 14, 2018 at 6:30 p.m.</p> <p>Vice President Rivera adjourned the meeting at 8:34 p.m. in the memory of Anthony Cerrato, son of President Yvonne Cerrato.</p> <p>_____ Joaquin Rivera, Board Vice President</p> <p>_____ L. Karen Monroe, Board Secretary</p>



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
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(510) 887-0152 www.acoe.org

**Memorandum No. 3. - B.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Resolution: Attendance Awareness Month (September)

**Background :**

Board will consider approval of Resolution No. 2130: Attendance Awareness Month - September.

**Action Requested:**

ACTION

Consider approval of Resolution No. 2130

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Attendance Awareness Month

**ALAMEDA COUNTY BOARD OF EDUCATION  
AND  
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

**RESOLUTION NO. 2130**

**Attendance Awareness Month  
September 2018**

- WHEREAS,** good attendance is essential to student achievement and graduation, and we are committed to dedicating our resources and attention to reducing chronic absenteeism rates, with a focus starting as early as prekindergarten and kindergarten; and
- WHEREAS,** chronic absence – missing 10 percent or more of school for any reason including excused and unexcused absences, or just two or three days a month – is a proven predictor of academic trouble and dropout rates; and
- WHEREAS,** improving attendance and reducing chronic absence takes commitment, collaboration and tailored approaches to particular challenges and strengths in each community; and
- WHEREAS,** chronic absence predicts lower third-grade reading proficiency, course failure and eventual dropout, it weakens our communities and our local economy; and
- WHEREAS,** the impact of chronic absence hits low-income students and children of color particularly hard if they don't have the resources to make up for lost time in the classroom and are more likely to face systemic barriers to getting to school – such as unreliable transportation, lack of access to health care, unstable or unaffordable housing; and
- WHEREAS,** attendance gaps among groups of students often turn into achievement gaps that undermine student success. Chronic absence particularly exacerbates the achievement gap that separates low-income students from their peers, since students from low-income families are both more likely to be chronically absent and more likely to be affected academically by missing school; and
- WHEREAS,** absenteeism also undermines efforts to improve struggling schools, since it's hard to measure improvement in classroom instruction if students are not in class to benefit from them; and
- WHEREAS,** schools and community partners can reach out more frequently to absent students to determine what barriers they face to attending school and what would help them attend more regularly; and
- WHEREAS,** schools and districts must do more to track, calculate and share the data on how many students are chronically absent so that we can see the attendance gaps and can deliver the right interventions to the right students; and
- WHEREAS,** all students – even those who show up regularly – are affected by chronic absence because teachers must spend time reviewing for students who missed lessons; and

**WHEREAS,** chronic absence can be significantly reduced when schools, families and communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school; and

**NOW, THEREFORE BE IT RESOLVED** that Alameda County Board of Education and the Alameda County Superintendent of Schools will stand with the nation in recognizing September as “Attendance Awareness Month.” We hereby commit to focusing on reducing chronic absenteeism to give all children an equitable opportunity to learn, grow and thrive academically, emotional and socially.

**PASSED AND ADOPTED** this 14<sup>th</sup> day of August, 2018 by the following vote:

AYES:                      NOES:                      ABSTAIN:                      ABSENT:

\_\_\_\_\_  
Yvonne Cerrato, President  
Alameda County Board of Education

\_\_\_\_\_  
L. Karen Monroe, Superintendent  
Alameda County Office of Education





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**Memorandum No. 3. - C.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Resolution: Hispanic Heritage Month (September 15 - October 15)

**Background :**

Board will consider approval of Resolution No. 2131: Hispanic Heritage Month - September 15 to October 15.

**Action Requested:**

ACTION

Consider approval of Resolution No. 2131

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Hispanic Heritage Month

**ALAMEDA COUNTY BOARD OF EDUCATION  
AND  
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

**RESOLUTION NO. 2131**

**Hispanic Heritage Month  
September 15 - October 15, 2018**

- WHEREAS,** American history reflects a determined spirit of perseverance and cultural pride on the part of the Hispanic population in its struggle to equally share in the opportunities of a nation founded upon the principles of freedom and liberty for all people; and
- WHEREAS,** the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua; and
- WHEREAS,** Mexico, Chile and Belize, as well as, the many and valuable contributions of Hispanics to our society are recognized annually during Heritage Month; and
- WHEREAS,** Hispanics comprise 39% of California's population and have made many positive contributions to the social, artistic, linguistic, cultural, and intellectual aspects of our community with their many achievements and commitment to home and family; and
- WHEREAS,** the economic impact of the Hispanic population continues to grow and presently the buying power exceeds \$1.7 trillion; and
- WHEREAS,** the total number of students of Hispanic heritage enrolled in Alameda County public schools encompasses 34% of the total student population; and
- WHEREAS,** the total number of students of Hispanic heritage enrolled in public schools statewide encompasses 54% of the total student population; and
- WHEREAS,** students of Hispanic heritage are deservedly proud of their rich and diverse cultural heritage which includes histories, cultures, and contributions which will increasingly impact the social and economic life of our community and the State of California; and
- WHEREAS,** it is important that the history curriculum in our schools, at every grade level, reflects the experiences of men and women of different racial, religious and ethnic groups so that each student has an opportunity to understand the common humanity of all people;
- NOW, THEREFORE, BE IT RESOLVED** that the Alameda County Board of Education and the Alameda County Superintendent of Schools encourage all educational communities to commemorate Hispanic Heritage Month with appropriate instructional activities to recognize the significant contributions that Hispanics have made in helping our nation achieve greatness.

**PASSED AND ADOPTED** this 14<sup>th</sup> day of August, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Yvonne Cerrato, President  
Alameda County Board of Education

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L. Karen Monroe, Superintendent  
Alameda County Office of Education



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**Memorandum No. 3. - D.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Resolution: National Preparedness Month (September)

**Background :**

Board will consider approval of Resolution No. 2132: National Preparedness Month - September.

**Action Requested:**

ACTION

Consider approval of Resolution No. 2132

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Resolution: National Preparedness Month

**ALAMEDA COUNTY BOARD OF EDUCATION  
AND  
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

**RESOLUTION NO. 2132**

**National Preparedness Month  
September 2018**

**WHEREAS,** National Preparedness Month creates an important opportunity for every resident of Alameda County to prepare their homes, schools and communities for any type of emergency; and

**WHEREAS,** Alameda County is vulnerable to a wide range of disasters including earthquakes, fires, hazardous material incidents, civil unrest, transportation accidents, terrorism as well as a potential for public health emergencies to occur within the County; and

**WHEREAS,** investing in preparedness can reduce fatalities and economic devastation in our communities and in our nation; and

**WHEREAS,** emergency preparedness is the responsibility of every citizen of Alameda County and all citizens are urged to make preparedness a priority and work together, as a team, to ensure that individuals, families, schools and communities are prepared for disasters and emergencies of any type; and

**NOW, THEREFORE, BE IT RESOLVED** that the Alameda County Board of Education and the Alameda County Superintendent of Schools takes great pleasure in proclaiming September 2018 as “National Preparedness Month” and encourages all educational communities to take the opportunity this month to conduct instructional activities to better prepare for emergencies and disasters.

**PASSED AND ADOPTED** this 14<sup>th</sup> day of August, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Yvonne Cerrato, President  
Alameda County Board of Education

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L. Karen Monroe, Superintendent  
Alameda County Office of Education



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
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**Memorandum No. 3. - E.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Yvonne Cerrato, Board President  
**RE:** Resolution: Suicide Prevention Month (September)

**Background :**

Board will consider approval of Resolution No. 2133: Suicide Prevention Month - September.

**Action Requested:**

ACTION

Consider approval of Resolution No. 2133

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Resolution: Suicide Prevention Month

**ALAMEDA COUNTY BOARD OF EDUCATION  
AND  
ALAMEDA COUNTY SUPERINTENDENT OF SCHOOLS**

**RESOLUTION NO. 2133**

**Suicide Prevention Month  
September 2018**

- WHEREAS,** in California, one person dies by suicide every 2 hours, with 4,294 deaths by suicide during 2016. Suicide is the 11<sup>th</sup> leading cause of death in California; and
- WHEREAS,** youth suicide is the second leading cause of death in the United States, and the third leading cause of death in California for adolescents and young adults between the ages of fifteen to twenty-four; and
- WHEREAS,** research demonstrates that 20 percent of students in kindergarten through twelfth grade classrooms suffer from a mental health issue that affects their relationships at home, in school, and the community. Often these students suffer silently, become alienated, and may be quietly contemplating suicide; and
- WHEREAS,** each death by suicide directly impacts numerous family members, friends, loved ones, and by extension the entire community; and
- WHEREAS,** many of those who died never received effective behavioral health services, for many reasons including the difficulty of accessing services by healthcare providers trained in best practices to reduce suicide risk, the stigma of using behavioral health treatment and the stigma associated with losing a loved one to suicide; and
- WHEREAS,** to promote student success inside and outside the classroom, we need to provide the tools and training to help school staff create a caring and supportive school environment. Early detection of student mental health issues by trusted adults and referrals for appropriate mental health care can save lives on school campuses across the state; and

**THEREFORE, BE IT RESOLVED** that the Alameda County Board of Education and the Alameda County Superintendent of Schools do encourage all Alameda County School Districts to commemorate September as Suicide Prevention Month by increasing awareness and understanding of mental health, by teaching the steps to protect their mental health, and the need for appropriate and accessible services for all.

**PASSED AND ADOPTED** this 14<sup>th</sup> day of August, 2018 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Yvonne Cerrato, President  
Alameda County Board of Education

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L. Karen Monroe, Superintendent  
Alameda County Office of Education



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. 3. - F.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Monica Vaughan, Chief of Schools  
**RE:** Consolidated Application for Funding

**Background :**

The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

**Action Requested:**

**ACTION**

The Board to consider approval of the Consolidated Application

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	SPas ConApp

**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaull@cde.ca.gov](mailto:jpaull@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Lydia Moore
Authorized Representative's Signature	
Authorized Representative's Title	Program Director of Instruction- Student Programs and Services
Authorized Representative Signature Date	06/27/2017

**\*\*\*Warning\*\*\***

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**2017-18 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lydia Moore
Authorized Representative Title	Program Director Instruction, Student Programs and Services
Authorized Representative Signature Date	06/27/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2017-18 Application for Funding****CDE Program Contact:**Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2017
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**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Alicia Garcia
DELAC review date	04/12/2017
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	<a href="https://www.acoe.org/page/268">https://www.acoe.org/page/268</a>
DELAC comment  If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Our DELAC meeting was scheduled after the board approved our LCAP funding for ELL services.

**Title IV, Part A Addendum**

To apply for Title IV, Part A categorical funds for the fiscal year select "Yes." Only eligible LEAs will receive Title IV, Part A funds.

<b>Title IV, Part A (Student Support)</b> ESSA Sec. 1112(b) SACS 4127	
Date of material change approval by local governing board Participation is considered a material change per Section 64000, as such, local board approval is required.	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b>	Yes
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**\*\*\*Warning\*\*\***

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**2017-18 Application for Funding****CDE Program Contact:**Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

ESSA Sec. 1111 et seq. SACS 3010	
<b>Title I, Part D (Delinquent)</b> ESSA Sec. 1401 SACS 3025	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III, Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title III, Part A English Learner</b> ESEA Sec. 3102 SACS 4203	No

**\*\*\*Warning\*\*\***

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## 2017-18 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Subpart 1 Rural Education Achievement Program Flexibility (REAP-Flex) governed by ESEA Section 5211. Funds transferred under REAP-Flex are not to be included on this form.

### CDE Program Contact:

Juan J. Sanchez, Educator Excellence Office (Title II), [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-319-0452  
Tom Herman, Coordinated School Health & Safety (Title IV), [THerman@cde.ca.gov](mailto:THerman@cde.ca.gov), 916-319-0914

<b>Title II, Part A Transfers</b>	
2017-18 Title II, Part A entitlement	\$13,377
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$13,377
Transferred to Title III, Part A English Learner	\$0
Transferred to Title III, Part A Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$13,377
2017-18 Title II, Part A entitlement after transfers out	\$0
<b>Title IV, Part A Transfers</b>	
2017-18 Title IV, Part A entitlement	\$0
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III, Part A English Learner	
Transferred to Title III, Part A Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$0
2017-18 Title IV, Part A entitlement after transfers out	\$0

### \*\*\*Warning\*\*\*

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**2017-18 Title I, Part A LEA Allocation**

The purpose of this data collection is to calculate the full Title I, Part A allocation available to the LEA.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit private school low income students	
Total participating attendance area low income students	387
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Title I, Part A LEA Allocations**

2017-18 Title I, Part A entitlement	\$559,615
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$559,615
<b>Note:</b> In order for the 2016-17 allowable carryover amount to be pre-populated, the 2016-17 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2016-17 Allowable Carryover	\$0
(Allowable values are the 12 month 2016-17 carryover amount or, whichever is less either the 15 month 2016-17 carryover amount or 15% of the 2016-17 entitlement plus transferred-in amount)	
Repayment of funds	\$0
2017-18 Total allocation	\$559,615
Nonprofit private school equitable services proportional share amount	\$0
Total allocation after nonprofit private school equitable services proportional share amount	\$559,615
Indirect cost reservation	\$49,994
Administrative reservation	\$33,948
2017-18 Title I, Part A adjusted allocation	\$475,673
<b>Indirect Cost and Administration Calculation Tool</b> To help determine allowable indirect cost and administrative reservations, based on the LEA's approved indirect cost rate, as defined on the Indirect Cost Rates Web page at <a href="http://www.cde.ca.gov/fg/ac/ic/">http://www.cde.ca.gov/fg/ac/ic/</a> , below are recommended values.	
2017-18 Approved indirect cost rate	9.81%
Maximum allowable indirect cost reservation	\$49,994
Recommended administration reservation	\$33,948

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**2017-18 Title I, Part A Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Rina DeRose, Title I Policy and Program Guidance Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**Required Reservations**

Parent and Family Engagement (1% of the entitlement if greater than \$500,000.)	\$5,596
School parent and family engagement	\$5,037
LEA parent and family engagement	\$559
Direct or indirect services to homeless children, regardless of their school of attendance	\$55,281
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Public school Choice transportation (Only applies to students previously transferred under NCLB.)	\$0

**Authorized Reservations**

Other authorized activities	
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**Reservation Summary**

Title I, Part A adjusted allocation	\$475,673
Total required reservations	\$55,840
Total authorized reservations	\$0
Allocation after reservations	\$419,833
School parent and family engagement set-aside	\$5,037
Amount available for Title I, Part A school allocations	\$414,796

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part D LEA Allocations and Reservations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title I, Part D, Subpart 2, Neglected, Delinquent, and At-Risk Youth, and to report required reservations.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

2017-18 Title I, Part D Entitlement	\$564,650
Transferred-in amount	\$13,377
Repayment of funds	
2017-18 Allocation	\$578,027
Indirect cost reservation	\$51,639
Administrative reservation	\$33,879
Title I, Part D adjusted allocation	\$492,509
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part D Facilities Report**

A report of the number of Title I, Part D funded facilities, by program, and whether or not they report student data to the LEA, including student outcomes after exit.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**At-Risk Programs**

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in At-Risk Programs facilities	72

**Neglected Programs**

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in Neglected Programs facilities	22

**Juvenile Detention Programs**

Total number of facilities	1
Number of facilities that reported student data	1
Average number of days students were served in Juvenile Detention Programs facilities	20

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part D Demographics by Program**

A report of demographic data, by program, of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**Students Served in At-Risk Programs**

Male	128
Female	142
<b>Total unduplicated students served</b>	<b>270</b>

**Student Counts by Age**

Ages 3 through 5	0
Age 6	0
Age 7	0
Age 8	0
Age 9	0
Age 10	0
Age 11	0
Age 12	0
Age 13	2
Age 14	8
Age 15	19
Age 16	38
Age 17	79
Age 18	78
Age 19	38
Age 20	8
Age 21	0
<b>Total student counts by age</b>	<b>270</b>

**Student Counts by Racial/Ethnic Group**

Hispanic or Latino of any race	129
American Indian or Alaskan Native	1
Asian	11
Black or African American	105
Native Hawaiian or Other Pacific Islander	2

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**2017-18 Title I, Part D Demographics by Program**

A report of demographic data, by program, of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

White	14
Two or more races	8
<b>Total student counts by racial/ethnic group</b>	<b>270</b>

**Other Student Counts**

English learner students	49
Students with disabilities	29

**Students Served in Neglected Programs**

Male	12
Female	2
<b>Total unduplicated students served</b>	<b>14</b>

**Student Counts by Age**

Ages 3 through 5	0
Age 6	0
Age 7	0
Age 8	0
Age 9	0
Age 10	0
Age 11	0
Age 12	0
Age 13	0
Age 14	0
Age 15	2
Age 16	4
Age 17	4
Age 18	4
Age 19	0
Age 20	0
Age 21	0
<b>Total student counts by age</b>	<b>14</b>

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**2017-18 Title I, Part D Demographics by Program**

A report of demographic data, by program, of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**Student Counts by Racial/Ethnic Group**

Hispanic or Latino of any race	3
American Indian or Alaskan Native	0
Asian	1
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	6
Two or more races	2
<b>Total student counts by racial/ethnic group</b>	<b>14</b>

**Other Student Counts**

English learner students	1
Students with disabilities	5

**Students Served in Juvenile Detention Programs**

Male	253
Female	63
<b>Total unduplicated students served</b>	<b>316</b>

**Student Counts by Age**

Ages 3 through 5	0
Age 6	0
Age 7	0
Age 8	0
Age 9	0
Age 10	0
Age 11	0
Age 12	1
Age 13	1
Age 14	13
Age 15	34

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**2017-18 Title I, Part D Demographics by Program**

A report of demographic data, by program, of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

Age 16	65
Age 17	96
Age 18	101
Age 19	5
Age 20	0
Age 21	0
<b>Total student counts by age</b>	<b>316</b>

**Student Counts by Racial/Ethnic Group**

Hispanic or Latino of any race	86
American Indian or Alaskan Native	2
Asian	8
Black or African American	189
Native Hawaiian or Other Pacific Islander	3
White	21
Two or more races	7
<b>Total student counts by racial/ethnic group</b>	<b>316</b>

**Other Student Counts**

English learner students	28
Students with disabilities	75

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**2017-18 Title I, Part D Outcomes**

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**At-Risk Programs**

Total students served	270
<b>While in the facility, the number of students who:</b>	
Earned high school course credits	97
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Earned a GED	0
Obtained a high school diploma	63
Were accepted or enrolled into postsecondary education	2
Enrolled in job training programs and or courses	0
Obtained employment	0
<b>Within 90 calendar days after exit, the number of students who:</b>	
Earned high school course credits	25
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Enrolled in their local district school	7
Earned a GED	0
Obtained a high school diploma	22
Were accepted or enrolled into postsecondary education	10
Enrolled in job training programs and or courses	0
Obtained employment	1

**Neglected Programs**

Total students served	14
<b>While in the facility, the number of students who:</b>	
Earned high school course credits	5
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Earned a GED	0
Obtained a high school diploma	1

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**2017-18 Title I, Part D Outcomes**

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

Were accepted or enrolled into postsecondary education	0
Enrolled in job training programs and or courses	0
Obtained employment	0
<b>Within 90 calendar days after exit, the number of students who:</b>	
Earned high school course credits	3
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Enrolled in their local district school	3
Earned a GED	0
Obtained a high school diploma	0
Were accepted or enrolled into postsecondary education	0
Enrolled in job training programs and or courses	0
Obtained employment	0

**Juvenile Detention Programs**

Total students served	316
<b>While in the facility, the number of students who:</b>	
Earned high school course credits	88
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Earned a GED	0
Obtained a high school diploma	0
Were accepted or enrolled into postsecondary education	26
Enrolled in job training programs and or courses	19
Obtained employment	0
<b>Within 90 calendar days after exit, the number of students who:</b>	
Earned high school course credits	12
Enrolled in GED program (Include GED, HiSET, and TASC)	0
Enrolled in their local district school	19

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**2017-18 Title I, Part D Outcomes**

A report of the academic and vocational outcomes of students served with Title I, Part D funds.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

Earned a GED	0
Obtained a high school diploma	1
Were accepted or enrolled into postsecondary education	0
Enrolled in job training programs and or courses	0
Obtained employment	0

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part D Academic Performance**

A report of the academic performance of long term students served with Title I, Part D funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**At-Risk Programs**

Total students served	270
Number of long-term students served	124

**Reading****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	23
No change in grade level	3
Improvement of up to one grade level	2
Improvement of more than one grade level	96

**Mathematics****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	21
No change in grade level	40
Improvement of up to one grade level	29
Improvement of more than one grade level	21

**Neglected Programs**

Total students served	14
Number of long-term students served	1

**Reading****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	0
No change in grade level	0
Improvement of up to one grade level	0

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**2017-18 Title I, Part D Academic Performance**

A report of the academic performance of long term students served with Title I, Part D funds. Long-term students are those who have been enrolled in a program for at least 90 consecutive calendar days. Multiple admissions cannot be added together.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

Improvement of more than one grade level	1
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**Mathematics****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	0
No change in grade level	0
Improvement of up to one grade level	0
Improvement of more than one grade level	1

**Juvenile Detention Programs**

Total students served	316
Number of long-term students served	25

**Reading****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	4
No change in grade level	3
Improvement of up to one grade level	6
Improvement of more than one grade level	12

**Mathematics****Pre- to Post- Test Grade Level Changes**

Enter student counts for each of the ranges below for students who completed pre- and post- testing.

Negative grade level change	4
No change in grade level	2
Improvement of up to one grade level	7
Improvement of more than one grade level	12

**\*\*\*Warning\*\*\***

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**2017-18 Title I, Part D Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2018.

**CDE Program Contact:**

Karen Steinhaus, Title I Policy and Program Guidance Office, [ksteinhaus@cde.ca.gov](mailto:ksteinhaus@cde.ca.gov), 916-319-0946

**Use of Funds**

Funds provided to local educational agencies under this subpart (section 1424) may be used, as appropriate, for:

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

(2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

(4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and

(5) programs providing mentoring and peer mediation.

2017-18 Title I, Part D entitlement	\$564,650
Transferred-in amount	\$13,377
2017-18 Total Allocation	\$578,027
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$47,037
2000-2999 Classified personnel salaries	\$283,824
3000-3999 Employee benefits	\$89,704
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$105,823
Administrative and indirect costs	\$51,639
Total year-to-date expenditures	\$578,027
2017-18 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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**2017-18 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders.

**CDE Program Contact:**

Melissa Flatt, Teacher and Leader Policy Office, [mflatt@cde.ca.gov](mailto:mflatt@cde.ca.gov), 916-324-5689

Juan J. Sanchez, Educator Excellence Office (Title II), [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-319-0452

2017-18 Title II, Part A entitlement	\$13,377
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$13,377
Total entitlement after transfers	\$0
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2017-18 Allocation	\$0
Administrative and indirect costs	\$0
2017-18 Title II, Part A adjusted allocation	\$0

**\*\*\*Warning\*\*\***

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**2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

**CDE Program Contact:**

Melissa Flatt, Teacher and Leader Policy Office, [mflatt@cde.ca.gov](mailto:mflatt@cde.ca.gov), 916-324-5689

2017-18 Title II, Part A entitlement	\$13,377
--------------------------------------	----------

**Professional Development Expenditures**

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

**Recruitment, Training, and Retention Expenditures**

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	\$13,377
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$13,377
2017-18 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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**2017-18 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Supporting Effective Instruction) SACS Code 4035	No
Title III, Part A (Immigrant Students) SACS Code 4201	No
Title III, Part A (English Learner Students) - 2% maximum SACS Code 4203	No
Title IV, Part A (Student Support) SACS Code 4127	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

**\*\*\*Warning\*\*\***

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## 2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

### Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths
  
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
  - b) Includes a dispute resolution process
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison
  
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Elizabeth
Homeless liaison last name	Tarango
Homeless liaison title	Director FYSCP
Homeless liaison e-mail address (format: abc@xyz.zyx)	ltarango@acoe.org
Homeless liaison telephone number (format: 999-999-9999)	510-670-7750
Homeless liaison telephone extension	7,750
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	6.00

### Homeless Liaison Training Information

#### \*\*\*Warning\*\*\*

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**2017-18 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/25/2012
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Title I, Part A Homeless Expenditures**

2017-18 Title I, Part A entitlement	\$559,615
2017-18 Title I, Part A direct or indirect services to homeless children reservation	\$55,281
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$0

**\*\*\*Warning\*\*\***

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**2017-18 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

Homeless services provided  (Maximum 500 characters)	ACOE supports schools of origin in providing basic and mental health support. All homeless students are identified at time of registration and/or by faculty. Our McKinney-Vento director, school social worker or social work intern offer counseling to the student. A transcript analysis is completed for all homeless students so that a determination can be made as to whether it would be in the student's best interest to graduate with the state minimum wai
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No extraordinary needs requiring the use of the reservation for homeless students, all needs met through other funding sources.

**\*\*\*Warning\*\*\***

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## 2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

### CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

### \*\*\*Warning\*\*\*

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**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 4.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Teresa Kapellas, Executive Director | Administrative Services  
**RE:** Determination Hearing - Envision Academy Material Revision

**Background :**

Envision Academy of Arts & Technology is requesting a material amendment to its charter:

1. Update the charter to reflect the addition of middle grades (6th-8th) to its existing high school, Envision Academy (9th-12th)

Envision Academy of Arts & Technology is requesting a material revision to its charter to add middle grades (6th-8th grades) to its existing high school (9th- 12th grades), starting with 6th grade in FY 2019/20, to ensure its students are better prepared for high school and college.

A public hearing was held on July 10, 2018 to hear the merits of the request from the charter school leadership, and to hear any public support or opposition on this matter.

ACOE Staff conducted a review of the request to determine whether the charter school satisfied the requirements for a material revision, and to determine the reasonableness of the request. A copy of the results is in the attached Staff Analysis Report.

**Action Requested:**

**INFORMATION/ ACTION**

Approve or deny the material revision request for Envision Academy Charter School, in accordance with the Memorandum of Understanding and Education Code Sections 47607(a)(1)

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Staff Analysis Report

## **Report to Alameda County Board of Education Envision Academy Material Revision Request Staff Analysis**

August 14, 2018

### **EXECUTIVE SUMMARY**

The Alameda County Office of Education's Charter Schools Office (CSO) conducted a review of Envision Academy's request to add middle schools grades (6<sup>th</sup>-8<sup>th</sup> grades) beginning in the 2018-19 school year.

The Charter Schools Office reviewed the request and found it met all of the legal criteria for approval.

### **INTRODUCTION AND BACKGROUND**

ACOE received a letter from Envision Academy requesting a material revision to its charter. The documentation provided by Envision Academy includes:

- Approved Board Resolutions for submission of material revision to request expansion of Envision Academy and projected budget impact to include middle grades
- Revised Charter with full redlined edits including new requirements of law
- 2017-2018 Academic Calendar and Bell Scheduled for 9<sup>th</sup>-12<sup>th</sup> grades
- 2017-2018 Board of Directors Roster
- Middle Grades Job Descriptions
- Budget forecast for FY 18/19 through FY 22/23
- Commercial leases and addenda for the 1515 Webster Street location (site of Envision Academy High School)
- Floorplans for the 1515 Webster Street location
- LCAP for 17/18-19/20 SY
- School Emergency Response Plan

According to the Memorandum of Understanding, material revisions must have approval from the County Board per Cal. Ed. Code §47607. Changes to the charter school considered to be material revisions include, but are not limited to, the following:

1. Substantial changes to the educational program, mission, or vision of the charter school.
2. Adding a classroom-based or non-classroom based program and/or facility not expressly authorized by the charter.
3. Changes to the location of the facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes will be exempt from this provision.
4. Entering into a contract to be managed or operated by any other charter school public benefit corporation (or any other corporation or entity), such as an Educational Management Organization or a Charter Management Organization other than the charter.

## **MATERIAL REVISION PROCESS**

### **Public Hearing**

A public hearing was held on the material revision on July 10, 2018, in compliance with Cal. Ed. Code §47605. Envision Academy's CEO, Gia Truong, presented the item and reasons for the request. No one spoke in opposition of this request.

### **Review and Analysis**

In applying the legal criteria, the following standard questions were used by the ACOE Charter Schools Office as a guideline to assess whether the charter school satisfied the requirements for material revision:

1. Is the petition reasonably comprehensive with respect to elements affected by the proposed change? Did the petition include the revisions necessary to the petition based on changes made in current law since the petition was last approved?
2. Is the proposed change sound for the students to be served?
3. Is the organization likely to successfully implement the change?

The Charter Schools Office reviewed Envision Academy's request and found the request contains a reasonably comprehensive description of elements affected by the proposed change.

1. In addition to proposed changes to the school's grade configuration, there were changes to the petition to comply with the new regulations under AB 1360, which went into effect January 1, 2018. The new law requires additional information in the areas of Admissions Preferences, Parental Involvement, Student Discipline, and Dismissal.
  - Envision Academy placed information concerning district notification and parental involvement notification under the Affirmations/Declarations section of the petition, pages 7-8.
    - *If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School [Ref. Education Code Section 47605.6(e)(3)]*
    - *The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]*
  - Student Suspension and Expulsion Procedures, and Dismissal changes were adequately updated on pages 129-147 of the petition under Element J: Pupil Suspension and Expulsion.

2. The proposed change is educationally sound. Evidence of their educational success includes the high performance of their currently operated high school, Envision Academy, as well as the positive impact that the addition of middle grades has had at another Envision School (Impact Academy, authorized by Hayward Unified School District).
3. Based on Envision Academy's successful charter school operation to date, they are likely to successfully implement the proposed change. The change will alter ADA calculation, but will have a positive financial impact to the charter school's revenues.

### **Determination Hearing**

The Board may deny the request for material revision if it makes written factual findings with specific facts to support one or more of the grounds for denial. These 5 grounds are the same as the petition review process (Education Code §47605(b).)

- 1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- 2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- 3) *The petition does not contain the number of signatures required by subdivision (a).*
- 4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- 5) *The petition does not contain reasonably comprehensive descriptions of all of the following: [standard elements]*

Note that the requirement to include the listed "elements" of the petition only applies to those sections that are affected by the proposed revision. In addition, signatures are not required for revisions and there are no newly-required affirmations.

### **DECISION OF CHARTER'S MATERIAL REVISION**

Should the County Board approve the material revision, the middle grades (6<sup>th</sup>-8<sup>th</sup>) will be added one grade at a time beginning in the 2019-20 school year. Envision Academy will immediately begin to notify parents and students of the change. No additional pre-opening requirements are needed for this material revision.



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 6.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Teresa Kapellas, Executive Director | Administrative Services  
**RE:** Public Hearing - Connecting Waters Charter School, East Bay (CWCS-EB) Material Revision

**Background :**

Connecting Waters Charter School, East Bay is requesting a material revision to its charter to amend its bylaws and charter petition to allow board members to serve subsequent terms of office.

The proposed change requires County Board approval as a material revision required by the Education Code and the terms of the Memorandum of Understanding. A public hearing must be held prior to the Board making a decision to approve or deny the request for the material revision.

**Action Requested:**

**INFORMATION/ ACTION**

That the Board hold a Public Hearing regarding Connecting Waters Charter School, East Bay's Request for Material Revision, in accordance with Education Code Sections 47605.6 and 47607.

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Signed Letter for Superintendent ACOE
<input type="checkbox"/> Backup Material	CWEB Charter Petition Material Revision - Clean Version
<input type="checkbox"/> Backup Material	CWEB Charter Petition Material Revision - Redline Final Version
<input type="checkbox"/> Backup Material	Unadopted Minutes Board Meeting Agenda July 16 2018



Connecting Waters East Bay  
Charter School

12420 Bentley Street  
Waterford, CA 95386

800-808-9895  
Fax: 209-874-9531

July 17, 2018

Via: Email  
[tkapellas@acoe.org](mailto:tkapellas@acoe.org)

L. Karen Monroe, Superintendent of Schools  
Alameda County Office of Education  
313 West Winton Ave.  
Hayward, CA 94544

**Re: Material Revision Request for Connecting Waters Charter School, East Bay**

Dear Superintendent Monroe,

On behalf of Connecting Waters Charter Schools ("CWCS"), which operates Connecting Waters Charter School, East Bay ("CWEB"), I am writing to request a material revision of the CWEB charter petition pursuant to guidance provided in the Alameda County Office of Education's "Material Revision Protocol."

CWEB seeks to make two revisions to its charter, as follows:

**1. Board of Directors' Terms of Office**

The CWCS Board of Directors desires to amend its bylaws and charter petition to allow board members to serve subsequent terms of office, as approved by the Board of Directors. This revision will provide continuity of service and experience to the CWCS Board of Directors should multiple terms of office be desired by existing members and approved by the existing Board of Directors.

**2. Budget Impact**

This change will not impact the budget. There is no fiscal impact.

**3. Board of Director Action**

The Board of Directors took action at the July 16, 2018 board meeting to submit this material revision. The minutes to this meeting are included with the packet.



#### **4. Compliance with New Requirements of Charter Schools Since the Charter Was Approved**

In accordance with Education Code Section 47607(a)(2), the CWEB charter material revision includes a reasonably comprehensive description of any new requirement of law enacted since the charter was last approved, including, but not limited to, ELPAC testing and AB 1360 updates concerning admissions and suspension/expulsion procedures.

\* \* \*

The CWCS Board of Directors approved submission of the material revision request at its July 16, 2018. Enclosed herein are the CWCS Board meeting minutes, and CWEB charter petition denoting the above revisions.

We thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Sherri Nelson". The signature is written in a cursive, flowing style.

Sherri Nelson  
Executive Director  
Connecting Waters Charter School

Enclosures





**Connecting Waters Charter School,  
East Bay**  
A TK-12 Public School

**Submitted to the  
Alameda County Office  
Of Education**

September 23, 2016

For the term July 1, 2017  
through June 30, 2022

Material Revision Submitted November 2, 2017 and Approved  
December 12, 2017

Second Material Revision Submitted July 17, 2018

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Appendix A: Independent Study Policy

Appendix B: Parent and Student Master Agreement  
and Acknowledgement of Responsibilities

Appendix C: Articles of Incorporation

Appendix D: Bylaws

Appendix E: Connecting Waters Charter School Conflict-of-Interest Code

Appendix F: Calendar

Appendix G: Course Descriptions

Appendix H: Vendors

Appendix I: Independent Contractor Vendor Agreement

Appendix J: Budget and Finance

Appendix K: CWCS Parent Survey

Appendix L: Parent Petition Signatures

Appendix M: Teacher Petition Signatures

## **AFFIRMATIONS/DECLARATION**

As the authorized lead petitioner, I, Sherri Nelson, hereby certify that the information submitted in this petition for a California public charter school to be named Connecting Waters Charter School, East Bay (hereafter “CWEB” or the “Charter School”), to be operated by Connecting Waters Charter Schools, and to be located within the boundaries of Alameda County Office of Education (“ACOE” or County) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, CWEB will follow any and all federal, state, and local laws and regulations that apply to CWEB. Further, I affirm that if awarded a charter, CWEB:

1. Shall 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)].
2. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
3. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
4. Connecting Waters Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CWEB for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
5. 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, including immigration status, or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
6. Shall admit all pupils who wish to attend the Charter School; unless CWEB receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall 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)(i)-(iv). 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). Education Code Section 47605(d)(2)(A)-(C)]
7. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), and 47610]
8. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, CWEB 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall

provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. Education Code Section 47605(d)(3)]

9. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
10. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
11. Shall ensure that teachers in CWEB hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code section 47605(l)].
12. Shall at all times maintain all necessary and appropriate insurance coverage.
13. 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).
14. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)].
15. Shall on a regular basis consult with its parents and teachers regarding CWEB's educational programs. [Ref. Education Code Section 47605(c)].
16. Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1].
17. Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
18. Shall comply with the Public Records Act.
19. Shall comply with the Family Educational Rights and Privacy Act.
20. Shall comply with the Ralph M. Brown Act.
21. Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960].
22. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

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Authorized Representative's Signature

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Date

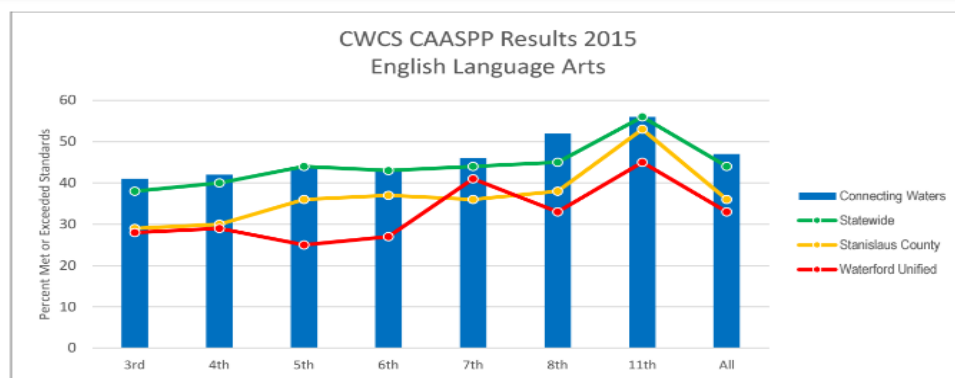
## INTRODUCTION

Our existing charter school, Connecting Waters Charter School (“CWCS”), originally chartered in 2002, is authorized by Waterford Unified School District in Stanislaus County and enrolls over 2,000 students in grades TK-12 in an independent study program. Our students come from eight counties with over 600 students from Alameda County and over 200 from the Tri-City (Fremont, Union City, and Newark) and Hayward areas. The corporation Connecting Waters Charter Schools was formed as a California nonprofit public benefit corporation. Connecting Waters Charter School can be referred to as CWCS. Connecting Waters Charter Schools (the corporation) can only be referred to as Connecting Waters Charter Schools. Connecting Waters Charter School, East Bay can be referred to as CWEB.

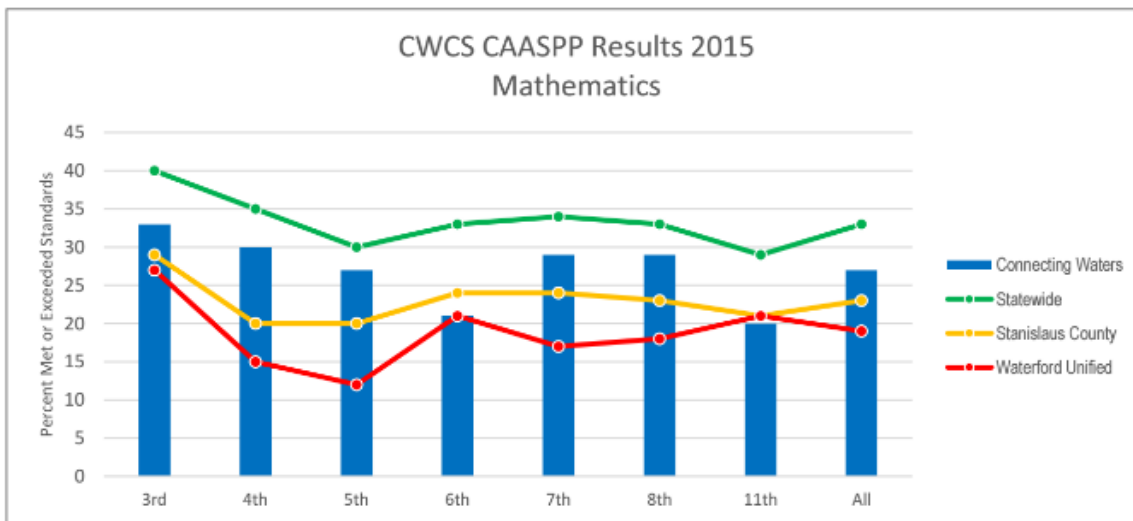
We specialize in serving a unique population of students who thrive in an alternative learning environment. Families often come to us when students are struggling academically, behaviorally, or socially. In addition, CWCS offers families with students who excel in sports, music, dance and theatre an alternative educational structure to allow students to pursue their talents without compromising academics. Our team of specialists partner with the parent and the credentialed teacher to customize a learning program to fit each student’s strengths and interests.

We integrate innovative components such as Moodle classes, online tutoring, mobile science labs, and computer adaptive learning programs. Our team seeks to re-engage and motivate students through stimulating and meaningful learning experiences that pique student interest. Although our student population appears to be quite challenging when they enter, we observe hundreds of success stories as we work together to discover the keys to helping each student learn and thrive. Our families are highly satisfied with the opportunities, resources, and support they receive and deliver powerful testimonials of the importance of this program for their students. Years into the future, our graduates remain lifelong learners, contributing community members, and happily satisfied members of society.

In 2015, the first year of official California Assessment of Student Performance and Progress (“CAASPP”) test implementation for Connecting Waters Charter School (see graphs below), our English Language Arts (“ELA”) scores surpassed the state of California in most grade levels and our Math scores outshined both our chartering county and district.

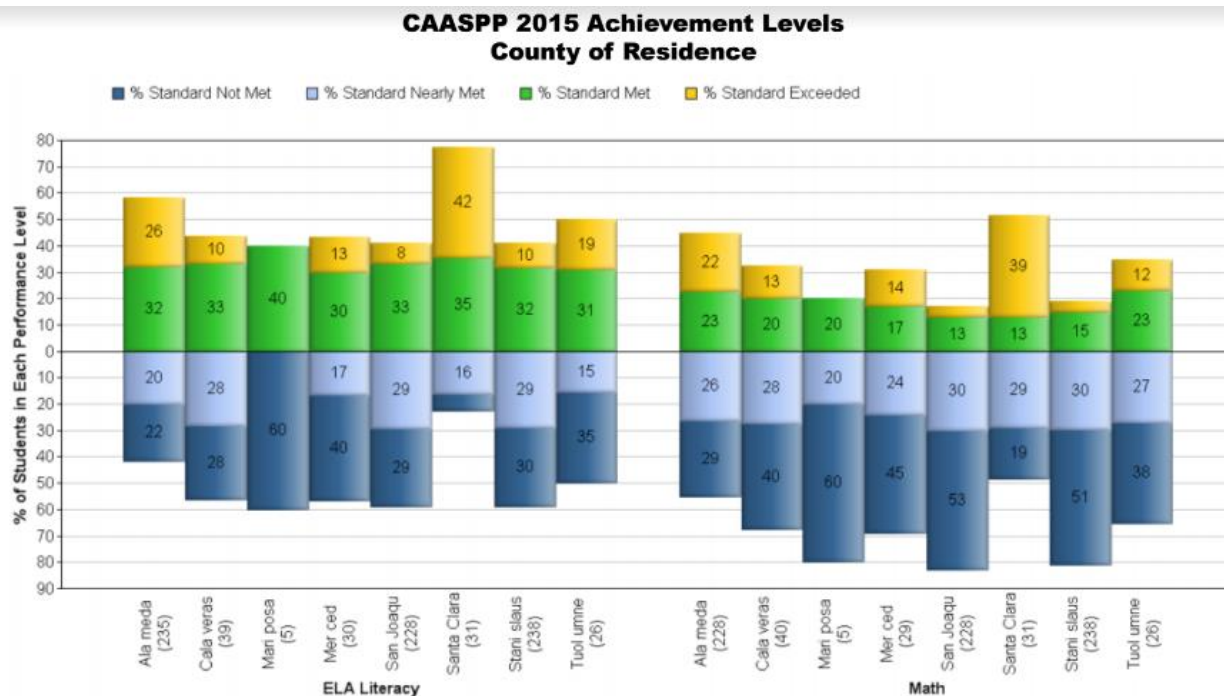


	3rd	4th	5th	6th	7th	8th	11th	All
Statewide	38	40	44	43	44	45	56	44
Stanislaus County	29	30	36	37	36	38	53	36
Waterford Unified	28	29	25	27	41	33	45	33
Connecting Waters	41	42	44	43	46	52	56	47



	3rd	4th	5th	6th	7th	8th	11th	All
Statewide	40	35	30	33	34	33	29	33
Stanislaus County	29	20	20	24	24	23	21	23
Waterford Unified	27	15	12	21	17	18	21	19
Connecting Waters	33	30	27	21	29	29	20	27

Our CAASPP 2015 Achievement Levels by County of Residence (see graph below) show that students in the Bay Area, from Alameda and Santa Clara Counties, boast the highest percentages of students both meeting and exceeding standards in both English Language Arts and Math at Connecting Waters Charter School. Despite lower achievement levels in several of the other counties we serve, our students in Alameda and Santa Clara Counties positively influenced our overall school assessment performance results.



By law, we can only provide student resource centers in our authorizer's county. This means our East Bay students do not have the same access to materials and classes as our students who live near the Connecting Waters Charter School resource center in Modesto. Our East Bay parents and teachers have repeatedly appealed to school administration to address this need. Opening a second school in the Tri-Cities area of the East Bay will enable students in Alameda County and surrounding counties, who may not be thriving in a traditional education system, to embrace the transformative personalized learning approach CWCS offers.

Connecting Waters Charter School, East Bay proposes to fill a unique niche for students and families who are seeking a creative, non-traditional and independent TK-8 and high school experience. The program will offer a personalized plan for each student. Students will be able to learn at home, at the learning center, or through online communication platforms to get specialized support from teachers. Students will be able to choose from dynamic and interactive course offerings and additional online coursework from Apex, BYU and UC Scout curriculum, or a textbook-based version of the curriculum. Both will combine individualized learning supports and hands-on, experiential learning. The model will appeal to families who wish to have stronger involvement with their students' educational experience.

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- 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/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the 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.

Connecting Waters Charter School, East Bay fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the CWEB will:

- Improve pupil learning by delivering curriculum and instructional supports according to the students' needs.
- Provide different and innovative teaching methods using a combination of personalized learning, project-based activities, and career technical education for our high school students.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum.



- Provide a unique educational choice for parents/guardians that is not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that may stimulate the improvement of all public schools in the region.

## **I. FOUNDING GROUP**

The Founding group members either live in the East Bay or are former natives of the Bay Area. Our Lead teachers have been at the forefront of the efforts to open a charter in the East Bay. They have met with parents and teachers to share the vision of CWEB and will continue to be key members in the efforts to promote the charter's success. A Local School leader will be hired to work with the Executive Director and the Key School Administrators. Each Key Administrator will be employed for CWEB to ensure that all excellent practices are maintained. As CWEB grows additional key employees will be hired as needed.

The following founding board members and school faculty provide the background and necessary expertise in the above areas to ensure the success of CWEB:

### **Existing Board Members:**

These are the existing board members of Connecting Waters Charter Schools. They consist of five parents and two community members.

**Chairman of the Board** – Ron Mayo– Ron's children attended Connecting Waters Charter School. When they did, Ron was involved in various activities and school events both as a parent attendee and as support for the Connecting Waters Charter School staff as well as having the duties and responsibilities of being a member of the Board and the Board Chair.

In his professional life he has had an eclectic career starting off as an RV Mechanic for two years and then joining the US Army for four years. He has been working in the equipment rental industry for 25 years.

Ron has been with his current employer, United Rentals, for 23 years and has held various positions within the organization: Mechanic, Service Manager, Operations Manager, Safety Officer, DOT Compliance Officer, Trainer and Train the Trainer. Currently, he is part of the Human Resources team as a corporate operations trainer in charge of one of eight (8) operations training centers in the US and Canada that train new and current employees on operations and various other subjects. Ron also conducts safety training and trains other trainers as well as builds and edits training manuals. By being a continual learner, mentoring and being involved in self-education, he has the equivalent of a 5 year plus degree in multiple disciplines specializing in maintenance, operations, financials, safety, leadership and the management, auditing, developing of classes and teaching these subjects.

**Vice-Chairman of the Board** – Laneshia Peters has been a board member for the past three years. She has served as our Board Treasurer. Laneshia has two sons that attend Connecting Waters Charter School, one in 4th grade and one in 2nd grade. She has been homeschooling for five years. Laneshia keeps busy volunteering in her community.

She is most proud of the experiences that demonstrate this board of directors' ability to collaborate, work respectfully with each other, and the families that they represent. Commitment to a home-based education for two students afforded her the privilege as a member of the board of directors. For academic development as an educator, she is enrolled in continuing education programs. Professionally, she is a small business owner. Over a period of nearly 20 years, she has diligently cultivated work ethic, professionalism, and communication skills; organized work practice, time management and ability to resource, outsource and establish processes. She applies her professional experience as a member to the board that governs Connecting Waters Charter School.

**Board Treasurer** – Nina Vieira is a stay at home mom who has been homeschooling her two children, now in 6th and 4th grades, for the past seven years. This year, Nina is serving as our Board Treasurer, and has previously served as Co-Chairman. Before stepping into her role as a homeschooling mom, Nina worked for The Outdoor Channel as manager of the editorial department. Prior to that, she spent six years as Assistant Editor for a mail order book company, feeding her love of reading. Both positions required her to pay great attention to detail, making sure that her staff and company met all deadlines given, without mistakes. She now spends a majority of her time as a homeschool teacher, wife and Sunday school teacher. Some of Nina's strengths are being organized, which is a great necessity while homeschooling. She is committed to her children's education and to Connecting Waters Charter School.

**Board Member** – Shannon LaSalle is a parent of a Connecting Waters Charter School student and her other two children attend traditional public school. She has been a traditional public school teacher for 21 years. She has experience teaching first through third grade. At her school, she has been president of the School Site Council, president of the PTA, the leader of No Bully, the chairman of Romero Games (large track meet), and been a member of various other committees. She also was one of the founding members of the CWCS Board of Directors.

**Board Member** – Megan Shipley has been homeschooling her 4 children for over 13 years. One has graduated and the younger three children, ages 9 - 16, are homeschooling through Connecting Waters Charter School. They joined CWCS when they moved from Tennessee 4 years ago. Megan joined CWCS while living in the Bay Area and served as the chair of the Parent Advisory Council ("PAC"). She now lives in the Central Valley but is still very connected to the families and educational groups in the East Bay. The Shipley family started homeschooling when the oldest child taught herself how to read at the age of 4, subsequently launching the family into the complexities of educating gifted children. All of the children learn very differently from each other, so Megan has also done extensive research into the various learning styles. Her homeschooling methods have varied from classical to eclectic. Through all of this, she has learned that every child can learn and wants to learn. Our job is to provide the proper resources for each individual child. In addition to her experience as an educator, she believes her background in accounting will play a crucial role during her tenure as a board member. She is also a huge "technology geek" and believes we need to keep up with current trends; however, she is a strong advocate of children picking up real books, playing outside, learning valuable life skills, and just being kids. She is very passionate about education and the power of our children to shape the future of our country as well as the world. She has read extensively about educational issues and the challenges facing schools today.

**Board Member** – Carol Adams is no stranger to Connecting Waters Charter School. It is her pleasure to serve CWCS in the capacity of a member of the Board of Directors. Carol has over 40 years' experience in the field of education. She retired from Escalon Unified after 30 years and spent 11 years with CWCS. With Escalon Unified she served in the following roles: Special Education and Regular Education, GATE teacher, Administrator, Special Education Director, and SARB Coordinator. With Connecting Waters Charter School her roles were credentialed teachers whom we call Education Specialist ("ES") and Area Facilitator.

Carol's experience has been many-sided and has afforded her the opportunity to work with all populations. She attended many board meetings over the years as a Mentor Teacher and Administrator, working very closely with Escalon School District and County Offices. Her years with CWCS gave her a broad view of the choices families have in educating their students. Carol has enjoyed her time in this educational setting. She looks forward to serving you.

**Board Member** – Margaret Lynch has been a parent with Connecting Waters Charter School for many years. She brings insight and experience to the CWCS Board of Directors. She has a BS degree in Education from Citadel Baptist College with a minor in Music. She has published two songs, and produced two albums. She also teaches voice lessons. She is a Realtor for PMZ Real Estate. She has six children and enjoys the personalized learning approach of education for the past 20 years. She believes the best teacher for any student is his/her parent. No one will care more. She understands the important responsibility CWCS's innovative approach has provided for her children's education. The evidence of learning is found in the educational progress of her children. She has two sons serving in the United States Air Force and a daughter working as a Legislative Aide for the Maine State Senate. Her greatest joy has been to see her older graduates reach their dreams and enjoy their desired careers in life.

### **Key School Leaders:**

**Executive Director and Lead Petitioner** – Sherri Nelson has been serving as the Executive Director of Connecting Waters Charter School since its inception in 2002. CWCS now serves over 2,000 students in California. Mrs. Nelson has worked in education for over 21 years. Prior to working at Connecting Waters Charter School, she served as a teacher and assisted with the assessment team at Horizon Instructional Systems Charter School. She worked at Heritage Family Academy Charter School as an administrator and provided support to teachers and parents.

Mrs. Nelson earned her Bachelor of Science degree in Electrical Engineering Computer Science from the University of California at Berkeley, and a Master of Education in Leadership degree from California State at Stanislaus. She holds a California Clear Administrative Credential as well as a Clear Multiple Subject Teaching Credential.

Mrs. Nelson is passionate about supporting parents and teachers in providing personalized programs for students. Her own children were taught in this manner. She views them now as contributing, successful adults in the 21<sup>st</sup> century; she knows first-hand that this type of education works! She has brought together a team of like-minded educators who share the vision and have been key in contributing to the success of Connecting Waters Charter School for the past 14 years.

**Special Education Director** – Michelle Day has been Connecting Waters Charter School Special Education Director beginning in the 2015-16 school year. She is also one of Connecting Waters Charter School Psychologists. As the Special Education Director, Michelle is responsible for the formation of policies, procedures, training, and guidelines for staff to ensure compliance with special education mandates. While collaborating with parents and staff, Michelle also interfaces with the district and Special Education Plan Area (SELPA) about potential special education issues and/or policies and procedures. Michelle has been working for the Connecting Waters Charter School Special Education Department since the school's inception. She was previously the Special Education Administrative Assistant before earning her Masters of Arts in Educational Psychology and Educational Specialist Degree in School Psychology from Chapman University College in 2008. Prior to working with CWCS, Michelle worked for various school districts as Special Education Instructional Assistant while completing her undergraduate degree in Child and Family Development from San Diego State University.

**Advisor Training Director** – Tammy Hushaw earned her Bachelor's degree in Psychology during the year 1989 from Humboldt State University and later received her multiple subject teaching credential from Sacramento State University. Prior to working in the charter school industry, she was a classroom teacher for primarily middle school grades. She had the unique opportunity of being selected to assist in the development of a startup school (Brookside School) which was based on thematic units. The idea and implementation of individualized curriculum and learning brought her to the independent learning style of CWCS. She loves that CWCS can look at each individual student and his/her unique needs and learning styles, and provides them with the foundation for a solid education. Each child is unique and CWCS takes that into consideration. Tammy attends yearly trainings through A-Plus, and School Pathways, and she is a member of our school Leadership Team. She works with a Team of Advisors who conduct training for new and seasoned credentialed teachers, develop and implement policy, participate in evaluation hearings, and teacher evaluations, the reviewing of transcripts and preparing students for graduation. As a member of the Advisor Team, Tammy offers teacher support, parent support, and student support in addition to completing vital administrative duties.

**Curriculum and Assessment Director** – Shoni Johnson is in her eleventh year with Connecting Waters Charter School. She graduated from UOP with a B.S. in Business Management, and went on to graduate school at Stanislaus State University earning her Multiple Subject Teaching Credential, and later earning her Administrative Services Credential from UC Irvine. Shoni is qualified to teach high school Math and English Language Arts in special settings through the Verification Process. She spent 10 years managing urgent medical care facilities in the Bay Area and teaching adult education. She later taught 3<sup>rd</sup> grade before becoming a charter school teacher for CWCS. She has been serving as the CWCS Curriculum Director for the last 5 years, and she oversees parent and teacher training for curriculum and instructional methodologies, special programs such as Response to Instruction (RTI), High School Intensive, and the WASC Accreditation and LCAP processes for CWCS.

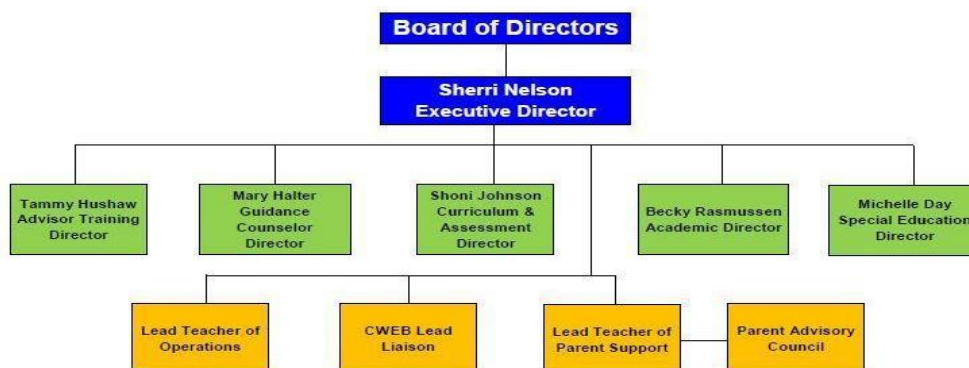
**Guidance Director** – Mary Halter has been a School Counselor at Connecting Waters Charter School since 2004. She has been a school counselor for twenty years. Mary has a Master's Degree in Counseling, a Bachelor of Science degree in Zoology, a Pupil Personnel Services Credential, a Life Sciences Single Subject teaching credential, a

supplementary physical science single subject teaching credential, and ten years' experience teaching Biology, Earth Science, Physical Science, and Life Science and twenty years as a high school counselor. Mary began her career in education in 1986 in the Liberty Union High School District where she worked for several years as a science teacher and high school counselor. From 2001 to 2011 Mary worked as a part time staff member for the Office of Undergraduate Admissions at UC Berkeley selecting Freshman candidates.

**Lead Teacher for Parent Support** – Janine Weston, a resident of Fremont since 2001, has hands-on experience homeschooling her own three children for over 10 years while working as an Education Specialist for Connecting Waters Charter School since 2010. She holds a Bachelor of Arts degree in Liberal Studies, Elementary and Secondary Education Credentials (Health and Home Economics) from Cal Poly, San Luis Obispo, as well as a Teacher Librarian Credential and Master's degree in Library and Information Science from San Jose State University. Janine completed her Teacher Librarian fieldwork experiences at both Hillview Crest Elementary in New Haven Unified School District and Washington High School in Fremont Unified School District. Currently, Janine also serves as a high school teacher in English, Math, Science, and Social Science at CWCS. She maintains a prominent leadership-oriented profile in the homeschool community, connecting Bay Area homeschoolers to quality educational opportunities and resources via her volunteer involvement as an Alameda County Library homeschool programming liaison, project leader in Bayside 4-H Club, coordinator for the Bay Area's Homeschool Book Club, puppy raiser for Guide Dogs for the Blind, and founder of the Homeschool Science Club in the Tri-City area. She will be employed at the new school.

**Lead Teacher for Operations** – Rebecca Edelman has been an Education Specialist with Connecting Waters Charter School since 2011. She has also taken on leadership responsibilities within CWCS and has high school teacher roles for high school students. She has been in the teaching field since receiving her California CLAD Multiple Subject Teaching Credential in 2002 and her Master of Science in Education with Concentration in Curriculum and Instruction in 2003 from Dominican University of California. She taught at-risk students at Job Corps, elementary school age students in public and private schools and was also an online software trainer. Prior to her career in education, she worked in operations at Charles Schwab and also in an ESL school. She received her BA in Middle Eastern Studies at UC Berkeley and has traveled and studied abroad. Rebecca is passionate about culturally responsive teaching and also about advising high school students in preparing for college and career readiness. She will be employed at the new school.

## Organizational Chart



**Ongoing Support and Assistance:  
Charter School Development Center**

The CSDC, which provides support and assistance with any changes in the charter law, will provide training for governance, CBOs and the Executive Director.

Founded in 1992, CSDC is the nation's oldest nonprofit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter school operations and oversight. CSDC charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

**Young, Minney & Corr, LLP**

Young, Minney & Corr, LLP will provide ongoing legal advice and assistance to ensure that the charter is compliant in all areas.

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing well over half of the charter schools throughout the state.

**Delta Managed Solutions (DMS)**

Delta Managed Solutions will provide all of our financial back office services to ensure that our charter meets all of the financial audit requirements.

Delta Managed Solutions, Inc., is an independent charter school administrative services firm located in Sacramento, California. They provide a comprehensive set of back-office, administrative, and financing services to over 30 charter schools throughout California, assisting them in meeting the complex operational and compliance hurdles of successful charter school operation.

**II. ELEMENT ONE: EDUCATIONAL PROGRAM**

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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: The annual goals for the charter school 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)(i).

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

## **Mission Statement & Vision**

Connecting Waters Charter School, East Bay is a collaborative educational community promoting academic excellence in preparing students for college and career while providing individualized public education through challenging, unique, and varied learning.

### **Our vision:**

Our vision is to enhance life-long educational outcomes by partnering with families to provide stimulating learning opportunities across multiple regions.

Goals for students and parents of CWEB include but shall not be limited to:

- Parent involvement and support will be encouraged so that optimum student learning occurs
- Students will be active in creating their personalized learning plan with the support of parents and CWEB staff
- Students will be intrinsically motivated
- Students will achieve competency in basic academic skills
- Students will make at least one year of academic achievement growth each year
- Students will be encouraged to explore their passions in academics, performing arts, career and the use of technology

To accomplish these goals within the Independent Study, homeschooling setting CWEB offers:

- Tuition free, publicly funded TK-12 education.
- Generous Instructional Funding.
- A team approach with Department Specialists, Guidance Counseling, Special Education, Curriculum, and English Learner (“EL”) Departments, along with Advisors, and Education Specialists.
- Parent and Teacher collaboration to meet student needs through parent training and school governance.
- Credentialed teachers who meet with students in accordance with applicable law.
- A focus on academic excellence and career readiness.
- Flexible options for curriculum, scheduling, class and learning choices.
- Mobile science lab.
- Nearly 700 Product and Service vendors and curriculum options.
- Additional Education Specialist Services.
- Tutoring

- Personalized education plans for all students, at all levels
- Classes, tutoring and online programs to strengthen foundational skills and concepts
- Opportunities for students of all ages to address learning deficits and to cultivate special interests or talents
- Accredited, college approved courses
- Successful in WASC accreditation
- We will seek WASC accreditation for CWEB immediately upon approval of charter

## **Educational Philosophy**

Connecting Waters Charter School East Bay will be following the same educational philosophy as its founding charter school, CWCS. Connecting Waters Charter School was created based on growing needs from families eager to encourage their students to become independent and resourceful learners. With family support aided by the expertise and experience of our credentialed teachers, students are able to learn at many different levels and within many different facets of education. Students learn best when they are in a positive, supportive, interesting and challenging environment. Families (both students and parents/guardians) learn first-hand about learning styles, pedagogy, the curriculum selection process and the value we place on educating our youth. We seek to inform parents and students about innovative, creative teaching and learning strategies that will create life-long lessons students can refer back to after high school graduation. Connecting Waters Charter School teachers and staff are tuned in to the latest and most effective tools for learning and assessment, and sharing these methods with students and parents has become one of our hallmarks. Students take pride in the ownership of their own learning and parents are inspired to create new and exciting avenues for learning.

Students who attend CWEB will be educated through individually designed curricula, which may include, but are not limited to, home-based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects provided by a qualified and reputable vendor or vendors selected by the CWEB.

CWEB shall adopt and implement written policies relating to Independent Study as required by Education Code Section 51747.

Parents or guardians who enroll their children in CWEB shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWEB will support its students and parents or guardians with appropriate educational materials, and with a team of credentialed teachers and school administrators. CWEB teachers and school administrators shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent or guardian, and each adult student, with the assistance of CWEB credentialed teachers and school administrators, shall design, consistent with CWEB student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign one or more contract(s) with CWEB that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with CWEB. All curricula shall



describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

CWEB will provide college preparatory courses that meet the California State University and University of California's "a-g" freshman admission requirements. CWEB's High School Catalog will detail the eligibility of courses to meet college entrance requirements and transferability of courses to other public schools. All teachers who serve high school students will be trained in the a-g coursework and transferability of the courses.

Opportunities will be provided for students to explore their potential in the performing and living arts and in the appropriate use of technology. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak. CWEB will operate on the understanding that all students have different learning styles, abilities and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. CWEB will support learning and assessment modalities based on current research that identifies best practices regarding how students learn.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). CWEB adult students do not require parental participation in educational or admission contracts, or performance evaluations.

An educated person in the 21<sup>st</sup> century will be proficient in Common Core State Standards ("CCSS"), Next Generation Science Standards, and other applicable state content standards and will also be proficient in the use of technology. In addition to textbooks, CWEB will offer numerous technology-based applications via student Chromebooks to deliver rich curricula. Students will become proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology applications such as electronic mail and other major computer applications.

A CWEB student is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of CWEB to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests.

### **Success of Connecting Waters Charter School**

Connecting Waters Charter School has provided a successful educational model for student in the county in which we serve. To this end CWCS seeks to replicate the success with CWEB.

Connecting Waters Charter School students have been accepted to colleges and universities including UC Berkeley, UC Davis, Harvard University, Carnegie Mellon University, Cornell University, Embry Riddle Aeronautical University, Cal Poly San Luis

Obispo, Cal Poly Pomona, UC Merced, Grand Canyon University, Dixie State University, Biola University, Arizona State University, St. Mary's College Moraga, SF Academy of Art University, Brigham Young University, CSU Stanislaus, UC Santa Cruz, Liberty University Virginia, CSU Sacramento, Vanguard University, SF State, San Jose State University, CSU Fullerton, CSU Monterey Bay, University of the Pacific, Wichita State University, California Baptist University, and many more!

Connecting Waters Charter School has many student success stories--here are just a few recent examples:

One past student was a concurrent Connecting Waters/community college student in 11th grade who then went to community college full-time, followed by obtaining her BS degree from UCLA in Molecular, Cell and Developmental Biology with a minor in Medical Research. She is now a second year PhD student at UCSF in the neuroscience department. CWCS allowed her to have time to pursue many extracurricular activities, enabling her to follow her own path to success.

Another student who graduated from CWCS, got accepted to Thomas Aquinas College in Ojai. She graduated in June 2016 with a Preliminary Teaching Credential and is now a first year teacher in Arizona.

Another student came to CWCS in 11th grade so that she could have time to pursue her professional ballet dream while still earning an a-g transcript to get into a good college. She did all that, and was offered several academic merit scholarships upon graduation. She is currently a senior at Butler University.

Another student in her mid-twenties now, enrolled in CWCS concurrently with community college and, incredibly, was accepted as a freshman to Carnegie Mellon's very selective architecture program!

Her brother decided he wanted to go to a traditional high school instead of continuing with CWCS, so he went to Foothill High School in Pleasanton. There they told him he would need to take a math placement test and asked his mother what level she thought he was and she said, "Oh, I don't know, maybe Algebra 2" He placed into Pre-Calculus!

Another young woman, who happens to be a daughter of one of our credentialed teachers, graduated from Connecting Waters, went on to UC Davis and then got accepted into their very selective graduate school to become a doctor of veterinary medicine.

There was a student who homeschooled until 10th grade, when she began community college. Now she is a junior at UC Berkeley majoring in Molecular and Cellular Biology, working to earn her teaching credential and bachelor's degree in May 2017. During the summer she works at Camp Galileo in Fremont where she gets to practice radical science education. After graduating, she aims to pursue a career in education.

In response to our 2016 school survey (see Appendix J), our parents responses to define "success" for their college and career-bound student(s) included the following:

- To me, "success" means well-prepared for higher education, and to be well-rounded and socially responsible.

- Success is seeing my children love to read, doing an essay without tears, and when they become adults having a job they love and are good at.
- Being a well-rounded, grounded individual.
- Happy, confident, educated, satisfied, balanced, responsible.
- Become more independent, responsible manage time well.
- A love of learning. To be able to hold their own during conversations with strangers (like the docents at the Aquarium). Working hard and doing their best.
- Progress in areas needed for independence and in areas of his passion.
- Remembering what was taught and making it part of their life, routine, and goals.
- Learning. Enjoying learning. Lifelong learning.
- Working at grade level or above.
- Love of learning, curious learner, good problem solver, good and responsible citizen of the world, strong academics.
- Ability to be responsible and ownership in their studies. To be able to make have management and being able to properly prepare for exams.
- My student has achieved success when they can confidently show proficiency in the subject matter that has been taught and recognize the application towards real life situations.
- Successful students to me are: happy, healthy, centered, well-adjusted, polite, caring, well-informed, empowered individuals who engage in activities that are meaningful to them and make a positive difference in the world around them!
- They're happy and engaged in learning because they like it. They get to pursue their interests and develop their strengths at their own pace. Develop the habit of lifelong learning.
- Actively engaged in learning.
- I will consider my children successful if they become well-educated adults pursuing a profession they enjoy with a well-balanced, healthy, faithful, lifestyle.
- A deep understanding of what he has been taught coupled by the confidence and know-how to research what he doesn't understand.
- When they enjoy what they're learning and want to keep learning about the subject beyond their assignments.
- Success to me is my child develops into a productive, kind, and responsible citizen of the community.
- Happiness, motivation to learn, having many hands on life experiences.
- For school success, I am looking for my kids to be approximating their personal potential academically and meeting developmentally appropriate benchmarks in personal responsibility and the ability to work independently.
- Success to me is the ability to retain information and use knowledge gained and be empowered to bring it to everyday life and use that gift to create, inspire others to make the world a better place.

### **How Learning Best Occurs**

As homeschoolers are educationally, the fastest-growing segment of the education population at 7-12% per year,<sup>1</sup> much has been written, in the last decade, about the positive social, emotional, and intellectual effects of homeschooling—from lifelong-

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<sup>1</sup> Ray, B.D. (2004). Homeschoolers on to college: What research shows us. *The Journal of College Admission*. 184, 5-11.

learning habits, to educational motivation, community involvement, lifestyle patterns, and college success.<sup>2,3</sup>

When considering our educational philosophy and the role CWEB will play in the relationship between lifelong learning and education, we refer to the quote “giving a man a fish feeds him for a day while teaching him to fish feeds him for a lifetime”<sup>4</sup> our teachers and parents at CWEB will serve as coaches and facilitators for lifelong learning and intellectual tenacity among our students.

As a school, we have observed that learning best occurs when students:

- Are stimulated by challenging and interesting problems.
- Discover innate strengths, learning styles, and environments or educational settings that naturally boost their productivity and motivation.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Allow the time for focused, individual study and reflection of new learning.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- Use technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

CWEB also believes that learning best occurs when homeschooling families have access to:

- Rigorous standards, effective curriculum, local learning center and meeting place with a well-stocked library, and local, engaging classes and resources.
- Long-term, supportive relationships with credentialed teachers and advisors who are responsive, organized, honest, efficient, diligent, and friendly.
- Generous amounts of instructional resources that provide access to community vendors.
- Educational tools such as microscopes, electronic devices (iPads, tablets, laptops), and robotics kits. (See Appendix G for Sampling of Vendors).

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<sup>2</sup> Isenberc, E.J. (2007). What have we learned about homeschooling? Peabody Journal of Education. 82 (2/3), 387-409.

<sup>3</sup> Wichers, M. (2001). Homeschooling: Adventitious or detrimental for proficiency in higher education. Education. 122(1), 145-150.

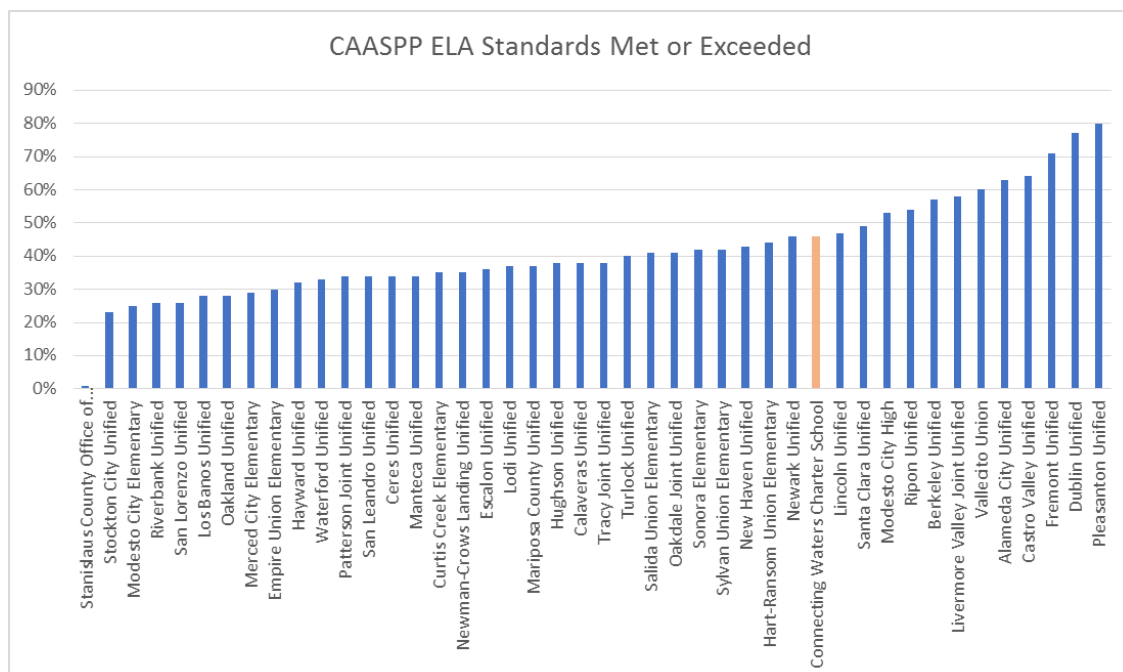
<sup>4</sup> Cassell, K. & Hiremath, U. (2006). Reference and information services in the 21<sup>st</sup> century: An introduction. New York: Neal-Schuman Publishers, Inc.

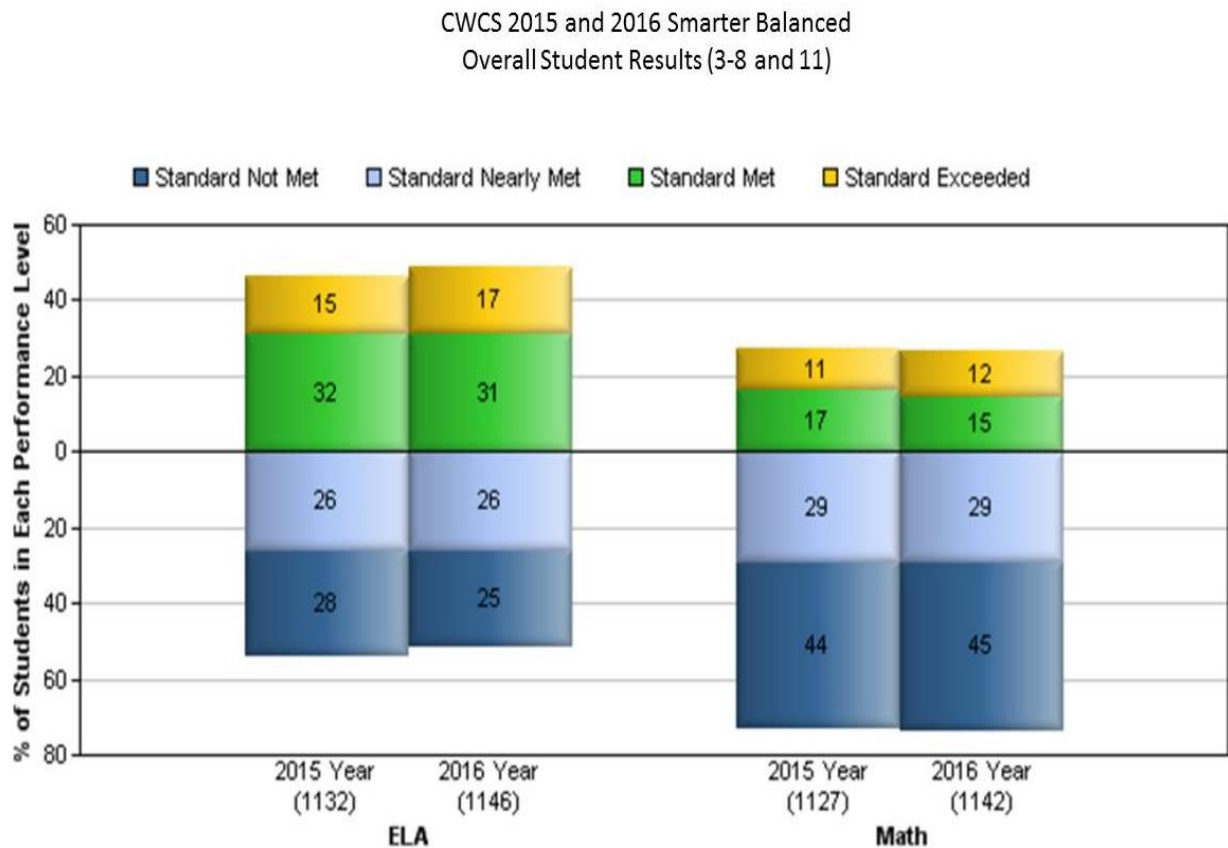
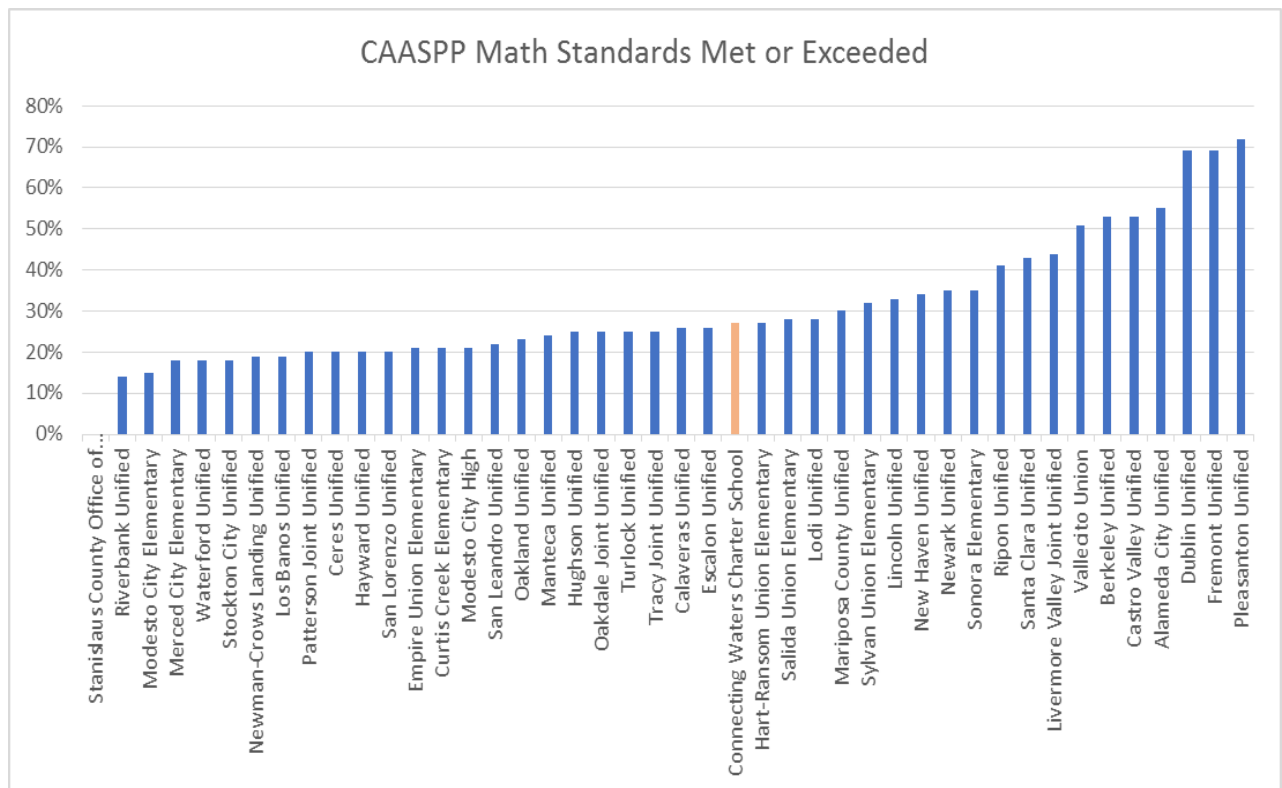
- Flexibility, freedom and support in educating children through tailored learning programs while aligned with family ideals and individual academic needs of each student such as pacing, learning styles and interests.
- Structure and accountability through professional consultation in a flexible and relaxed environment.
- Opportunities for participation without pressure
- Open communication with school educators and administrators who desire to make school-wide improvements based on student success and parent feedback.
- Transparency via tools for accessing attendance, grades, work portfolios, and other learning records.
- Real life context-based learning.
- Supplemental enrichment instruction.
- Targeted tutoring.
- One-to-one teaching is used as appropriate.

How do we measure the effectiveness of these strategies? Beyond parent satisfaction, positive teacher observations, and student success stories, comparison of Connecting Waters Charter School school-wide 2015 CAASPP performance with that of 33 school districts that are resident districts to 10 or more CWCS students shows impressive academic outcomes:

- CWCS outperformed 22 of the 33 school districts in ELA.
- CWCS outperformed 19 of the 33 school districts in Math.

In the 2015 CAASPP results in ELA and Math by district, our 2,000+ students from the distinct and diverse eight counties CWCS serves, out-perform several Alameda County districts. In ELA, we rank above Newark, New Haven, San Leandro, Hayward, and San Lorenzo. In Math, we rank above Oakland, San Leandro, San Lorenzo, and Hayward. Our success is measurable through assessment performance; however, most importantly, our educational philosophy and school culture helps our students thrive in college and life beyond graduation.





### Whom the Charter School is Attempting to Educate

In addition to enrolling homeschooled students throughout seven other counties, CWCS currently serves over 600 students, or over 25% of its entire student body, within Alameda County. Those 600 students live in a variety of cities throughout the county, over 200 of whom reside in the Tri-City (Fremont, Union City and Newark) and Hayward areas.

CWCS Tri-City & Hayward Enrollments 2016	
Fremont	152
Hayward	61
Union City	31
Newark	13

For these families, CWCS is fulfilling the unique educational needs of their students. These unique needs are addressed by the specific educational niche in which Connecting Waters Charter School specializes--partnering with families to provide personalized, stimulating learning opportunities that will ultimately enhance life-long educational outcomes.

CWEB will serve approximately 100 students in grades TK-12 in its first year of operation, many of whom will come from the original Connecting Waters Charter School population. All pupils will meet the minimum and maximum age requirements as provided by law. CWEB will serve students from the county and contiguous adjacent counties.

Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be relatively consistent with the data from Alameda County:

- 45% students are English Learners
- 44% students are eligible for Free and Reduced Meals
- 10% students have Individualized Education Plans.<sup>5</sup>
- In addition, we expect the ethnic demographics to be consistent with the data from Alameda County:
  - 33.6% Hispanic or Latino
  - 11.5% Black or African American
  - 20.2% White
  - 22.8% Asian
  - 5.1% Filipino
  - 1.1% Pacific Islander
  - 0.3% American Indian or Alaska Native.<sup>6</sup>

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<sup>5</sup> California Department of Education Data Quest Educational Demographics Unit: Alameda County Reports for 2015-16, <http://dq.cde.ca.gov/dataquest/dataquest.asp>

<sup>6</sup> California Department of Education Data Quest Educational Demographics Unit: Alameda County Report Enrollment by Ethnicity for 2015-16, <http://dq.cde.ca.gov/dataquest/dataquest.asp>

### **To Whom Does Connecting Waters Enrollment Appeal?**

The 600+ and quickly growing numbers of students enrolling at CWCS from Alameda County each year is strong evidence that there is an educational need filled by our school. According to the California Department of Education's list of Alameda County Charter Schools,<sup>7</sup> Oakland, in the North East Bay, offers the greatest number of public charters, with the Tri-City Area (Fremont, Newark and Union City), in the South East Bay, offering a single, non-classroom based charter school, Circle of Independent Learning ("COIL"). Due to traffic in the Bay Area, proximity plays a significant role in accessibility to educational options.

Public Schools Chartered in Alameda County (9/6/16)	
Oakland	44
Alameda	4
Hayward	4
Berkeley	2
San Lorenzo	2
Livermore	2
Castro Valley	1
Fremont	1

In the Tri-Cities area, traditional public school options are limited to alternative/independent study within a student's home district, COIL, chartered in Fremont Unified School District ("FUSD"), or other local charter schools chartered with Alameda County such as FAME, which recently closed. COIL is an independent study-style charter serving grades K-12 within FUSD.<sup>8</sup> COIL has an enrollment of approximately 250 students, awards a diploma from top-performing FUSD upon high school graduation, offers teacher-led classes in physical buildings, and provides a large curriculum library to help match resources with both the learning style of each student and the teaching style of the parent.

Although COIL and CWCS, both non-classroom based, are similar in their school vision and mission, student demographics, low pupil to teacher ratio, support of students through a variety of curriculum, teacher supervision and support, course offerings, flexible learning plans, guidance, clubs, and field trips, Connecting Waters Charter School remains the top choice for over 200 students living in the Tri-City and Hayward areas, despite the lack of a physical building in Alameda County. It is apparent that there are not enough independent study options for students in Alameda County since over 600 students have chosen to enroll in CWCS. CWEB will provide the students in Alameda County another high quality educational program modeled on CWCS' 14 years of success.

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<sup>7</sup>California Department of Education Data & Statistics. Alameda County Charter Schools.  
<http://www.cde.ca.gov/ds/si/cs/ap1/countyresults.aspx?id=01> Retrieved 9/6/16.

<sup>8</sup> Circle of Independent Learning website. <http://coil.schoolwires.net/> Retrieved 9/6/16.



2014-2015		
School Name	Circle of Independent Learning FUSD) <sup>9</sup>	Connecting Waters Charter School(Waterford Unified School District)
County Name	Alameda	Stanislaus
District Name	Fremont Unified	Waterford Unified
School Type	K-12	K-12
Enrollment	247	2,171
English Learners #	21	94
English Learners %	8.5 %	4.3 %
American Indian or Alaska Native #	1	49
Asian #	66	176
Black or African American #	12	96
Filipino #	9	35
Hispanic or Latino #	56	602
Native Hawaiian or Pac Islander #	1	15
Two or More Races #	11	2
None Reported #	0	42
White #	91	1,154
American Indian or Alaska Native %	0.4 %	2.3 %
Asian %	26.7 %	8.1 %
Black or African American %	4.9 %	4.4 %
Filipino %	3.6 %	1.6 %
Hispanic or Latino %	22.7 %	27.7 %
Native Hawaiian or Pac Islander %	0.4 %	0.7 %
Two or More Races %	4.5 %	0.1 %
None Reported %	0.0 %	1.9 %
White %	36.8 %	53.2 %
Fluent English Proficient (FEP) #	44	139
Fluent English Proficient (FEP) %	17.8 %	6.4 %
Free/Reduced Meals #	23	958
Free/Reduced Meals %	9.3 %	44.1 %
Cohort Graduates %	76.0 %	83.3 %
Grads Meeting UC/CSU #	0	23
Grads Meeting UC/CSU %	0.0 %	11.9 %
SAT 12th Grade Test Takers %	N/A	N/A
Per Pupil Ratio: Teacher	22.1	23.2
Teachers-#	12	104
Teachers-FTE	11.2	93.5
Avg Years Teaching	14	9

<sup>9</sup> Ed-Data Education Data Partnership CDE/EdSource/FCMAT. <http://www.ed-data.org/ShareData/Html/8609> Retrieved 9/6/16

## **Why CWEB?**

One of the most frequently asked questions from our Alameda County families over the years has been, “when will we have a local learning center to better support our students?” A spring 2016 survey (see Appendix I) of our Alameda families shows repeated concern for the need to provide a local facility such as a learning center to help support the education of their students. Of the Alameda parents who responded to our survey, nearly 60% stated they would help to establish a charter in Alameda County (see Appendix J). They desire a location in which they can check out various resources and a meeting space for collaboration among other CWEB families. The families want a greater sense of community through having CWEB. They need the opportunity to create more local partnerships with colleges and vendors to enhance the goal of their students being college and career ready in the 21<sup>st</sup> century. Nearly 90% of the families surveyed believe their student’s education would positively be impacted by opening up CWEB. Alameda County families appreciate the following attributes fostered in their children through CWCS: flexibility, independence, responsibility, creativity and self-confidence. These families are giving their time and efforts in order to open CWEB.

A graduate of the CWCS Class of 2003 living in Alameda County is looking forward to a potential East Bay Campus. He began at CWCS in 4th grade after previously attending the local elementary school where he grew up in Oakland. There were several safety concerns, as well as academic struggles not being addressed for him and his two brothers. He is grateful for all the opportunities provided to him while homeschooling. He struggled in writing and through his mother and ES he was able to try many different learning approaches and curriculum to help him. This opportunity would not be available in a traditional school, where the curriculum is not chosen with parent or student input. Schooling with Connecting Waters Charter School also gave him more opportunities to explore what he would do after high school graduation. He was able to attend many field trips, research, and explore job opportunities. He was also able to dually enroll in Las Positas Community College to complete higher level high school courses while getting college credit and experience. He attended Las Positas directly after graduating high school to continue his education. Several years later he applied with the California Highway Patrol. He went on to graduate from the academy and is working as an officer today. He credits his homeschooling experience for the success he has been able to have in his high school and post high school academics and career. He is hoping his children will have even greater opportunities with a local CWEB Charter.

CWEB will be student-focused, continually taking into account the best interests of each student. CWEB will address the academic needs of students pursuing independent interests, students who excel in the arts, students who excel in sports, students who are not functioning well in a traditional public school environment; students needing to work part-time; and students for whom the program is a good fit for other reasons. CWEB will provide students and their families a structure for building a creative and rich education.

CWEB will strive to meet diverse student needs by:

- Providing students with opportunities to explore technology and work collaboratively with peers.
- Maintaining a high level of open communication between students, teachers, parents and other school staff.
- Adding quality service vendors to serve in areas of highest demand.

- Promoting opportunities to learn and excel in a safe environment that fosters healthy emotional and physical well-being.
- Making curriculum readily available, quickly delivered, and highly accessible to all students.
- Providing a user-friendly website interface rich with useful, accessible information.
- Utilizing knowledgeable, supportive, Credentialed Teachers to work with families to meet the changing needs of children as they grow and develop over time.
- Creating local options to support students in all advanced subject areas with teachers, tutors, and mobile science lab classes in remote areas.
- Creating effective, high-quality learning opportunities, making processes more efficient, and continuing flexibility in student schedules, curriculum, and commitments.
- Taking into consideration the time invested by students and their families by streamlining school activities and giving families the option to participate and determine how to spend their valuable time.
- Providing a learning center space for classes, clubs, and overall collaboration to promote increased interaction with other students, parents and families, leading to social support and networking desired among homeschooling families.
- Increasing offerings of local educational fieldtrips and other social and academic activities for homeschooling families.

#### **Projected Five-Year Growth Plan:**

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>TK</b>	2	8	10	12	14
<b>K</b>	6	24	30	36	42
<b>1</b>	8	36	49	62	75
<b>2</b>	7	27	33	38	44
<b>3</b>	8	35	45	55	65
<b>4</b>	8	35	45	55	65
<b>5</b>	9	35	46	58	68
<b>6</b>	7	27	33	39	46
<b>7</b>	7	27	33	39	44
<b>8</b>	7	27	33	39	44
<b>9</b>	7	27	33	38	44
<b>10</b>	7	27	33	38	44
<b>11</b>	9	35	42	50	58
<b>12</b>	8	29	35	41	27
<b>Enrollment totals</b>	100	400	500	600	700

## **Educational Program: Overview**

Connecting Waters Charter School, East Bay will offer students a flexible and malleable learning platform from which to grow. Families are given options in multiple levels, including curriculum, in-person courses, online live courses, online self-paced courses, science labs, tutoring (both in-person and online), guidance counseling, group educational activities, cultural enrichment activities (such as field trips, science camps and music), competitions (such as oral language, spelling bee, and art), and an assigned teacher who will support student learning and offer guidance.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy.

Standards Aligned - CWEB Credentialed Teachers help parent educators review Common Core State Standards, Next Generation Science Standards, and other applicable state content standards and recommend aligned curriculum. Parent-educators and Teachers for high school use cross curricular materials to support rigorous education in all subjects. Students are given opportunities for extended learning in Common Core State Standards.

Response to Instruction Assessment data guides each student's individual learning plan and instruction. The assessment results and interventions are discussed with the parents at the time of assessments or after the data is analyzed.

CWEB will strengthen its educational community through the following pathways:

- CWEB will provide quality Personalized Education for all students, including flexible learning, curriculum and instruction that meets the needs of each and every student.
- CWEB will be innovative in the way we deliver 21st Century Learning opportunities to all students through the use of tutoring, modern mobile science labs, Moodle classes, Learning Center classes and labs, English Learner Classes, Computer Aided Instruction and Technology.
- CWEB will provide parents the continuity in their child's education as they are able to grow with the same Credentialed Teacher year after year, building stronger bonds and a deep understanding of the student's educational strengths and needs.
- CWEB will grow immensely in technology through training, implementation of online curriculum, enhanced Moodle classes, Computer Aided Instruction, purchase of Chromebooks for all students, and IT Support staff.
- CWEB will provide supportive and qualified staff and strong leadership at CWCS.
- CWEB will be financially solvent and provide adequate funding for each student to support their personalized learning needs.
- CWEB will have support departments and committees for enhanced support to staff and student learning such as: Special Education, IT Support, Business Services, Vendor Relations, Human Resources, Student Records, Program Monitoring, Academic Departments, Guidance, Curriculum, Personalized Learning Teams ("PLT"), and Career Technology Education ("CTE"), Parent Advisory Council, High School Committee, and Data Team.

- CWEB will have a strong Response to Instruction (“RTI”) program to support student achievement for all students, including Developmental Classes, a English Learner program, and on-going progress monitoring of student’s foundational skills.
- CWEB will share professional employee resources with CWCS so that CWEB will provide the same successful educational model that CWCS has successfully provided for the past 14 years.

## **English Department Goals**

### **For Credentialed Teachers, students, and parents**

Help implement Common Core State Standards for English Language Arts through training or workshops at the learning center and remote sites.

### **Professional Development**

Provide Professional Development opportunities to the English Department teachers.

### **Moodle/Elluminate Classes**

*Moodle* (Modular Object-Oriented Dynamic Learning Environment) <https://moodle.org> is a free open-source learning management system or e-Learning platform, that serves educators and learners by providing a virtual classroom experience and uses communication and visual tools. *Elluminate* is a virtual classroom or web conferencing application developed by Elluminate, Inc. (Elluminate.com). It presents an interface where learners can view and share screens and presentations. It facilitates communication via audio and text chat. Moodle classes will:

- Provide English Department teachers the opportunity to evaluate the effectiveness of curriculum, teaching strategies, and best practices specifically in the area of successfully implementing *Common Core State Standards*.
- Help students in Elluminate classes to develop a more mature and positive view of school work, including the realization that just because some aspects of academics won’t always be fun and may involve actual hard work, that doesn’t mean the work isn’t worth doing, and that they may benefit in unexpected ways from challenging themselves.
- Implement intervention strategies for struggling students with Developmental English classes.

### **Writing**

- Provide practical on site workshops for credentialed teachers, students, and parents demonstrating the value of writing for grades TK-8 and 9-12.
- Furnish online resources to Credentialed Teachers, students, and parents about writing contests which may offer cash awards and scholarships as well as chances to gain national recognition and opportunities for publication.
- Provide information and training to credentialed teachers, students, and parents for the successful use of *My Access* or other writing curriculum.
- Help families with students in grades TK-6 understand the importance of practicing writing skills on a regular basis.
- Provide information to credentialed teachers and all grade levels on how to incorporate the practice of writing across the curriculum, *incorporating Common Core State Standards*, so that parents can understand what an optimum amount of writing practice should look like at each grade level.

- Teach and present writing that is engaging and fun for students, especially younger ones, while also giving them a realistic view and an understanding that writing well will require work on their part, and won't always be fun.
- Provide a variety of English courses both online and at the learning center; support and collaborate with teachers of these courses in monthly department meetings.

### **Math Department Goals**

- Provide a variety of math courses both online support and at the learning center; support and collaborate with teachers of these courses in monthly department meetings.
- Provide oversight for math teachers participating in portfolio reviews and as outside vendors.
- Provide drop-in tutoring at the learning center to assist students and parents with math-related questions.
- Train and utilize high school students, if available, as peer tutors during drop-in hour.
- Expand enrichment opportunities for students through math competitions or math club; form a team of middle and high school students to participate in the local county's competition.
- Continue math readiness testing at the middle school level to determine preparedness for Algebra 1 or Integrated Math 1 and to help guide placement in middle school and high school math courses; use readiness testing for middle school or high school as needed.
- Provide training for parents and Credentialed Teachers to increase rigor and apply state standards in mathematics; assist with implementation of Common Core State Standards for Mathematics. This includes training and support for parents participating in the pilot program.
- Provide resources for parents to ask questions regarding math concepts, teaching techniques, curriculum choices or math placement
- Maintain the Math Department webpage.
- Implement intervention strategies for struggling students with Developmental Math classes.

### **Science Department Goals**

- Provide high quality online and learning center classes.
- Provide a variety of science courses
- Continue to explore new options for teaching in Elluminate/Moodle.
- Provide high quality labs for a-g students.
- Provide lab and hands-on experience science classes for K-8 students.
- Research and implement new science classes to be offered online.
- Continue to research science websites and virtual labs.
- Continue to develop science department web page.
- Be available to assist students/parents with any science related questions.
- Continue to promote student interest in science careers.
- Investigate opportunities for science field trips.
- Include critical thinking activities in classes/assignments to promote independent thinking skills.
- Incorporate Common Core State Standards into our online classes.
- Inspire students to participate in science fairs and events.

### **Social Studies Department Goals**

- Provide high quality courses.
- Include Common Core State Standards into our online courses for reading and writing.
- Use primary sources in our online courses to offer an inside view of a particular event.
- Explore new options for teaching online courses.
- Provide oversight for social studies teachers.
- Continue to develop and maintain the Social Studies department webpage.
- Provide links to Common Core State Standards.
- Expand useful websites link for a better understanding of social studies.
- Be available to assist students/parents with any science related questions.
- Include critical thinking activities in classes and assignments to promote independent thinking skills.

### **Foreign Language Department**

The overall goal of the Foreign Language Department is to help students become proficient listeners, speakers, readers, and writers in the target language, while gaining an appreciation for the culture, heritage and traditions of native speaking populations.

### **Guidance Department**

- Advertise Financial Aid deadlines flier in Senior letter.
- Provide consultation to 7th and 8th graders before being allowed to take high school courses for credit.
- Administer Preliminary Scholastic Aptitude Test ("PSAT").
- Administer Advanced Placement ("AP") exams.
- Provide training to teachers, parents, and students in the topics of College Basis, scholarships, financial aid and high school orientation.
- Provide College Tours.
- Continue to promote college and career readiness by educating parents, students and ES's on University of California ("UC")/California State University ("CSU") entrance requirements, Scholastic Aptitude Test ("SAT")/American College Testing ("ACT"), and a-g coursework.
- Keep informed and updated with other UC changes.
- Assist students with college applications, scholarship applications, write letters of recommendation.
- Attend workshops and training sessions – UC Conference, CSU Conference, SAT Conference, ACT Conference, Career Technical Education ("CTE") Conferences, and Linked Learning Conferences.
- Enhance Education and Career Planning for all 9<sup>th</sup> graders.
- College and Career Readiness training for Staff, parents and students

### **Special Education Department**

- Work with employees, vendors, staff and families to provide high quality services and effective outcomes for all identified special education students in a cost effective manner.
- Work with families to enable a better understanding of their child's unique learning needs and how to promote educational benefit in an independent study setting.
- Establish a catalog of resources for special education students and families in the various counties we service.

- Educate special education staff on resources and technologies that can increase academic gains for their identified students.
- Engage in ongoing collaboration with ESs to develop ways to provide meaningful data to IEP teams to improve overall educational outcomes for identified Special Education students.
- Collaborate and Coordinate special education services with the district.  
Provide ongoing training to staff regarding special educational policies and procedures, and legal mandates surrounding special education.

### **Visual Performing Arts Department**

Visual and Performing Arts (VAPA) refers to the disciplines of visual arts, dance, drama/theatre, music.

Goals for the Visual and Performing Arts Department:

#### **Artistic Perception**

- Help students understand, analyze, and respond to sensory information through the language and skills unique to dance, music, theatre, and the visual arts.

#### **Creative Expression**

- Support students to create, perform, and participate in the arts.

#### **Historical and Cultural Context**

- Help students to understand historical contributions and cultural dimensions of a given art.

#### **Aesthetic Valuing**

- Aide students to discuss, analyze, and make critical judgments about works of a given art form.

#### **Connections, Relationships, and Applications**

- Ensure that students will be able to connect and apply what is learned in the arts to learning in other subject areas and careers.

#### **EL Committee Goals:**

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.
- Supplemental instructional opportunities will be provided to 100% of immigrant students and their families by CWEB.
- Our team will provide 100% of parents of ELs with the following information:
  - Identification as EL
  - Program placement options and notification
  - English language proficiency level, as determined by ELPAC results and any local English Proficiency assessment used
  - Academic achievement level and Resignation information
  - At the high school level, graduation requirements and annual notification of their student progress toward meeting those requirements



## **Procedures for the Independent Study Program**

A current written master agreement (see Appendix A) for each independent study student will be maintained on file for each enrolled student. Each written master agreement shall be signed and in effect prior to the start of reporting average daily attendance pursuant to that agreement. Students must meet all elements of the written master agreement in order to remain enrolled in this charter school. The independent study agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom, and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the written master agreement, recognizing that no written master agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each written master agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.
- Each written master agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, or guardian, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and all persons who have direct responsibility for providing assistance to the pupil.

Each student is assigned a credentialed teacher who will meet at least once every 20 schools days to assess the student's progress towards the standards in a variety of ways including the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm and criterion referenced tests
- Student demonstrations
- Student grades
- Student work samples
- Student self-evaluation

During each monthly meeting, the credentialed teacher and the parent will review the progress made towards mastery of the state standards for each student at their grade level. Students who do not show grade level proficiencies will be supported by Response to Intervention using AIMSweb or other approved progress monitoring program.

At the beginning of each school year, if students have not met or exceeded standards on the prior school year's CAASPP or do not have a CAASPP score, they will be given the AIMSweb or another progress assessment check. Data will be gathered and analyzed to determine if intervention is needed for the students to achieve grade level proficiency. The credentialed teacher will provide intervention assignments, and/or enroll students in intervention classes as needed for the student. Progress towards these assignments will be assessed and reviewed at each meeting as well as in-between meetings.

Students in the designated grade levels will participate in the Charter School's Winter Benchmark to assess the student's attainment of the state standards. Areas of weakness discovered at this time will be targeted and remediated as needed. The credential teacher and parent work together analyzing the data to develop a program to ensure the student's success in accessing their grade level standards.

The Charter School's Data Team will meet regularly throughout the school year to analyze data in order to refine policies and procedures and to determine professional development for teachers and parents. In addition to the monthly meetings for the teachers, there will also be a time for collaboration and exchange of best practices that promotes student achievement. Online and on site Parent and Teacher Professional Development will be offered throughout the year. The topics of the trainings will be based on the needs assessments from data collected through the AIMSwebs checks or another progress check, benchmark and CAASPP data as well as teacher observations.

In addition to assessing the student work, the credentialed teacher at the monthly meetings and in between will provide academic assistance and training, administer any local assessments needed, collect work samples, order additional supplies, set up additional classes or tutoring, provide additional assignments as needed, and provide information in regards to parent and student development opportunities and trainings/workshops.

## **Curriculum**

The Charter School will have at least 175 days of instruction and each fiscal year students will meet the attendance and contemporaneous record requirements for Independent Study.

Although the program is personalized to each student, CWEB will recommend the following Houghton Mifflin or Glencoe core CCSS standards aligned curriculum in addition to an extensive list of resources on the school's website to our students. Students are not limited to these recommended curricula. Students who attend CWEB will be educated through personally designed curricula, which may include, but are not limited to: Non-classroom based learning programs, cooperative school programs and classes, and community-based educational programs. This wide variety of instructional methods and programs will offer CWEB students both rigorous academics and enrichment/CTE opportunities in their surrounding communities. Examples include: CWEB's partnership with school-approved vendors, distance learning via current

technology, community college courses and seminars, apprenticeships, and on-the-job training. Additional examples include programs such as those offered at civic arts centers, music studios, schools of dance, and academies of visual and performing arts.

Grade Level	ELA	Math	Science	Social Studies
TK	California Preschool Learning Foundations	California Preschool Learning Foundations	California Preschool Learning Foundations	California Preschool Learning Foundations
K	Journeys or All About Reading or Rowland Reading Foundation Super Kids	Go Math or Math in Focus	Science Fusion or We Use It Again	History Social Science
1 <sup>st</sup>	Journeys or All About Reading or Rowland Reading Foundation Super Kids	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
2 <sup>nd</sup>	Journeys or All About Reading or	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
3 <sup>rd</sup>	Journeys or All About Reading	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
4 <sup>th</sup>	Journeys or All About Reading	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
5 <sup>th</sup>	Journeys	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
6 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Earth Science	History Social Science or Ancient Civilization
7 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Earth Science or Focus on Life Science	Medieval and Early Modern Times
8 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Physical Science	The American Journey

9 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Earth Science Geology	Glencoe-World Geography and Cultures
10 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Biology	Glencoe- World History Modern Times
11 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Chemistry Glencoe Physics	Glencoe: American Vision: Modern Times
12 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Chemistry Glencoe Physics Glencoe Essentials of Anatomy and Physiology	Glencoe: Economics Principles and Practices; Democracy in Action

### **Educational Program for TK-8 Students**

Connecting Waters Charter School, East Bay will offer a program for TK-8 students to learn independently with parents and with approved tutor vendors. Students will be assessed at intake and assigned to a credentialed teacher who will oversee and with whom the family will meet on at least a monthly basis during the school year. The assigned Credentialed Teacher stays with the family from one year to the next unless there is a request to change or if there is another Credentialed Teacher who lives closer to the family and is therefore more convenient. The family receives information on recommended grade level curriculum and will also have the opportunity to check out materials at the Learning Center Library. The credentialed teacher is allotted funds each semester for each student to purchase non-sectarian curriculum, school supplies and equipment needed for the home school environment. The family has flexibility to choose curriculum that they wish to use to educate their child. In this way, students receive individualized education as created by the parents.

Parents receive guidance and advice from their designated Credentialed Teacher. The Credentialed Teacher monitors the use of funds and all materials are directly mailed to the Credentialed Teacher. In addition, students receive direct instruction through in-person classes in Science, English Language Arts, Social Studies, Math and Physical Education if the family so chooses. CWEB will cooperate with approved vendors to offer classes to homeschooled students. These classes can take place with small groups or with individuals as needed. These classes are often specifically designed for home school students and schedules for home school parents. Student in grades 3 through 8 may be assessed by the Credentialed Teacher each month utilizing AIMSWeb or other progress monitoring tool. Students who achieve grade level and above standard on the assessments do not need to be checked monthly but take a mid-year assessment such as Scantron.

## **A Day in the Life of a TK-8 Student**

A typical day for a TK-8 student may have a similar structure:

- 8am: Student works on morning calendar activities that involve all language domains.
- 8:15am: Student receives direct phonics instruction from parent followed by guided and independent work in core phonics curriculum.
- 8:45am: Student participates in parent selected song, dance, game, or other multi-modal activity that reinforces previously learned phonic skills.
- 9:00am: Break
- 9:10am: Student receives direct mathematics instruction from parent followed by guided and independent work in core curriculum and from supplementary resources.
- 10:30am: Student attends P.E. class at local park offered by an approved vendor.
- 11:15am: Parent reads a selected book that is related to current thematic, science, or social study theme.
- 11:45am: lunch
- 12:15pm: Student receives direct science or social studies instruction from parent followed by guided and independent work in core curriculum and from supplementary resources.
- 1:15pm: Student watches an art lesson from a DVD and completes an art assignment.
- 2:00pm: Writing- Student practices writing utilizing writing curriculum

## **Technology/Enrichment Support for TK-8 Students**

CWEB will provide a Chromebook or computer technology to any student who does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each teacher who has TK-8 students has an allowance that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

CWEB supports student choice and flexibility within their schedule. To that end, we have an approved vendor list (see Appendix G). If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, tutoring, and skill building to online programs, supplemental textbooks or other educational materials.

## **Education Program for High School Students**

High School students will be assessed upon enrollment. As detailed above in the information regarding TK-8 students, families are assigned a Credentialed Teacher (Education Specialist) with whom they will be working. CWEB will offer many options for students to satisfy graduation and college entrance requirements. Our Guidance Department and Credentialed Teachers work with each student individually to help students and families choose the best path for high school and college entrance preparation. Many of our students are college-bound and so need to take rigorous courses that meet a-g requirements. CWEB will offer multiple options: Our in-house course supplements, both general and a-g, are taught via Moodle/Elluminate ([www.illuminate.com](http://www.illuminate.com) and <https://moodle.org>), where students log in to a live classroom

and participate virtually with their teacher and with other students. Assignments are given and received via Moodle. Students often utilize online texts and/or virtual sources. They will also receive hard copy books for some classes. Students may also choose to utilize an outside vendor for their high school courses with: Apex Learning, BYU Independent Study, and UC Scout.

CWEB will be selecting Common Core State Standards curriculum that is already tested and proven successful with independent study students. CWEB will offer Common Core State Standards aligned curriculum to each students upon enrollment. Such curricula include study guides and outlines.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students will come to CWEB with particular needs that may not be addressed in traditional school settings, and CWEB's personalized instruction will be well-aligned with the student's particular needs. For example, students who are engaged in the interactive curriculum, have choice in assignments and have the opportunity to delve deeper into subjects based on their interests. The students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum. CWEB teachers lead students through specific learning tasks so that they can demonstrate mastery of each subject in an authentic application of skills and knowledge.

Science labs for high school students:

In addition to providing labs through the mobile science lab, labs for science students can also be provided at a learning center for local students to attend.

### **Connecting Waters Charter School, East Bay Courses**

Courses including electives and foreign language will be offered to students who enroll in Connecting Waters Charter School, East Bay. Courses include English, health, physical education, computer literacy, life skills, world studies, United States history, economics, civics, mathematics, life science, and physical science. In addition to courses required for graduation, numerous other courses, including a range of foreign language courses and others, will be available through Apex and other options. Every course offered by Connecting Waters Charter School East Bay, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and nationwide standards. Even though each course is available to any 9th through 12th grade student, CWEB will suggest that students take classes in a particular order. The recommended year-by-year class schedule and the detailed course descriptions are attached in Appendix F.

### **High School Courses that CWCS has offered and for which CWEB would seek approval.**

The below courses were approved through CWCS. Upon the opening of CWEB, accreditation and similar course approval will be obtained. All approved courses with textbooks and outlines can be found at: <http://www.connectingwaters.org/ag>

<b>A-G UC/CSU(10 credits/year)</b>	<b>General Courses (not A-G UC/CSU approved) (10 credits/year)</b>
a-g English 12	English 12
a-g Science Fiction lit.	American Lit.

a-g 20th Century Lit.	Classic Lit.
a-g World Lit.	English Lit.
AP English and Composition	Composition 1, 2 and 3
a-g American Government	ESL 1, ESL 2, ESL 3, ESL 4
a-g Economics	Journalism
a-g U.S. History	World Lit.
a-g World History	U.S. Government
a-g Algebra 1, a-g Algebra 2	Economics
a-g Calculus	U.S. History
a-g Geometry	World Studies 1
a-g Integrated Math 1	Algebra 1, Algebra 2
a-g Probability & Statistics	Business Math 1, 2, 3, 4
a-g Pre-calculus/ Trigonometry	Calculus
a-g Anatomy/Physiology	Consumer Math 1
a-g Biology	Geometry
a-g Chemistry	Integrated Math 1, 2, 3
a-g Earth Science	Pre-Algebra
a-g Life Science	Pre-Calculus
a-g Physical Science	Statistics/Probability
a-g Physics	Trigonometry/Pre-Calculus
a-g Spanish 1, 2, 3	Aeronautics 1, 2, 3, 4
a-g French 1, 2, 3	Agricultural Science
a-g ASL 1, 2, 3	Anatomy/Physiology
a-g German 1, 2, 3	Animal Science
a-g Portuguese 1, 2, 3	Astronomy
a-g Dance	Biology 1, 2, 3, 4

a-g Music	Botany
a-g Theater	Chemistry 1,2
a-g Visual Arts	Earth Science
CTE Business and Financial Literacy	Environmental Science
CTE Child Development	General Science
	Horticulture
	Integrated Science 1, 2, 3, 4
	Life Science
	Physical Science
	Physics

**CWEB Mobile Science Lab:** The mobile science laboratory travels to various locations providing hands-on, inquiry based science labs for all interested elementary through high school students, and especially students taking high school a-g science classes in which labs are mandatory. The lab investigations are designed to align with NGSS. The mobile science lab is fully equipped with all the needed science equipment and instruments and meets established safety design criteria. The mobile science lab travels to easily accessible locations, where students meet with the Science teacher and engage in laboratory activities. Locations currently include: Castro Valley, Fremont, Livermore, Lodi, Manteca, San Leandro, and Tracy. More locations will be added according to the needs of future students.

**High School Labs (10 credits/year):**

a-g Chemistry  
a-g Biology  
a-g Physics  
a-g Anatomy/Phys B  
a-g Earth Science Lab

**Middle School Labs**

Science- Grade 8  
Science Explorations – Grade 6  
Science Explorations – Grades 4 & 5

**Life Skills Courses**

**50 credits of Life Skills are required for graduation:**

5 credits Typing or Computer Skills  
20 credits Physical Education  
5 credits Health  
20 credits Life Skills elective to meet school standards  
5 credits required of Education and Career Planning 1A, leaving 15 credits of life skills electives



**Life Skills Electives (5 credits/semester):**

Career Exploration 1, 2, 3, 4  
Community Service 1, 2, 3, 4  
Computer Skills 1, 2, 3, 4  
Consumer Life Skills 1, 2  
Driver Safety & Awareness 1, 2  
Driver's Education Driver's Training  
Education & Career Planning 1A  
Education & Career Planning 1B  
Family Studies 1,2,3,4  
First Aid Health  
Home Economics 1, 2, 3, 4 Internship  
Leadership 1, 2, 3, 4  
Life Choices 1, 2, 3, 4  
Nutrition 1, 2  
Organize for Success  
Personal Finance 1, 2  
PE 1, 2  
Study Skills (CP Only) Typing 1, 2

**Guidance Department Courses:****Education and Career Planning 1A (5 credits)**

This 5 unit Life Skills course is mandatory for all 9th graders. The course allows students to answer: Who am I? What do I want? How do I get there? Students will use self-evaluation tools and will research careers to begin to develop a ten-year plan!

**Education and Career Planning 1B (5 credits)**

This 5 unit Life Skill Course is the second semester of the Education and Career Planning 1A allowing students to continue answering: Who Am I? What do I want? How do I get there? Students will continue to work on their 10 year plan, focusing in on their career interests and what their lifestyle will cost, goal setting, problem solving, and avoiding detours.

Students will expand on the knowledge of college and career exploration they gained from Education and Career Planning.

**Students will learn:****Real World Skills**

- put into practice communication, organization, and problem solving skills
- develop a deeper understanding of job readiness
- practice budgeting for a family
- real world job skills

**Work-Based Learning**

- find and complete a community internship
- develop a deeper understanding of job readiness and job skills

**Personalized Support**

- be coached on finding and completing a community internship
- personalized support and coaching

## **Promote Rigorous Academics**

- attend at least one college tour
- connection to academics and its importance

## **Career Technical Education Program (CTE)**

Today's Career Technical Education is very demanding due to changes in modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges and universities. CWEB will begin by offering 3 CTE Pathways. Students who complete the 2 year course sequence in a CTE Pathway will earn a certificate of completion allowing for more employability and they will be recognized at Graduation with an Award.

### **1. Education, Child Development, and Family Services Pathway**

- a-g CTE Child Development - this is the first course in the two course pathways
- b. a-g CTE Early Childhood Education - this is the second course, or "completer" course. Prerequisite: a-g CTE Child Development.

### **2. Business and Finance Pathway**

- a. a-g CTE Business and Financial Literacy - this is the first course in the two course pathway
- b. a-g CTE Business Financial Literacy Internship 2A - this is the second course, or "completer" course. Prerequisite: a-g CTE Business and Financial Literacy. This pathway is a new pathway in our program. Relationships with possible businesses are in development.

### **3. Health Science and Medical Technology Pathway**

- a. CTE Health Careers - this is the first course in the two course pathway
- b. CTE Health Careers Internship 2A - this is the second course, or "completer" course. Prerequisite: CTE Health Careers. This pathway is a new pathway in our program. Relationships with possible businesses are in development. (MH)

## **Special Interest Electives (5 credits/semester)**

Special Interest Elective Courses could be supplemented online with a teacher or with in-person teachers. These courses are approved by a teacher.

- a-g Advanced Music
- a-g Arabic 1, 2, 3
- a-g ASL 1, 2, 3
- a-g Chinese (Mandarin) 1, 2
- a-g Dance
- a-g European History
- a-g French 1,2,3
- a-g German 1,2,3
- a-g Japanese 1, 2, 3
- a-g Music
- a-g Portuguese 1,2,3
- a-g Spanish 1,2,3
- a-g Theatre
- a-g Vis Arts Accounting 1
- Agricultural Economics 1
- Am Sign Lang 1,2,3,4

- Anthropology 1
- Arabic 1, 2, 3, 4
- Armenian 1, 2, 3, 4
- Art 1, 2
- Art Appreciation 1
- American Sign Lang. 1, 2, 3, 4
- Auto Body 1
- Auto Technology 1, 2, 3, 4
- Business 1, 2, 3, 4
- Business English
- Business Law 1, 2
- CAD 1, 2, 3, 4
- CA ELA Standards 1, 2, 3, 4
- CA History 1
- CA Math Standards 1, 2, 3, 4
- Ceramics 1, 2
- Child Development 1
- Chinese 1, 2, 3, 4
- Comp World Views 1, 2, 3, 4
- Computer Programming 1, 2, 3, 4
- Computer Technician 1
- Law: Constitutional 1
- Construction 1, 2, 3, 4
- Criminal Justice 1
- Dance 1, 2, 3 Dance (standards)
- Dev. Math C,D,E,F,G ,H
- Dev. Reading A,B1,B2,C1,C2D
- Digital Imagery
- Drafting 1, 2, 3, 4
- Drama 1, 2, 3, 4
- Drawing 1, 2, 3, 4
- Electronics 1
- Emergency Preparedness Ethics 1
- Ethnic Studies 1
- Etymology 1
- Exploring Engineering History: European
- Farm/Ag Management 1, 2
- Film 1, 2 Flight/Ground School French 1, 2, 3, 4, 5
- Geography 1
- Geography Basics 1
- German 1, 2, 3, 4
- Global Politics 1
- Graphic Art 1, 2, 3
- Greek 1, 2, 3, 4
- Greek/Roman Literature
- Hebrew 1, 2, 3, 4
- Hindi
- History: Ancient History: Elective History: Holocaust St History: Local History: Medieval History: Middle East
- History: Native American History: Science History: Women Studies

- Home Economics 1, 2, 3, 4
- Horsemanship 1, 2, 3, 4
- Indonesian 1
- Instrumental
- Keyboarding 1, 2, 3, 4
- Internet Studies 1, 2
- Intro to Engineering
- Italian 1, 2, 3, 4
- Japanese 1, 2, 3, 4
- Journalism
- Karate 1, 2
- Karuk 1, 2, 3, 4
- Korean 1
- Latin 1, 2, 3, 4
- Logic 1
- Marketing 1, 2, 3, 4
- Multicultural Studies 1 Music (standards)
- Music Appreciation 1
- Music Instru. 1, 2, 3, 4
- Music Production 1
- Music Theory 1, 2, 3, 4
- Music Vocal 1, 2, 3, 4
- Norwegian 1, 2, 3, 4
- Painting 1, 2
- Philosophy
- Photography 1, 2
- PE 3, 4
- Polish 1, 2
- Portuguese 1, 2
- Psychology 1, 2
- Reading Skills
- Robotics
- Russian 1,2,3,4
- Sculpture 1, 2, 3, 4
- Sociology
- Spanish 1, 2, 3, 4
- Speech/Debate 1, 2 Strand Boost: Decimals Strand Boost: Fractions Strand Boost: Percent Study Skills
- Tagalog
- Theatre (standards)
- Tutoring 1, 2, 3, 4
- Ukrainian 1, 2
- Visual Arts (standards)
- Welding
- Wood Making 1, 2
- World Religion 1
- Yearbook 1

## Sample Schedule for High School Students

Connecting Waters Suggested Schedules for High School Completion

These are suggested guidelines only; the number on the left of each course indicates credits needed.

a-g College Prep Sample Schedule	
9th Grade	
10 - a-g English 9	
10 - a-g Algebra 1 or A-G Geometry	
10 - Physical Education 1	
10 - a-g Earth Science or A-G Biology	
10 -a-g Foreign Language 1	
5 - Health	
<u>5 - Education and Career Planning</u>	
60 Carnegie units with 3 a-g units	

10th Grade	
10 - a-g English 10	
10 - a-g Geometry or A-G Algebra 2	
10 - a-g World History	
10 - a-g Biology or A-G Chemistry	
10 -Physical Education 2	
<u>10 - a-g Foreign Language 2</u>	
60 Carnegie units with 5 A-G units	

11th Grade	
10 - a-g English 11	
10 - a-g U.S. History	
10 - a-g Algebra 2 or A-G Trig/Pre- Calc or A-G Prob & Stats	
10 - a-g Chemistry or A-G Physics	
10 - a-g Visual/Performing Arts	
<u>10 - Typing/Computer Skills</u>	
60 Carnegie units with 5 A-G units	

12th Grade	
10 - a-g English 12	
10 - a-g U.S. Govt./Economics	
10 - Physical Education 2	
10 - 1 Life Skills course*	
10 - Additional a-g course	
10 - 1 a-g Elective or Special Interest	
<u>Course (*work w/ ES to choose appropriate course)</u>	
60 Carnegie units with 2 a-g units	

### **Course Transferability**

CWEB will apply for WASC accreditation by spring 2018, which will trigger an initial one-day visit and initial accreditation in the spring of 2018. By the June of 2018, CWEB will have the UC/CSU system review designated courses to assure that they meet the a-g requirements. Connecting Waters Charter School has previously secured UC approval for Apex high school courses. CWEB will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

### **College Entrance Requirements**

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the a-g UC/CSU approved course list that will be included in the handbook, a statement regarding the eligibility of courses to meet college entrance requirements will be included. Both the a-g list and eligibility of classes will be updated on an annual basis.

The table below displays Connecting Waters Charter School's high school grade level courses approved for a-g UC/CSU application. Upon the approval of CWEB and completing the WASC process classes will be approved for CWEB:

a-g UC/CSU
a-g English 9
a-g English 10
a-g English 11
a-g English 12
a-g Science Fiction lit.
a-g 20th Century Lit.
a-g World Lit.
AP English and Composition
a-g American Government
a-g Economics
a-g U.S. History
a-g World History
a-g Algebra 1, a-g Algebra 2
a-g Calculus
a-g Geometry

a-g Integrated Math 1
Pa-g Probability & Statistics
a-g Pre-calculus/Trigonometry
a-g Anatomy/Physiology
a-g Biology
a-g Chemistry
a-g Earth Science
a-g Life Science
a-g Physical Science
a-g Physics
a-g Spanish 1, 2, 3
a-g French 1, 2, 3
a-g ASL 1, 2, 3
a-g German 1, 2, 3
a-g Portuguese 1, 2, 3
a-g Dance
a-g Music
a-g Theater
a-g Visual Arts
a-g CTE Business and Financial Literacy
a-g CTE Child Development

A high school diploma will be awarded to all students who meet the CWEB's graduation requirements:

### **Graduation Requirements (210 credits)**

Reading/Writing

30 units of Reading/Writing

#### Life Skills

50 credits total including 5 credits Typing/Computer, 20 credits PE, 5 credits Health, 5 credits Education/Career Planning, 15 credits Life Skills Elective

<u>History</u> 25 credits of History including 10 credits of World History, 10 credits of U.S. History and 5 credits of Economics
<u>Political Process</u> 5 credits U.S. Government
<u>Mathematics</u> 20 credits of Mathematics including 10 credits Algebra 1, 10 credits of Mathematics elective
<u>Science</u> 20 credits of Science including 10 credits Physical Science elective, 10 credits of Life Science elective
<u>Special Interests</u> 60 credits of elective including 10 credits Visual Performing Arts or Foreign qualified Career Technical Education and 50 credits college prep, academic electives
<b><u>Response to Instruction Courses</u></b> <ul style="list-style-type: none"> <li>• Developmental Math Level C, 4 - 5</li> <li>• Developmental Math Level C, 6 - 8</li> <li>• Developmental Math Level C, 9 - 12</li> <li>• Developmental Math Level D, 5</li> <li>• Developmental Math Level D, 6 - 8</li> <li>• Developmental Math Level D, 9 - 12</li> <li>• Developmental Math Level E, 6 - 8</li> <li>• Developmental Math Level E, 9 - 12</li> <li>• Developmental Math Level F, 7 - 8</li> <li>• Developmental Math Level F, 9 - 12</li> <li>• Developmental Math Level G, 8</li> <li>• Developmental Math Level G, 9 - 12</li> <li>• Developmental Reading Decoding A, 3 - 5</li> <li>• Developmental Reading Decoding A, 6 - 8</li> <li>• Developmental Reading Decoding A, 9 - 12</li> <li>• Developmental Reading Decoding B1, 3 - 5</li> <li>• Developmental Reading Decoding B1, 6 - 8</li> <li>• Developmental Reading Decoding B1, 9 - 12</li> <li>• Developmental Reading Decoding B2, 3 - 5</li> <li>• Developmental Reading Decoding B2, 6 - 8</li> <li>• Developmental Reading Decoding B2, 9 - 12</li> <li>• Developmental Reading Decoding C1, 3 - 5</li> <li>• Developmental Reading Decoding C1, 6 - 8</li> <li>• Developmental Reading Decoding C1, 9 - 12</li> <li>• Developmental Reading Decoding C1, 3 - 5</li> <li>• Developmental Reading Decoding C1, 6 - 8</li> <li>• Developmental Reading Decoding C1, 9 - 12</li> <li>• Developmental Reading Decoding C2, 3 - 5</li> </ul>



- Developmental Reading Decoding C2, 6 - 8
- Developmental Reading Decoding C2, 9 - 12
- Developmental Reading Decoding C2, 3 - 5
- Developmental Reading Decoding C2, 6 - 8
- Developmental Reading Decoding C2, 9 - 12
- Developmental Reading Comprehension Level C, 4 - 5
- Developmental Reading Comprehension Level C, 6 - 8
- Developmental Reading Comprehension Level C, 9 - 12

### **A Day in the Life of a High School Student**

A typical day for a high school student may have a similar structure, although many high schoolers also complete courses at the community college via concurrent enrollment:

- 7:30am: Breakfast with family
- 8am: Student participates in a-g Algebra 1 online math class via Moodle.
- 9am: Student works problems in math curriculum. Parent grades completed assignments using solutions key.
- 10am: Student works on reading and writing assignments for upcoming a-g 20th Century Literature online class via Moodle.
- 11am: Student works on reading textbook, and completing lab reports in preparation for Wednesday's a-g Biology lab.
- 12-1pm: Yoga or Hiking (Physical Education)
- 1-1:30pm: Lunch with family
- 1:30pm: Student participates in a-g 20th Century Literature via Moodle.
- 3pm: Student attends studio art class via approved vendor for a-g Visual Art course requirement.
- 5pm: Dinner with family
- 6-8pm: Student attends theatre rehearsal for a musical theatre production via approved vendor as part of the portfolio review a-g Theater course requirement with oversight by credentialed Teacher.

### **Technology/Enrichment Support for High School Students**

CWEB will provide a Chromebook to any student who does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each teacher who has a high school student has an allowance that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

CWEB supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, visual arts, tutoring, and skill-building to online programs, supplemental textbooks or other educational materials.

### **Personalized Guidance Counseling**

The mission of CWEB's Guidance Department is to provide students, parents and Credentialed Teachers with the tools and resources needed to ensure student success and to prepare students to be College and Career Ready upon graduation from high school.

CWEB will provide individualized Guidance Counseling for all High School students and 8th graders. Throughout the school year, the Guidance Department offers seminars and open Question and Answer Forums for students and parents. The Guidance Department helps students in the areas of college entrance preparation (planning both for UC a-g courses and general community college entrance courses), Federal Student Loan applications, Career Planning, Military Entrance Preparation, Scholarships and Distance Learning options.

All students are academically supported by teachers to the extent needed by the student to succeed.

### **Attendance Guidelines**

Connecting Waters Charter School, East Bay will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. Currently, 175 days are the minimum number of instructional days that will be offered.

### **Independent Study Legal Compliance**

CWEB will provide nonclassroom-based instruction as defined in Education Code Section 47612.5(e). Accordingly, it will comply with all applicable independent study laws and will operate pursuant to an adopted independent study Board policy, maintain a master agreement for each student, and file for a funding determination as a condition of funding Attached as Appendix A, please find a copy of CWCS Independent Study Policy that can be adopted for CWEB once approved.

### **Flexible Scheduling**

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than what typically occurs in the traditional classroom setting due to the nature of independent study or non-classroom based learning.

CWEB has a partnership of educators that support our students: The Education Specialist, the parent, and the teachers who oversees and grades high school courses. The teachers may support our students through weekly online meetings. CWEB is an Independent Study school that supports students through a variety of instructional methodologies; for some student groups online learning guided by the teacher is blended with the support from the parent and the ES.

### **Program Structure**

When enrolling in the charter school's program, students will meet with the teacher to determine their educational program and personal educational goals.

Monthly conferences, as required in each student's Master Agreement, will be scheduled between the student, parent or partner liaison, and Credentialed Teacher. CWEB will monitor student work completion and progress toward proficiency through a variety of means. Students will submit work and assessments each month or as requested by the teacher. In addition to reviewing student progress and formative

assessments on an ongoing basis, teachers will review student work in front of the parent or partner liaison and student meetings. The Credentialed Teacher keeps the family informed and involved in both their student's education and in school news. School and state Testing and assessment information is also provided on a regular basis.

CWEB teachers will meet with parents to help plan the semester. Mid-year students will take a Scantron or a school approved performance assessment aligned to Common Core State Standards, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subjects. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs helps students to progress quickly.

The program can be personalized for each student to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons.

Teachers can provide instruction either in person or online through Blackboard Collaborate (Moodle/Elluminate) or a similar online platform, a powerful tool both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including CWEB learning center, libraries, and the student's place of residence.

### **Research-based Instructional Strategies**

John Holt, educator and author had a simple philosophy: "... the human animal is a learning animal; we like to learn; we are good at it; we don't need to be shown how or made to do it.

Our parents and credentialed teachers can embrace and utilize effective research-based instructional methods. However, as a home-based, independent study program, our school is highly likely to lead to high academic achievement due in part to pedagogical approaches other than those typically used in institutional schools. These strategies are effective for all student populations, including general education, English learners, special education, and at-risk students:

- Customized or personalized curriculum and learning environment for each learner. Howard Gardner with his Multiple Intelligences seeks to reach all students through a variety of multisensory and multimodal learning experiences. Through this approach toward individualized education, we have realized that each child learns differently and requires his or her own personalized learning theory (Smith, 2002).
- Continuity of instruction throughout the year with online academic supportive programming over the summer to allow more opportunities for depth, mastery, and meaningful learning connections. Continuous learning offers opportunities for a student to reinforce concepts and create deeper understanding of a subject. In fact, informal continuous learning creates relevant connections of knowledge within the individual, through a fuzzy and non-linear format. In an informal learning environment, nothing seems to happen on the surface; there is no

timetable or curriculum of sequential learning—the learning is done web-like—making significant connections in the individual child's brain (Thomas, 2002).

- Enhanced, long term family and school relationships between children and parents, among siblings, and between credentialed teachers and families. Having a continual “looping” structure “allows educators to develop rich relationships with students and their families, create trusting and caring classroom environments, and help kids overcome both academic and developmental obstacles.”
- Regular engagement in social and educational activities outside student homes and with people other than their nuclear-family members. They are commonly involved in activities such as field trips, scouting, 4-H, political drives, youth groups, sports teams, community volunteer work, etc. These are typically school sponsored events. In Macklin’s article *Theory Into Practice* (2003), Jonassen addresses useful instructional design that involves real-life application of learning using “the various learning styles, life experiences, skill levels, and individual needs of learners within the framework of their community” (p.494). In agreement, *Accelerated Learning for the 21st Century* (Rose & Nicholl, 1998) quotes Elbert Hubbard saying, “A school should not be a preparation for life. A school should be life” (p.264) and suggests that current business principles, apprenticeships and mentorships should play a large part in schooling.
- Provision of guided and reasoned social interactions, in a safer environment, with peers and adults via face-to-face and/or online classes and programs. Homeschoolers learn in an atmosphere that is free from the teasing, taunting and bullying that can leave children with lifelong scars. Children who are homeschooled have time to mature emotionally, physically and academically without having to worry about facing ridicule and negative peer pressure from friends.

Thirty-three years of studying the homeschool movement has led Dr. Brian D. Ray of the National Home Education Research Institute, to identify the diverse demographics of homeschoolers, multiple reasons and motivations for home educating, and trends toward outstanding academic performance. According to Dr. Ray’s current research on the academic performance of homeschoolers,

- The home-educated typically score 15 to 30 percentile points above public-school students on standardized academic achievement tests. (The public school average is the 50th percentile; scores range from 1 to 99.) A 2015 study found Black homeschool students to be scoring 23 to 42 percentile points above Black public school students (Ray, 2015).
- Homeschool students score above average on achievement tests regardless of their parents’ level of formal education or their family’s household income.
- Whether homeschool parents were ever certified teachers is not related to their children’s academic achievement.
- Degree of state control and regulation of homeschooling is not related to academic achievement.
- Home-educated students typically score above average on the SAT and ACT tests that colleges consider for admissions.
- Homeschool students are increasingly being actively recruited by colleges.

At CWEB, our independent study model applies research-based instructional strategies in a home-based environment that will prepare students to be mature, successful, resilient, resourceful, and intelligent--ready to thrive in this world!

## **Professional Development**

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program before school begins to train teachers on the independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Monthly Credentialed Teacher Meetings with Advisors and Area Facilitators
- Bi-annual All Staff Meetings
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent and student surveys, staff surveys and formal staff discussions on recommended modifications to the educational program.

## **Special Populations**

### **Plan for Students Who Are Academically Low-Achieving**

Students who are academically low-achieving will be identified by CWEB teachers through ongoing progress reports, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. Students will be assessed during enrollment and monthly. Student progress as assessed by the teacher will be shared with the parents to identify if further interventions are needed. CWEB will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom as well as in person. Teachers and parents/guardians have opportunities to follow the student's interests and connect their previous knowledge to new concepts and learn through a variety of modalities with strategies that meet their needs.

To directly support low-achieving students, CWEB believes that the credentialed teacher, parent, and student must collaborate to design the optimal personalized learning plan. All students will be assessed upon admission to CWEB. The teachers are trained to use the various resources available on the CWEB curriculum website, as well as other Internet resources to help with developing individual learning plans. With the co-creation (credentialed teacher, parent, and student) of the student's personalized learning plan, which includes the initial assessment and the student's learning style inventory and interests; the success rate for the low achiever will be greatly enhanced. CWEB believes that both the confidence and the motivation to learn begins by meeting the student at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage her or his full potential. Students will be re-assessed monthly by the credentialed teachers to document progress or to make necessary changes to the student's personalized education plan.

Students can move at their own pace with a combination of lessons from standards-aligned texts and independent study, and guided online learning programs. Students take needed time to acquire the skills necessary for academic success.

CWEB will provide students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, CWEB will ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading or math competency, then the team would reassemble and devise a revised plan.

CWEB will utilize a Personalized Learning Team ("PLT") process to develop a plan to address low-achieving students individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A PLT uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The PLT clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A PLT is a general education function. All students can benefit from a PLT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to PLT for consideration. Anyone who is connected with that student can be included in the PLT to provide information to share about the student's strengths, as well as concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessments and collaboration, CWEB may implement the following strategies:

- Modify and reduce lessons as assigned by the student's ILP.
- Provide remedial instruction.
- Provide one-on-one and small group support.

If the problem continues after implementation of a PLT plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the PLT. There are follow up PLT meetings to assessed the student progress. Data is collected from the teacher assigned to the students along with the PLT Coordinator.

#### **Plan for Students Who are Academically High Achieving**

The individual learning plan of high-achieving students will be adapted for their individual needs and allow for them to be accelerated and/or be more highly challenged in their studies. CWEB will offer a-g courses that will allow its students to have access to California's UC and CSU systems. CWEB's Guidance Department will offer opportunities for all of our students to apply for a number of different scholarships for which they qualify.

CWEB teachers and parents/guardians identify students performing above grade-level by engaging in an ongoing observation and evaluation of the student's coursework and course tests, placement tests, performance tests, and standardized tests. The supervising teacher and parent may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. Above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We encourage students to experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their learning style, interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

### **Plan for English Learners**

CWEB will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CWEB will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

CWEB believes that all EL students who are not proficient in the English language need every opportunity to be able to become proficient. We train our Education Specialists to test these students to discover their areas of strengths and weakness, and we will train the Education Specialists in selecting appropriate curriculum to help EL students achieve success in their educational process. State approved English Language Development Curriculum will be used in addition to the English Language Arts Curriculum for TK-8 and High School students. The following resources will be available and can be used as regular supplemental pieces to the EL students' program: English Language Arts classes, English Language Development Support classes, history support courses, math support courses, writing support courses, Intensive classes: we encourage participation in vendor provided enrichment classes as further opportunities for practicing English Language skills.

### **Home Language Survey**

CWEB will administer the home language survey upon a student's initial enrollment into CWEB.

### **ELPAC Testing**

All students who indicate that their home language is other than English will be assessed using the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CWEB will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. Parents will also be notified of their rights and be encouraged to participate in the reclassification process.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s 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 in 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.

### **English Learner Instructional Strategies and Curriculum**

Required courses available for English Learners include an option for students to take classes online or in-person. The individual support CWEB will offer students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development courses from certified teachers. This assistance will include academic support in vocabulary development and comprehension either within or outside of the student's core courses. Assistance may also include working with the core course instructor(s) to ensure that the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around Specially Designed Academic Instruction for English ("SDAIE") strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one-on-one virtual instruction.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

### **Monitoring and Evaluation of Program Effectiveness**

If there are more than 21 EL students, the school will have an English Language Advisory Committee ("ELAC"). The English Learner Coordinator, Assessment Coordinator, and Executive Director or designee will evaluate the program effectiveness for English Learners in CWEB with the following guidelines:

- Adhering to CWEB-will adopt academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Ongoing evaluation
- Assurance of effectiveness by having ongoing ELAC meetings

### **Plan for Serving Students with Disabilities**

#### **Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

The Charter School is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the County, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School will provide the County evidence of membership. As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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 may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

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

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

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

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

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

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

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

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including tutors, must have a copy of each 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 "IDEA"**

The Charter School shall provide special education instruction and related services in accordance with the IDEA, 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 maintaining the confidentiality of pupil records.

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

### **Staffing**

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. 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. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

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

### **Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students 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 assessment 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.

### **Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary 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.

### **IEP Meetings**

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. 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: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the 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 at least as frequently as report cards are provided for the Charter School's non-special education students. 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.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### **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.

### **Non-discrimination**

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

The Charter School shall adopt policies for responding to 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 parent/guardian concern or complaint.

### **Due Process Hearings**

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

### **SELPA Representation**

The Charter School understands that it shall represent itself at all SELPA meetings.

### **Funding**

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

### **Annual Goals and Actions for State Priorities**

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **Local Control and Accountability Plan (LCAP)**

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to ACOE and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT**

**Governing Law:** The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of

Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.-- Education Code Section 47605(b)(5)(B)

Governing Law: 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. --California Education Code Section 47605(b)(5)(C)

### **Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including the Charter School's anticipated numerically significant subgroups, Hispanic or Latino, Filipino, African American, White non-Hispanic. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

<b>Goal 1: Increase percent of students who are on-track to graduate college and career ready</b>				
<b>LCAP Action Item</b>	<b>State Priority</b>	<b>Measurement Outcomes / Means to Assess Goal Progress</b>	<b>Method to Assess</b>	<b>Person(s) Responsible</b>
<b>1.1 CC Curriculum:</b> Provide core and supplemental standards-aligned instructional materials with embedded assessments to ensure a quality standards implementation	1: Basic Services <b>(Access to standards aligned curriculum)</b>  2: Implementation of State Standards <b>(stat adopted curriculum address framework and standards and include assessments and rigorous instruction)</b>  4: Student Achievement <b>(Curricula and instructional materials aligned to framework which provide outlines of the components in each subject</b>	<b>Means to Assess Progress in LCAP Goal # 1:</b>  Increase percentage of students graduating from high school with UC (a-g) transcript by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Increase the percentage of students who meet or exceed the standards by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Increase the percentage of	<ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• a-g Completion Rates</li> <li>• CAASPP</li> <li>• Suspension and Expulsion Rates</li> <li>• CTE Completers Rates</li> <li>• CTE Concentrator Rates</li> <li>• Parent Training</li> </ul>	Curriculum & Assessment Director; Department Chairs; Course Instructors; ESs; Parents

	area)		Sign-In Sheets	
<b>1.2 a-g/AP Classes:</b> Provide online courses to broaden students' access to quality courses; Increase a-g /AP and K-8 rigorous course offerings; Instructor Fees for Online courses	<p>1: Basic Services <b>(students enrolled in course have access to standards aligned curriculum; all teachers are appropriately assigned)</b></p> <p>2: Implementation of State Standards <b>(courses address framework and standards and include assessments and rigorous instruction)</b></p> <p>4: Student Achievement <b>(increases 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 that align with state board-approved frameworks; increases percentage of pupils who will pass an advanced placement examination with a score of 3 or higher. )</b></p> <p>5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase</b></p>	<p>students who graduate from CWEB (4year cohort) by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Dropout rates, suspension and expulsion rates will remain under 10%. (Baseline will be established within the first year to evaluate if lower percentage is needed, but goal is always continuous student growth.)</p> <p>Maintain quality training / Professional Development programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 4 per year.</p> <p>Increase the number of students completing Career Technical Education (CTE) pathways by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p><i>Other Measurable Outcomes:</i>          Priority 1:          • Teachers appropriately assigned and fully credentialed: CWEB teachers are 100% appropriately assigned and fully credentialed according to all state and federal credentialing requirements and as required by CA Independent Study Law.          • Every pupil has sufficient access to the standards-aligned instructional material: CWEB is a personalized</p>	<p>• Educator Professional Development Attendance Records</p> <p>• Teacher Credentialing Records</p> <p>• Personalized Learning Improvement Plans</p> <p>• RFEP Rates</p> <p>• Student Attendance Records</p> <p>• Course Enrollment Records</p>	Curriculum & Assessment Director; Department Chairs; Course Instructors; ESs; Parents



	<p><b>attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>7: Course Access <b>(implements broad course of study that includes all of the subject areas)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>	<p>learning school. Every student has a Personalized Learning Improvement Plan (PLIP) whereby they received all standards-aligned instructional material designed to meet their needs.</p> <ul style="list-style-type: none"> <li>Facilities are maintained in good repair: CWEB is not a site-based school.</li> </ul> <p>Priority 4:</p> <ul style="list-style-type: none"> <li>Progress will be assessed using CA Dashboard indicators; Data is expected to be released in September.</li> <li>RFEF Rate: Increase the percentage of EL students reclassified Fluent English Proficient each year.</li> </ul> <p>Priority 5:</p> <ul style="list-style-type: none"> <li>Attendance rates</li> <li>Chronic absenteeism rates</li> </ul> <p>CWEB complies with EC Section 47612.5, 5 CCR 11960, and all other applicable laws for attendance rates tracking each student's daily engagement in educational activities for each day school is in session. Since student attendance is not based on "seat time", attendance rates remain high and chronic absenteeism is not an area of concern at CWEB.</p> <p>Priority 7:</p> <ul style="list-style-type: none"> <li>Access to and enrolled in a broad course of study K-12: All CWEB students are enrolled in a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including</li> </ul>		
<p><b>1.3 Professional Development:</b> Provide professional learning development to ESs to increase access to a-g courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students. Professional Development (VPSS, In-House Training on Elluminate, CTE credentialing...)</p>	<p>1: Basic Services <b>(ensures appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards <b>(allows educators to explore how their teaching and management strategies help students learn and thrive)</b></p> <p>4: Student Achievement <b>(Instruction is more likely to be effective when teachers can draw from a broad repertoire of instructional strategies to address students'</b></p>			Advisors; Executive Cabinet

	<b>multiple learning styles)</b>	the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.		
<b>1.4 Parent Training:</b> Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.  Parent Training: fees for facilities rental to hold trainings at various local locations, staff stipends for developing training workshops, consultant fees (if needed for outside consultants / expert such as vendor trainings, specialist, etc), materials (copy fees, handouts, etc)	<b>3: Parental Involvement (Promotes parent input in educational decision making for their students)</b>	• CWEB students are offered coursework that exceeds what is required for graduation (210 units). • All students are given the required courses for graduation and may select to take more than the required coursework for graduation. • All students have access to the a-g entrance requirements for entrance to college. • CWEB offers over 30 a-g College Prep courses. Additionally, students may use approved vendors to complete additional a-g approved courses.		Curriculum & Assessment Director; Parent Support; Specialists; ESs
<b>1.5 CTE Program Development:</b> CTE Program Development: Develop a strong CTE program as an alternative or dual pathway to a-g to support student career readiness. CTE Program Development (CTE Coordinator, Instructor Training/Credentialing, Curriculum, other instructional services/materials)	<b>1: Basic Services (provides 21st-century learning opportunities to students)</b>  <b>2: Implementation of State Standards (Assessments, Curriculum, Instruction)</b>  <b>4: Student Achievement (increase percentage of pupils who have successfully completed courses that satisfy the requirements career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks)</b>  <b>5: Student</b>	• CWEB offers over 295 general courses in the areas of ELA, math, science, social studies, life skills, special interest, music, foreign language, and arts. Additionally, students may use approved vendors to complete additional elective courses. • CWEB offers 2 sections of Advanced Placement courses. Additionally, students may use approved vendors to complete additional AP courses, giving them access to potentially any AP approved course available. • CWEB offers 3 Career and Technical Education Learning / College Prep Pathways. • All students are given the opportunity to complete courses at their local Junior College when available.		Guidance Department

	<p>Engagement (supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</p> <p>6: School Climate (supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</p> <p>7: Course Access (implements broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>			
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<p><b>1.6 NGSS Program Development:</b>  NGSS Program Development: Transition and implement NGSS and develop accessible "wet" science labs in outlying counties for student use.</p> <p>NGSS Program Development (Science Specialist, NGSS Coordinator, Instructor Training/Credentialing, Curriculum, other instructional services/materials needed for onsite "wet" labs to reach students in outlying counties)</p>	<p>1: Basic Services  <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards  <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement  <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b></p> <p>5: Student Engagement  <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate  <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>7: Course Access  <b>(implements broad course of study that</b></p>			<p>Science Specialist;  Science Department Chair; Curriculum &amp; Assessment Director;  Guidance</p>
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	<p><b>includes all of the subject areas)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>			
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<b>Goal 2: Close the achievement gap in the low performing students in English and Math.</b>				
<b>LCAP Action Item</b>	<b>State Priority</b>	<b>Measurement Outcomes / Means to Assess Goal Progress</b>	<b>Method to Assess</b>	<b>Person(s) Responsible</b>
<p><b>2.2 Progress Monitoring:</b> Maintain a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going Response to Instruction Program to monitor all students. Comprehensive Support Tools AIMSweb; Developmental Reading and Math Placement Evaluations; Other</p>	<p>1: Basic Services <b>(Access to standards aligned curriculum)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement <b>(assessments help identify</b></p>	<p><b>Means to Assess Progress in LCAP Goal # 2:</b></p> <p>Increase the percentage of proficient LI students by at least 1% over previous year in ELA and Math. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Decrease percentage of students needing Tier 3</p>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• WRAT</li> <li>• AIMSweb Checks</li> <li>• Scantron</li> <li>• ELPAC</li> <li>• Measuring Up Diagnostic</li> </ul>	<p>ESs; Program Monitor</p>

<p>Embedded Diagnostic Assessments</p>	<p><b>students who need additional support to increase achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b></p> <p>8: Student Performance <b>(Additional local assessments ensure timely identification of students in need of academic support)</b></p>	<p>supports by at least 1% from previous year in Math and Reading. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Increase 11th Grade EAP percentage of students showing college readiness in ELA and Math by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Outcomes and actions support achievement in: Priority 1 (appropriate teacher assignments; sufficient instructional materials); Priority 2 (implementation of academic and performance standards including CCSS and ELD standards); Priority 3 (Parent Involvement); Priority 7 &amp; 8 (Access to broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs).</p>	<p>Performance Test (DPT)</p> <ul style="list-style-type: none"> <li>EAP</li> </ul>	
<p><b>2.3 Tier 3 Curriculum/Instruction:</b> Provide Intensive Support Supplemental Curriculum to students needing Tier 3 supports. Intensive Support Curriculum &amp; Instruction (Interventions)</p>	<p>1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early</b></p>			<p>Curriculum &amp; Assessment Director; ESs; Program Monitor; Parents; Advisors; Instructors; Tutors</p>

	<p><b>Assessment Program)</b></p> <p>5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>			
<p><b>2.4 Rtl Monitor:</b> Maintain an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in Tier 3 programs. Intensive Program Monitor Stipend</p>	<p>1: Basic Services <b>(Helps support success to standards aligned curriculum)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>3: Parental Involvement</p> <p>4: Student Achievement <b>(Program Monitor is an additional tool to help identify students who need support to increase</b></p>			Program Monitor

	achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)			
<b>2.5-2.6 High School Intensive:</b> Provide on-going support for students at risk of not showing college readiness on EAP assessment through use of diagnostic performance testing (DPT), High School Intensive Support Curriculum, Tutoring services and/or small group instructional courses. Additional Instructional Services using Base Funding	1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b>  2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b>  4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b>  5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and</b>			Curriculum & Assessment Director; ESs; Parents; Instructors; Tutors



	<p>dropout rates)</p> <p>6: School Climate (supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>			
<p><b>2.7 Additional Instructional Support for SPED Students:</b> Additional Instructional Support for Special Needs/Education (SPED) students to provide SPED students who need additional materials, specialist services or instructional support not covered by base instructional funding or SPED funding.</p>	<p>1: Basic Services (Access to standards aligned curriculum; appropriate teacher assignment)</p> <p>2: Implementation of State Standards (courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</p> <p>4: Student Achievement</p>			<p>ESs; Advisors; Parents</p>

	<p>(additional support for sped students will increase achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</p> <p>5: Student Engagement (supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</p> <p>6: School Climate (supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>			
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<b>2.8 Increase Student Communication Skills:</b> To help close the achievement gap and ensure students are career and college ready, students need opportunities to increase writing, speaking, listening, presenting, and collaboration skills. Hire and maintain a teacher each year to facilitate a communication skills class for various grade levels.	7: Course Access <b>(provides 21st-century learning opportunities to students)</b>  8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b>			Guidance Department
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<b>Goal 3: Increase the percentage of English Learner (EL) students who achieve proficiency in English Language Arts and Math.</b>				
LCAP Action Item	State Priority	Measurement Outcomes / Means to Assess Goal Progress	Method to Assess	Person(s) Responsible
<b>3.1-3.3 EL Curriculum and Supports:</b> EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; English Language Development (ELD), and Core Curriculum aligned to state and ELD standards. All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core State Standards curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing SDAIE strategies;	1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b>  2: Implementation of State Standards <b>(Programs and services will enable English learners to access the common core academic content standards adopted)</b>  4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined</b>	<b>Means to Assess Progress in LCAP Goal # 3:</b>  Increase the percentage of ELs in the 5+ year cohort (long-term EL) attaining the English Proficient Level on the ELPAC by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Increase the percentage of English Learner students who meet or exceed standards by 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Outcomes and actions support achievement in: Priority 1 (appropriate teacher assignments;	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• WRAT</li> <li>• AIMSweb Checks</li> <li>• Scantron</li> <li>• ELPAC</li> <li>• Measuring Up Diagnostic Performance Test (DPT)</li> <li>• Writing Benchmarks</li> </ul>	Title III Coordinator; Curriculum & Assessment Director; ESs; Advisors; Instructors

<p>conversation logs and small group instruction.</p> <p>Ensure all English Learner (EL), Low Income (LI) &amp; Foster Youth (FY) students have equal access to Common Core State Standards curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p> <p>Students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.</p> <p>(Additional Support Curriculum) 0000: Unrestricted</p> <p>All ESs and parents of EL, LI &amp; FY students will be provided equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available). Laptops, Tablets, Chromebooks for EL, LI &amp; FY Students</p> <p>(Technology/ Hardware) 0000: Unrestricted</p> <p>All ESs and parents of EL, LI &amp; FY students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in</p>	<p><b>prepared for college by the Early Assessment Program and help increase the English learner reclassification rate)</b></p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>	<p>sufficient instructional materials); Priority 2 (implementation of academic and performance standards including CCSS and ELD standards); Priority 4 (pupil achievement); Priority 7 &amp; 8 (Access to broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs).</p>		
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standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, or not qualified to instruct, additional instructional supports will be made available for students (i.e.: small group instruction with a well qualified, credentialed Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).  (Tutoring / Instruction Fees)				
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Using the data analysis techniques discussed below, CWEB will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

### Methods of Assessment

Through the effective use of varied assessments, students will demonstrate their depth of knowledge and subsequent progression of skills as they move successfully through our school system. All students will be assessed by Credentialed Teachers using the following: Systematic evaluation of progress and completed coursework (quality and quantity), WRAT (TK-2), AIMSweb probes and Scantron Performance Assessments (qualifying students grades 3-12) or similar assessments, and CAASPP/Smarter Balanced or state assessments. Additionally, in accordance with state law, ELPAC is administered to those qualifying students. Credentialed Teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians, will have the first responsibility for measuring and monitoring student progress and performance.

The following assessments are utilized by CWEB:

- **Pre-tests** will be administered as a student's baseline knowledge or preparedness for an educational experience or course of study. These include WRAT, Scantron, and/or AIMSweb or similar assessments.
- **AIMSweb** assessments may be administered monthly to qualifying students, as a monitoring tool to guide instruction. **AIMSweb** will also be administered as an end of year **Post-test**.
- **Scantron Performance Assessment** will be administered mid-year to track student progress and grade level proficiency.

- **CAASPP/Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by TK-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system including summative and interim assessments and formative resources for teachers--will provide accurate and consistent information about student progress toward college and career readiness.
- **California Science Tests (CAST)** will be administered as required by the state.
- **Physical Fitness Test** will be administered in accordance with state law.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work, projects, and special assignments. The chapter test, final exam, and final draft of a writing project are all examples of summative assessments.
- **ELPAC** will be administered in accordance with state law.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all high school students wishing to obtain a CWEB diploma. Measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented. Every student (TK-12) is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course.

Annually, CWEB will develop and distribute to ACOE and to school stakeholders a School Accountability Report Card.

## **Use and Reporting of Data**

### **Report of Individual Student Progress**

Parents/guardians, students, and the Credentialed Teacher will routinely collaborate in reviewing student progress through regularly scheduled meetings. Individualized student evaluation data will be utilized by the Credentialed Teacher in tailoring the student's education program. This data will be documented and updated monthly in the school database, as well as communicated to parents and students. Progress reports and report cards are routinely provided to parents. Parents may access the Parent Portal to retrieve such data. School administrators will receive student progress data from the Credentialed Teachers and this data will be reviewed monthly and on an ongoing basis. Each semester, credentialed Teachers assemble student portfolios, which are designed to highlight a student's progression of skills throughout the school year. These portfolios are exchanged with other Credentialed Teachers for the purpose of peer-evaluation of the quality of student progress. Portfolios are then submitted to administration for further reporting of student progress.

### **Use of Achievement Data to Improve CWEB Programs**

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using AIMSweb and Scantron. Additionally, CAASPP will provide annual reports and data within the assessments in each subject area. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve CWEB's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

CWEB also will survey parents/guardians on an annual basis to obtain valuable program feedback to be used in making program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

## **ELEMENT FOUR: GOVERNANCE STRUCTURE**

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

### **Non-Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and CWEB will be operated by Connecting Waters Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

CWEB will operate autonomously from ACOE, with the exception of the supervisory oversight as required by statute, and other contracted services as may be negotiated between ACOE, and CWEB. Pursuant to California Education Code Section 47604(c), ACOE, shall not be liable for the debts and obligations of CWEB, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CWEB as long as ACOE has complied with all oversight responsibilities required by law.

Attached as Appendix B and C, please find the Articles of Incorporation, draft Corporate Bylaws, and a draft Conflict of Interest Code respectively for Connecting Waters Charter Schools. Final versions will be adopted and provided to ACOE upon approval.

### **Board member qualifications:**

We look for board members who believe and support and uphold the school's vision. The community members will also share our school's vision and values. In addition, they will understand charter schools and independent school study settings and how they differ from the traditional school setting. We look for people who also understand finance and business. Board members take an "Oath of Office." We seek members who can abide by our "Oath of Office Board of Directors" policy.

- Student centered focus
- Equity in attitude (fair, just and impartial in my decisions and actions)
- Trustworthy
- Honest in conduct and integrity of character
- Committed to the board's responsibilities

## **Board of Directors**

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board of Directors consists of no less than five (5) and no more than seven (7) directors, consisting of parents of students currently attending CWCS and at least two (2) members of the community. The Board may, but is not required to, appoint parents of students currently attending CWEB to serve as parent representatives or community member representatives on the Board of Directors. The bios of the board members are included in the introduction section of this document. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. A director has the option to serve subsequent terms when appointed to do so by formal action of the Board of Directors.

The Board of Directors will solicit nominations at least thirty (30) days before the date of any designation of directors. The Board of Directors shall compile a list of all candidates nominated to serve on the Board of Directors at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set, and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, the list of all candidates nominated to serve on the Board.

Board member qualifications include:

- Each of the parent board members needs to be a parent of one or more students attending CWCS or CWEB recommended by their teacher and approved and voted by the current board of directors
- Each parent needs to have an understanding of finances
- Each parent needs to have an understanding of the state priorities
- Each parent needs to understand the importance of student achievement to a public school
- Agree and comply with the oath of office which includes such agreements as

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote of the directors in attendance, based upon the presence of a quorum.

In accordance with Education Code Section 47604(b), the ACOE may appoint a representative to serve on the Board of Directors.

## **Board Duties**

The Board of Directors will be responsible for the operation and fiscal affairs of CWEB including but not limited to:

- Approval of the annual CWEB budget, calendar, salary schedules, employment contract of the Executive Director, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with ACOE.
- Approval of all leases, purchases, contracts exceeding the limit established in the corporation’s fiscal policies.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of material revisions to the charter to be submitted to ACOE as necessary.
- Long-term strategic planning for CWEB.



- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of CWEB and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of CWEB.
- Participation in CWEB's independent fiscal audit.
- Participation in CWEB's performance report to ACOE.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of CWEB.
- Fundraising efforts.

The board of directors will work to achieve uniformity among the charter schools so that changes can be made in a consistent way among the charter schools.

### **Board Meetings**

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 ((commencing with Section 54950)) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly. CWEB practices and policies will ensure parental involvement. Each parent has the right of approval for instructional materials and opportunities provided to his/her student. CWEB shall, on a regular basis, collaborate with parents of enrolled students and their credentialed teacher regarding CWEB educational programs. Parents of students attending CWEB will be encouraged to attend Board meetings in person or via teleconferencing or

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

### **Board Training**

The Board of Directors shall participate in annual training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well. The Board of Directors are offered training opportunities throughout the year including board retreats.

### **Board Delegation of Duties**

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 or contractor of CWEB any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

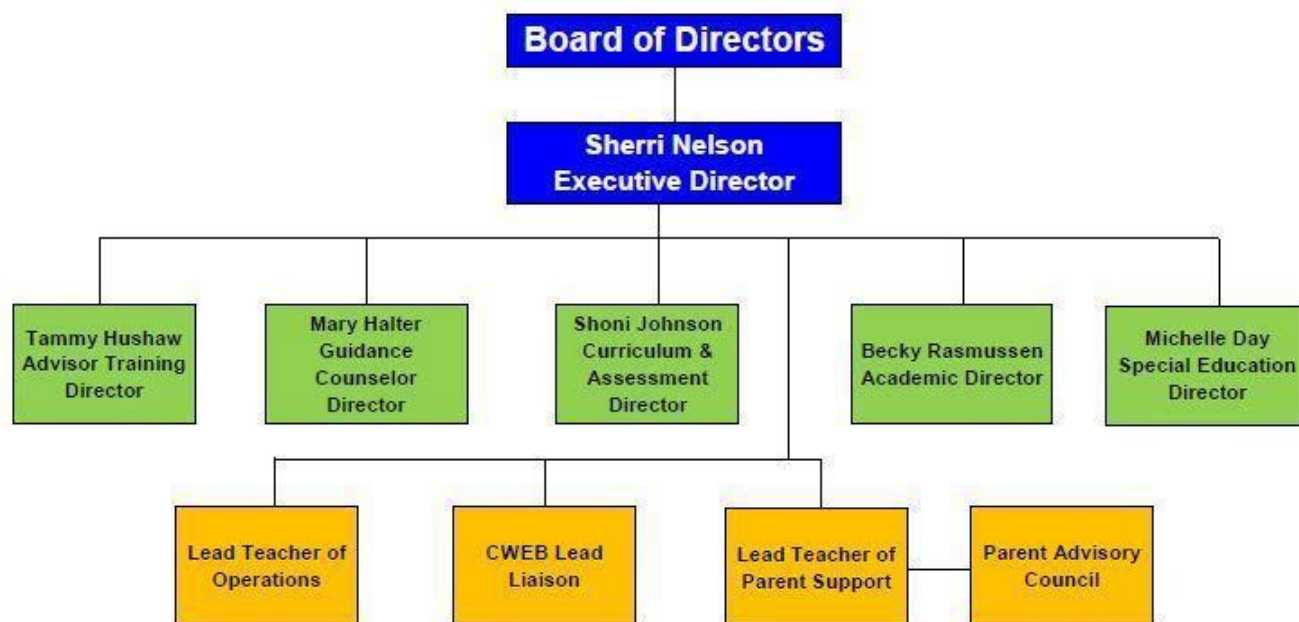
The Executive Director, Advisor Training Director, Curriculum and Assessment Director, Academic Director, Guidance Counselor Director, and Special Education Director will be the leaders of Connecting Waters Charter Schools. CWEB will also have a strong IT Department. These positions will ensure that the curriculum along with technology is implemented in order to maximize student learning experiences. The Executive Director and the charter school directors will oversee CWCS and CWEB within the charter network. The Executive Director will work closely with the leadership of CWEB.

The Executive Director and Advising Training Director will directly supervise the credentialed teachers and will be responsible for administering the school in all of the

aspects of its day to day operations, working with Connecting Waters Charter Schools Board of Directors, ACOE, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Executive Director or designee shall include, but will not be limited to, the following:

- Provide instructional leadership to CWEB.
- Attend meetings at ACOE as requested by ACOE and liaise with ACOE, including assisting ACOE in its oversight duties.
- Supervise all employees of CWEB.
- Provide performance evaluations of all CWEB employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between ACOE and CWEB and facilitate a sharing of resources between both entities.



### **Parent & Teacher Participation in Governance**

Connecting Waters Charter School will use several strategies to consult on a regular basis with their parents/guardians and teachers regarding the school's educational program.

The Parent Advisory Council which will be an active group promoting parent involvement in CWEB. The CWEB Parent Advisory Council will provide feedback to the Board of Directors of any issues pertaining to the governance or functions of the school. Local school leaders and the advisory council will provide input and report to the Board of Directors. The officers of EBPAC will consist of 5-10 members; however the parents at large will be encouraged to attend all EBPAC meetings and school sponsored events.

- CWEB will provide parents/guardians with surveys once a year.

- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- In accordance with this Charter and the Bylaws, parents of students currently attending CWEB may be appointed to serve on the Board
- Parents/guardians can communicate with the Executive Director of Connecting Waters Charter Schools at any time.

CWEB will strive to meet the needs of the students and families in order to offer a valuable school of choice. CWEB will be forming a Parent Advisory Council (PAC) to be responsible for parent involvement in school activities and fundraising, and advising the CWCS Board of Directors on any and all matters related to the strengthening of CWEB's community. Parent participation will play a vital role in the effectiveness of our program. A PAC representative will provide feedback to the Board of Directors on issues of concern to the parent community at large.

Throughout the year, CWEB Parents will engage in meaningful meetings that will center around discussions as to how the school can support student achievement and promote parent involvement. The PAC will assess student achievement at the meetings and be support to new CWEB families by providing information about the vendor partners who can support student learning. .To inform planning, we will assess the needs of the students and community members on an ongoing basis through parent and student surveys, Parent Advisory Council meetings, parent workshops, board meetings, and recruiting events. The parent and satisfaction surveys will be provided to the Board of Directors. The surveys will be developed specifically to assess parent and student input on effectiveness of all aspects of CWEB from their perspective, related to their experience. The results of the surveys will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

## **ELEMENT FIVE: EMPLOYEE QUALIFICATIONS**

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with CWEB.

CWEB's key staff members will meet the following qualifications:

### **Executive Director**

The Executive Director will be the school's fiscal and instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

### **Required knowledge, skills, and abilities:**

- Understanding of independent study program implementation
- Understanding of teacher evaluation
- Excellent communication skills
- A record of success in developing teachers
- Knowledgeable in school finance
- Entrepreneurial passion

- Knowledge of school management
- Liaison between county and state.
- Knowledgeable in personnel and human resource functions and duties
- Support school-wide academic performance goals
- Develop a culturally responsive environment
- Communicates openly and honestly with Board and Leadership
- Monitors school and site safety issues
- Stays informed on current school laws and regulations
- Promotes professional development of teachers and parents
- Fosters and develops leadership in staff
- Self-motivated and results oriented
- Ability to lead and supervise others

**Required educational level:**

- Master's Degree and Administrative Credential required

**Experience**

- 14 plus years teaching/leadership experience

**Guidance Director**

The Guidance Director will collect, organize, and analyze information about individuals (usually teenagers or young adults) through multiple sources in order to advise on educational and vocational matters. May perform duties in an educational setting, a workplace environment, or as a private practitioner.

**Required knowledge, skills, and abilities:**

- Coordinates with advisors, teachers, administrators and the community to provide information to make informed decisions
- Monitor student progress to identify issues to increase student success
- Counsel students and parents as needed to promote academic, social, and emotional success
- Present information for the Career Technical Education Pathways
- Knowledge of resources to maintain student success and engagement
- Monitors student scholarship opportunities
- Strong interpersonal, oral and written skills to effectively communicate with teachers
- Ability to work effectively within an ethnic, cultural, and socially diverse student population
- Self-motivated and results oriented

**Required educational level:**

- Pupil Personnel Services Credential; Previous counseling experience

**Required experience:**

- 5 plus years teaching/leadership experience

**Academic Director**

The Academic Director will assess the needs of the department and report back to the Executive Director. The Academic Director is responsible for oversight of the Academic Department. Provides leadership and coaching to the team.

**Required knowledge, skills, and abilities:**

- Promotes the success of all students through class development
- Acts as liaison between Moodle teachers and administration
- Knowledge of academic programs
- Self-motivated and results oriented
- Demonstrate ability to facilitate groups
- Strong interpersonal, oral and written skills to effectively communicate with teachers

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential

**Required experience:**

- 5 plus years teaching/leadership experience

**Curriculum and Assessment Director**

The Curriculum and Assessment Director will be responsible for the planning and development of school curriculum and coordination of school assessments; coordinates the staff and assists Parent Support in parent development activities.

**Required knowledge, skills, and abilities:**

- Analytical skills to examine student test data and make recommendations for student success
- Effective written and oral skills
- Leadership skills and ability to coach teachers on effective instructional strategies
- Effective in professional development to all staff relative to effective methods for teaching.
- Assists the staff in reviewing and selecting appropriate assessment tools that are aligned with state standards and high stakes assessments.
- Provides professional development to all staff members relative to the use of assessment tools to drive instruction.
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Knowledgeable in school and state accountability measures

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential

**Required experience:**

- 5 plus years teaching/leadership experience

**Education Specialist Advisor Training Director**

The Education Specialist Advisor Training Director will be responsible for training and mentoring all assigned Education Specialists. Provides leadership and coaching in all aspects of the Education Specialist job. Assists with handbook/video/PowerPoint training production as needed. Assists the Executive Director with Education Specialist disciplinary issues.

**Required knowledge, skills, and abilities:**

- Excellent communication skills including oral, written and presentation skills
- Identify the educational needs of others in order to develop training programs for teachers

- Ability to organize, plan , and prioritize in order to accomplish goals
- Excellent problem solver and able to analyze and evaluate results
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Provides guidance and expert advice to management
- Creatively develops, ideas, relationships and systems

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**Special Education Director**

The Special Education Director will coordinate and direct all phases of special education programs to ensure compliance with federally mandated law in the Individuals with Disabilities Education Act (IDEA, 2004), and portions of the California Education Code pertaining to students with exceptional needs.

**Required knowledge, skills, and abilities:**

- Demonstrates an advanced understanding of instructional strategies for students with special needs
- Excellent time management skills
- Demonstrate strong skills in partnering with parents
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Extensive background with 504 need
- Extensive background with IEPs
- Stays current on Special Education Legal issues
- Excellent written and verbal skills

**Required educational level:**

Possession of appropriate special education credential(s); experience in the field showing a demonstrated understanding of special education law

**Required experience:**

- 5 plus years teaching/leadership experience

**Principal**

The Principal will be responsible to assist the Executive Director in the operation of CWEB.

**Required knowledge, skills, and abilities:**

- Ability to supervises School employees
- Participate in the Evaluation the performance of school employees.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- Seeks to improve school communication
- Ability to train and provide orientation to new employees
- Maintains records of parent complaints, resolving conflicts between parent/Education Specialist/student under the direction of the Executive Director

**Required educational level:**

- Bachelor's degree in education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**Lead Teacher for Parent Support**

The Lead Teacher for Parent Support will be responsible to assist the Executive Director in promoting parent involvement.

**Required knowledge, skills, and abilities:**

- Ability to lead and encourage parents
- Self-motivated and creative thinker
- Ability to provide professional parent instruction
- Strong written and verbal skills to maintain communication with parents
- Coordinate services with other community programs
- Maintains records of parent issues
- Maintains strong communication between the parents and the school

**Required educational level:**

- Bachelor's degree in education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**Lead Teacher for Operations**

The Lead Teacher for Operations will be responsible to assist the Executive Director in the operation of CWEB.

**Required knowledge, skills, and abilities:**

- Demonstrate excellent leadership and organizational skills
- Ability to work with community vendors to promote partnerships with the school
- Demonstrate ability to work cooperatively with other departments in the school
- Demonstrate knowledge and understanding of curriculum and needed materials to support student success.

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**California Teachers**

All CWEB shall hold an appropriate California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. CWEB and/or its selected vendor(s) may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction and support services. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers.

All staff of CWEB will have the necessary qualifications, skills, experience and credentials to fulfill their job description. These documents and job descriptions shall be maintained on file at CWEB's main administrative office and shall be subject to periodic inspection upon request by the chartering authority.

Candidates are evaluated using these standards:

- Committed to students and learning
- Experienced teaching
- Possession of appropriate credential(s) required for the position
- Understanding the mission and vision and practices of charter schools
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Collaborating with colleagues and administration
- Communicating and collaborating with parents
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

## **ELEMENT SIX: HEALTH AND SAFETY PROCEDURES**

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of CWEB:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.



**Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by ACOE. The Charter School shall provide mandated reporter training to all employees annually.

**Tuberculosis Risk Assessment and Examination Testing**

Faculty, staff, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

**Immunizations**

CWEB will adhere to all applicable laws pertaining to immunization records and documentation, as applicable to nonclassroom-based, independent study educational programs.

**Medication in School**

CWEB will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

**Vision, Hearing, and Scoliosis**

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

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

**Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

**Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

### **Emergency Preparedness**

CWEB will adhere to an Emergency Preparedness Handbook developed specifically for the needs of the facility. This handbook will include, but not be limited to, the following responses: fire, bomb threat, flood, earthquake, intrusion, hostage situation, and other disasters. The purpose of the handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. Instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Blood Borne Pathogens**

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

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

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

CWEB will maintain a drug, alcohol and tobacco free workplace.

### **Facility Safety/Orderly Environment**

CWEB will comply with Education Code Section 47610 by utilizing facilities that are either 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.

### **Comprehensive Anti-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 the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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 anti-discrimination and harassment policies.

## **ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE**

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

CWEB will actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the County. CWEB will conduct yearly evaluations to make sure it achieves this goal.

CWEB intends to conduct its student recruitment efforts throughout Alameda and adjacent counties.

Recruitment efforts of CWEB will include but not be limited to the following:

- Development of promotional and informational materials that appeal to the racial and ethnic groups represented in the County. CWEB will utilize both CDE data for county demographic profiles as well as CWEB Intake Phone Interview parent responses to help determine what languages are spoken at home and better ensure materials are available in different languages as necessary.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies. CWEB will utilize current parents and teachers, webinars, online Bay Area homeschool listserves, our school website and Facebook page, physical fliers, and electronic calendars at Alameda County Library branches to promote our school across diverse communities.
- Outreach meetings for prospective students, and parents, and teachers. CWEB will host open houses and information sessions for prospective families in various locations throughout Alameda and adjacent counties. Since 2010, CWCS has offered regular information sessions in the East Bay for interested families, providing “meet and greet” with teachers and current families, offering an overview of our school and why it is a unique educational option.

Student, parent and teacher satisfaction continue to be our most effective recruiting tools. Currently, CWCS’s strongest marketing campaign is the high level of satisfaction of our families and staff currently enrolled in or employed by our school. The students, parents, and teachers share their experiences and successes with others, resulting in effective word-of-mouth advertising to populations gravitating toward an independent study, non-classroom based public charter school format.

## **ELEMENT EIGHT: ADMISSIONS POLICIES AND PROCEDURES**

Governing Law: Admissions policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H)

CWEB will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CWEB shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into CWEB. CWEB 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, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Students admitted to CWEB must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to CWEB shall be open to any resident of Alameda County or the contiguous counties in accordance with Education Code Section 51747.3. Prospective students and their parents will be informed regarding CWEB's instructional, operational philosophy and student policies. Independent Study through personalized learning allows for flexibility in time management and instructional methods without regular teacher supervision. Students who enroll in CWEB must be properly motivated and have adequate home supervision and support. To ensure that parents clearly understand these requirements, all prospective students will participate in an intake process consisting of an orientation meeting.

1. Completion of a student application form
2. Parent and student attendance at an intake meeting

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

1. Completion of student enrollment packet
2. Immunization Record
3. Proof of minimum age requirements
4. Release of records

### **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 CWEB has received more applications than availability. In the event that this happens, CWEB will hold a public random drawing to determine admission, with the exception of existing students who are guaranteed admission in the following school year. All students currently enrolled in CWEB shall be exempt from the lottery. Admission preference in case of a public random drawing shall be granted in this order: 1) siblings of students admitted to or attending CWEB, 2) children of currently employed teachers and staff, and 3) residents of the New Haven Unified School District (NHUSD), and shall be consistent with the requirements of Education Code Section 47605(d)(2)(B)(i)-(iv).

CWEB and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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

Public random drawing rules, deadlines, dates and times will be communicated on CWEB's website. The lottery will be held in a public facility that is large enough to accommodate all who are interested. A disinterested party will conduct the lottery. Parents do not have to be present to participate in the lottery. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CWEB will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or

email at least two weeks prior to the lottery date. Students will be placed on a wait-list once all teachers have reached their caseload capacity. The lottery will be conducted prior to the last day of enrollment for the school year. Families selected through the lottery process will be called and/or notified in writing of their acceptance into CWEB. CWEB will create a timeline for accepting a spot.

## **ELEMENT NINE: 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)(l)

An annual independent financial audit of the books and records of CWEB will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The independent auditor will be experienced in charter school finance and will be on the State Controller's list of approved educational audit providers. The auditor will also hold a CPA certification. The books and records of CWEB will be kept in accordance with generally accepted accounting principles, and, as required by applicable law, 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 TK-12 Audit Guide.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director or designee will work with the auditor and ensure all timelines are met. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the CWEB Board of Directors with recommendations on how to resolve them.

There is money budgeted to cover the cost of the audit each year.

The Board will submit a report to ACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of ACOE along with an anticipated timeline for the same. 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 CWEB is a public record to be provided to the public upon request.

## **ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES**

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(j)

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

### **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.

### **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 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, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  - 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, which includes but is not limited to, electronic files and databases. 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,



which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. 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)(a)-(b).
- 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 student 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, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. 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.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. 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.
- q. Made terroristic threats against school officials and/or school property, which

includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. 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.
  - s. 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.
  - t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u. 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. 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.
- v. 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 (3)(a)-(b).

- w. 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 student 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 Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

### **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 Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or CWEB employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or CWEB personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 CWEB 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 of students under age 18 by telephone or in person. Whenever a student under age 18 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 CWEB 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 Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director 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.

## **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CWEB Board following a hearing before it or by the CWEB Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of CWEB's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## **Expulsion Procedures**

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 the mailing of 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 CWEB'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 CWEB to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/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.

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

CWEB 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 CWEB 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. CWEB 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, CWEB must present evidence that the witness' presence is both desired by the witness and will be helpful to CWEB. 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.

### **Students with a Section 504 Plan or IEP**

If the student who is subject to an evaluation as to whether remaining in independent study is in the best interest of the pupil has a Section 504 Plan or IEP, CWEB conduct a manifestation determination (MD) to evaluate whether the student's conduct is the result of:

1. The student's disability; or

2. The Charter School's failure to properly implement the student's Section 504 Plan or IEP.

- I. If the MD finds that the student's conduct is a manifestation of the student's disability, the Charter School shall convene an IEP Meeting or Section 504 Meeting to determine whether the independent study program is in the best interest of the student and providing the student with an educational benefit or whether the student should be referred to an alternative placement and educational program that would better satisfy the student's unique needs.
- II. The Charter School shall provide parent(s) with the applicable Procedural Safeguards.

### **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.

### **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.

### **Written Notice to Expel**

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

The Executive Director 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.

### **Disciplinary Records**

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

### **No Right to Appeal**

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

### **Expelled Pupils/Alternative Education**

Parents or guardians of 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. CWEB 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.

### **Rehabilitation Plans**

Students who are expelled from CWEB 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 CWEB for readmission.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from a school district or charter school shall be in the sole discretion of the Executive Director or designee following a meeting with pupil and/or parent/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 Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CWEB's capacity at the time the student seeks readmission.

## **ELEMENT ELEVEN: 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)

CWEB will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Certificated Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-certificated employees shall participate in the Public Employees' Retirement System (PERS) and federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made. CWEB will also provide health care benefits to its employees.

## **ELEMENT TWELVE: 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)

Attendance at CWEB is entirely voluntary on the part of the students who enroll and no student may be required to attend CWEB. If a student chooses not to attend CWEB, they have the option of attending a public school in their district of residence or other educational alternatives through the district's intra and inter district transfer policies. Parents and guardians of each student enrolled in CWEB will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in CWEB, except to the extent that such a right is extended by the local education agency.

## **ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS**

Governing Law: The rights of an 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 CWEB. Persons employed by CWEB are not considered employees of the District for any purpose whatsoever. Employees of the District who choose to leave the employment of the District to work at CWEB will have no automatic rights of return to the District after employment by CWEB unless specifically granted by the District through a leave of absence or other agreement. CWEB employees shall have any right upon leaving the District to work in CWEB that the District may specify, any rights of return to employment in a school district after employment in CWEB that the District may specify, and any other rights upon leaving employment to work at CWEB that the District determines to be reasonable and not in conflict with any law.

All employees of CWEB will be considered the exclusive employees of CWEB 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 CWEB. Employment by CWEB provides no rights of employment at any other entity, including any rights in the case of closure of CWEB.

## **ELEMENT FOURTEEN: DISPUTE RESOLUTION**

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

The intent of this dispute resolution process is to (1) minimize the oversight burden on ACOE, (2) insure a fair and timely resolution of disputes, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of CWEB and ACOE agree to resolve all disputes regarding CWEB including disputes related to provisions of the charter and including disputes between CWEB and the Board of Trustees of ACOE pursuant to the terms of this section. Both shall refrain from public commentary

regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform to the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by CWEB and the Board of Directors pursuant to policies and procedures developed by the CWEB Board of Directors.

ACOE shall not intervene in any such internal disputes without the consent of the Board of Directors of Connecting Waters Charter Schools and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of CWEB for resolution pursuant to the charter school's policies.

ACOE agrees not to intervene or become involved in the dispute unless the dispute has given ACOE reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Connecting Waters Charter Schools has requested ACOE to intervene in the dispute.

### **Disputes between the Charter School and ACOE**

In the event that CWEB and ACOE have disputes regarding the terms of this charter or any other issue regarding the CWEB, both parties agree to follow the process outlined below. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to ACOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

In the event of a dispute between CWEB and ACOE, CWEB staff and Board of Directors of the school and ACOE agree to first frame the issue in written format ("dispute statement") and refer the issue to ACOE Superintendent, or his/her designee, and CWEB's Executive Director. In the event that ACOE Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

CWEB's Executive Director and the County Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the County and the Executive Director of Connecting Waters Charter Schools and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. The mediators shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and /or mediator. The costs of mediation shall be shared equally by all of the Parties.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of ACOE and the Charter School.

## **ELEMENT FIFTEEN: CLOSURE PROCEDURES**

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).

In the event that CWEB decides to cease operations, the following procedures will ensue:

1. The CWCS, Inc. Board of Directors shall adopt resolutions electing to close the charter school. The resolution shall identify the reason for closure and an entity or person(s) responsible for closure-related activities.
2. The Board of Directors will promptly notify parents/guardians and students of CWEB, ACOE, the Charter School's SELPA, the retirement system (s) in which CWEB's employees participate (e.g., 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.
3. The Board will ensure that the notification to the parents/guardians and students of CWEB of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CWEB.
4. 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.
5. As applicable, CWEB will provide parents/guardians, students and ACOE 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. CWEB will ask ACOE to store original records of CWEB students. All student records of CWEB shall be transferred ACOE upon CWEB's closure. If ACOE will not or cannot store the records, CWEB shall work with the County Office of Education to determine a suitable alternative location for storage.
6. 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.
7. As soon as reasonably practical, CWEB will prepare final financial records. CWEB will also have an independent audit completed within six months after closure. CWEB will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CWEB and will be provided to

ACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CWEB.

8. CWEB will complete and file any annual reports required pursuant to Education Code section 47604.33.
9. On closure of the Charter School, all assets of CWEB, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CWEB, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from ACOE or ACOE property will be promptly returned upon CWEB closure to ACOE. 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.
10. On closure, CWEB shall remain solely responsible for all liabilities arising from the operation of CWEB.
11. As CWEB is operated by a non-profit 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 non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. CWEB will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

## **ADDITIONAL CONSIDERATIONS**

### **A. Revision/Amendments of the Charter**

This Charter may be amended by the written mutual agreement of the CWEB, Inc Board of Directors and ACOE. Material revisions to the charter may be made only with ACOE's approval and shall be governed by the Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to ACOE for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

**B. Term of the Charter**

The term of this charter shall be five years commencing July 1, 2017, through June 30, 2022, and may be renewed for subsequent five-year terms by the County Board of Education.

**C. Revoking the Charter**

The County Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

1. CWEB committed a material violation of any of the conditions, standards or procedures set forth in the charter or MOU.
2. CWEB failed to pursue any of the pupil outcomes identified in the charter.
3. CWEB failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
4. CWEB violated any provision of law.

**D. Administrative Services**

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The School will contract with a reputable back office provider chosen by the Board of Directors. The provider will perform Fiscal Services, Payroll Services/Risk Management, Purchasing, and Compliance/Reporting.

Details of any business or administrative services, costs, and funding between ACOE and CWEB shall be detailed in a separate MOU.

**E. Facilities**

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

CWEB shall be located within the boundaries of New Haven Unified School District. As CWEB's population grows, CWEB will consider operating resource centers to serve students enrolled in its non-classroom-based independent study program. CWEB will comply with all laws related to the location of learning centers as applicable to charter schools. CWEB will operate from the following facility:

Union City Resource Center  
703 C Street  
Union City, CA 94587

**F. Budget and Finance Reporting**

Governing Law: The petitioner or petitioners also shall 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)

Attached as Appendix H please find the following documents:



- A projected first year budget including startup costs and a budget for the first 3 years of operation:
- Three Year Cash Flow
- Budget/Revenue Assumptions

These documents are based upon the best data available to the petitioners at this time

CWEB shall provide reports to the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CWEB's annual, independent financial audit report for the preceding fiscal year shall be delivered to ACOE, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report from the full prior year. The report submitted to ACOE shall include an annual statement of all CWEB's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of CWEB's current and projected financial viability to CWEB's Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

### **Insurance**

CWEB shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from ACOE insurers. The County Board of Education shall be named as an additional insured on all policies of CWEB.

### **CIVIL LIABILITY IMPACT**

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g)

CWEB shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of CWEB or for claims arising from the performance of

acts, errors or omissions by CWEB if the authority has complied with all oversight responsibilities required by law. CWEB shall work diligently to assist ACOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other ACOE requested protocol to ensure ACOE shall not be liable for the operation of CWEB.

Further, CWEB and ACOE shall enter into a memorandum of understanding, wherein the Charter School shall indemnify ACOE for the actions of CWEB under this charter.

The corporate bylaws of CWEB shall provide for indemnification of CWEB's Board, officers, agents, and employees, and CWEB will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

## **CONCLUSION**

By approving this charter, the Alameda County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to:

- a. Improve pupil learning.
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low- achieving.
- c. Encourage the use of different and innovative teaching methods.
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning programs.
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively, with ACOE to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with ACOE to answer any concerns over this document and to present ACOE with the strongest possible proposal for approval. CWEB shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2017, through June 30, 2022. The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

## **Appendix A: Independent Study Policy**

(This policy has been adopted for Connecting Waters Charter School (CWCS) and, upon approval of the charter for CWEB, the board will approve and finalize a policy for CWEB)

### **Independent Study Policy**

- A. This policy shall apply to all pupils enrolled in Connecting Waters Charter School (CWCS), an independent study charter school serving pupils in grades TK-12.
- B. Students who attend CWCS will be educated through individually designed curricula, which may include, but are not limited to: non-classroom based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects.
- C. The Charter School shall comply with all state and federal Charter School laws regarding independent study instruction.
- D. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees of the Charter School.
- E. The maximum length of time that may elapse between the times an independent study assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days, or as modified by an assigned credentialed teacher at the time the work is assigned to the pupil.
- F. Students who fail to demonstrate adequate and appropriate monthly progress toward the student standards, as determined by the professional judgment of the credentialed teacher assigned to that student will be subject to dismissal or expulsion in accordance with the terms of this Charter and the adopted policies of the School.

After one (1) missed assignment a review shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any review made pursuant to this subdivision shall be maintained in the pupil's permanent record. The review may consist of some or all of the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm - and criterion-referenced tests
- Student demonstrations
- Student grades
- Student work samples
- Student self-evaluation

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with

parents/guardians and students, and examinations of written work are the key to quality control.

- G. A current written master agreement for each independent study pupil shall be maintained on file for each participating student. Each written master agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Students must meet all elements of the written master agreement in order to remain enrolled in this charter school. The independent study agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom, and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:
- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - The specific resources, including materials and personnel that will be made available to the pupil.
  - A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - The duration of the written master agreement, recognizing that no written master agreement shall be valid for any period longer than one school year.
  - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - The inclusion of a statement in each written master agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.
  - Each written master agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and all persons who have direct responsibility for providing assistance to the pupil.
- H. If a parent or student knowingly provides any false information on the student application, the student shall be immediately dismissed from the Charter School.
- I. The Charter School shall not provide any funds, or other things of value, to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.

J. The Charter School may only receive funding for the provision of independent study to pupils who are residents of Stanislaus County or who are residents of a county contiguous to Stanislaus County.

K. The Charter School must comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits.

Each enrolled student will be assigned to a credentialed teacher. Student participates with the credentialed teacher and parents or guardian in the design of an individualized learning plan that incorporates all aspects of his or her educational program and that serves as the student's learning contract with CWCS.

L. On a regular basis, consistent with the written master agreement, the assigned credentialed teacher and the parent or guardian shall evaluate the education program of the student and modify as necessary to maximize student success. The assigned credentialed teacher will have the final authority with regard to the education program of the student, and outcomes, with the exception of students who qualify for special education services whose services and outcomes will be determined by an Individual Education Plan ("IEP") team pursuant to the law. Each special education student is expected to access and meet the same grade level standards and curriculum that their grade level, general education counterparts are afforded through access to special services, supports, accommodations, and modifications provided to them and outlined on their Individual Education Plan (IEP).

M. Each student who qualifies for special education services under the Individuals with Disabilities Education Improvement Act ("IDEA") shall be provided free and appropriate public education services as specified by law following a careful review of their current IEP.

As a public school, CWCS does not discriminate against identified special education students, or students guaranteed protections under a 504 Accommodation Plan regardless of their disability.

N. As described in the truancy policy, a "missed assignment" will also include the failure of student to attend scheduled tutorials, services, or assessments.

O. Acceptance into Connecting Waters Charter School:

A student may be accepted into the charter school upon the following terms and conditions:

- The student demonstrates the ability to work within the home-based, independent study model.
- The student and parent/guardian understand and agree to follow and meet independent study requirements.
- The student and parent/guardian agree to enter into and meet the requirements of a master agreement.
- The student demonstrates an age appropriate ability and willingness to work independently under the supervision of adults.

Parents who enroll their children in CWCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWCS will

support its students and parents both with appropriate educational materials, and with a team of well qualified California teacher credentialed Education Specialists, ES Advisors, and school administrators. CWCS Education Specialists and ES Advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Any parent or legally responsible entity may legally designate an alternate party to act in place of the parents. CWCS adult students do not require parental participation in educational or admission contracts, or performance evaluations.

P. Independent Study Roles

The credentialed teacher will:

- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
- Facilitate the completion of written master agreements.
- Supervise and assess approved coursework.
- Assign all grades and credits earned and report the information for inclusion in student's permanent record.
- Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance records.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines.
- Administer school and state mandated tests as required.
- Select and save representative samples of the student's completed and evaluated assignments.

The parents/guardians will:

- Understand that attendance at this school is entirely voluntary on the part of the students who enroll.
- Participate with the credentialed teacher in the development of the student's educational plan.
- Meet with their Education Specialists at least once every 20 school days to review and document attendance and the learning that occurs in that learning period.
- Transport their students to each school or state or local mandated assessment location
- Understand that all items supplied and/or obtained through a school purchase are the property of the school. Under the direction of the credentialed teacher, **the parent/guardian shall** assume responsibility for all items supplied and/or obtained through the school, including, but not limited to, books, materials, supplies, and equipment, and will reimburse the school for lost, stolen, or damaged items. **The parent/guardian shall** return all school provided/owned items to the school upon school request. Parents not returning requested items will be required to pay for those items.
- Understand that the renewal and ongoing operation of a charter school is contingent upon a charter school demonstrating student academic achievement and progress through state mandated standardized testing and/or local assessments. Parents/guardians understand that should they request a waiver of state mandated standardized testing that their student is still subject to all locally assigned assessments.

The student will:

- Be responsible for fulfilling the written master agreement components.

## Appendix B: Parent and Student Master Agreement and Acknowledgement of Responsibilities

(These agreements have been adopted for Connecting Waters Charter School and, upon approval of the charter for CWEB, the master agreement will be finalized for CWEB)



### Connecting Waters Charter School (CWCS) Master Agreement

**Student:**  
**Student Number:**  
**Address:**  
**Location:**  
**1st Phone Number:**  
**DOB:**  
**Program Placement:**

**Contract Term:**  
**Beginning Date:**  
**End Date:**  
**Year:**  
**2nd Phone Number:**  
**Grade Level:**  
**School for Classroom Option:**

**It is understood that:**

**Objectives:** The student will complete the courses listed below. The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

**Methods of Study:** Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Experiential Learning, Computerized Curriculum, Web/Internet Research, Learning Center Courses.

**Specific Resources:** The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, group courses, and community resources. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and incorporated herein.

**Methods of Evaluation:** Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Monthly Review of Work, Portfolios, Presentations, Parent and ES Observations, CAASPP. As Needed: norm and criterion referenced tests.

**Students are required to report to their teacher as scheduled:** Manner of Reporting: One-on-One, Small Group, Email, Fax, Online. Time: 1:00. Day: Tuesday. Frequency: at least once every 20 school days. Duration: Full Year. Location: School site or other agreed upon location.

**Voluntary Statement:** As an independent study program, enrollment in this charter school program is an optional educational alternative that is voluntarily selected; no child is required to attend. This student will remain eligible to enroll in a school located in the district in which he/she is enrolled in the charter school.

**Board Policies:** According to the Board Policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After one (1) missed assignments, as per Board Policy, an evaluation will be made to determine whether it is in the best interest of the pupil to remain in independent study.

**Additional Courses:** may be added for student and will reflect on his Student's Course File which is incorporated herein.

Student may be assigned a new supervising teacher or new subject matter teachers or vendors may be added to this Master Agreement with the signature of the new supervising teacher or subject matter teacher as applicable. The parent or guardian understands that courses or teachers may change throughout the year and may be done with parent notification and the signature of any applicable new teacher.

I have read the terms of this master agreement and agree to fulfill the terms herein.

**Signatures and Dates:** I, the undersigned agree that I have read this contract, the Acknowledgement of Responsibilities, the Independent Study Policy, the Truancy Policy and the Charter and understand the charter school's outcomes, philosophy, program, and requirements. As a parent, I accept FULL responsibility for my child's education.

\_\_\_\_\_  
**Student's Signature:**

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

\_\_\_\_\_  
**Parent/Guardian/Caregiver Signature:**

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

\_\_\_\_\_  
**Supervising Teacher Signature:**

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

\_\_\_\_\_  
**Other Signature:**

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

\_\_\_\_\_  
**Other Signature:**

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





## Acknowledgement of Responsibilities

**Student:**  
**Student Number:**  
**Address:**  
**Location:**  
**1st Phone Number:**  
**DOB:**  
**Program Placement:**

**Contract Term:**  
**Beginning Date:**  
**End Date:**  
**Year:**  
**2nd Phone Number:**  
**Grade Level:**  
**School for Classroom Option:**

### Students Agreement/Responsibilities

- I voluntarily request participation in this Independent Study Program and have read and understand the terms of the Master Agreement.
- I will complete course work outlined in the Master Agreement, and as assigned to me in the periodic Student Assignment and Work Record (AWR).
- I agree to conduct myself in a respectful, responsible, and safe manner in class, at school, and at all Connecting Waters Charter School functions. I understand that my participation in on-site classes is a privilege which can be revoked if my behavior is not acceptable.
- I will attend all scheduled meetings/appointments. If I am unable to attend a scheduled meeting/appointment (learning record meeting, class, tutoring, exam, etc.), I must notify the teacher, tutor, or ES within 24 hours of the scheduled meeting/appointment to make arrangements to reschedule and make up missed work. Failure to notify and excuse an absence will count as a truancy as defined by the school's truancy policy.
- I understand that meetings will not be rescheduled more than two times per school year. If this occurs an evaluation hearing with the Executive Director at the school office in Waterford will be held to discuss whether or not this is the appropriate strategy for this student.
- I acknowledge that the selection of curriculum materials, the giving of assignments and instruction, the evaluation of daily work and any arrangement of educational activities and cooperative learning projects will be a joint responsibility involving the Parent, Student and the Education Specialist (ES) and other school professionals as needed.

### Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the ES.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date or meeting with their ES, I will contact my ES 24 hours prior to the due-date (unless it is an approved school emergency) to make alternative arrangements.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date or meeting with the tutor or attending an online or site based class, I will contact the instructor 24 hours (unless it is an approved school emergency) prior to the due-date to make alternative arrangements.

- PARENTS WITH STUDENTS IN GRADES 3-11 CHECK ALL ITEMS IN THIS SECTION ACKNOWLEDGING AGREEMENT:**

- Physical Fitness Testing, (PFT)** will be administered in the spring for grades 5, 7, and 9 only. Does your student have any pre-existing medical conditions that would prohibit them from participating in any of the following physical fitness testing: one mile walk/run, shoulder stretches, body weight/height, curl-up, trunk lift, push-ups? Please list medical condition: [ ]

- I understand that ELPAC Assessments will be given to EL students TK-12 as required by law. You will be notified if this language assessment is required for your student. The test will be administered in a location given to you at the time the test is arranged for your student.
- I understand that an Assessment for students in grades 7-8, or younger will be given if students choose to take Algebra at an early age or as needed.

- I understand that a math placement will be administered within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress.
- All student in 10th and 11th grade who have not scored proficient on an online diagnostic assessment are required to participate in our high school Intensive program.
- I understand that for all in-person or online meetings I am required to attend, for example, an Individualized Education Plan (IEP) or Evaluation Hearing, that prior to the meeting I will read all documents given to me, I will be prepared for the meeting, and engaged in the meeting by giving my full attention to the meeting discussion.
- I agree to regularly attend all meetings that the school schedules where Special Education is present.
- I understand that if my child is required to attend on-site classes as directed by his/her teacher, then I will be responsible for transporting my student to and from these classes and making sure that assigned work for these classes is completed in a timely and thorough manner.
- I understand it is my responsibility to ensure that upon disenrollment, withdrawal, or the designated due date, all materials (curriculum, fiction, nonfiction, resources, audio-visual, CDs, et cetera), will be returned to CWCS in the same condition as checked out to my child. All materials are the property of CWCS and are only on loan to me as the parent. If any materials are damaged or lost, I agree to immediately pay the full replacement costs of such items.
- Assumption of Risk Connecting Waters Charter School shall permit students to use, as educational material, products available to the general public. Connecting Waters acts only as a purchasing/distribution mechanism for products selected by the student/parent and CWCS is in no way responsible for any product liability. The parent hereby acknowledges that the use of potentially hazardous products poses certain risks of injury even when operated/used properly.
- Parent and student are required to contact student's ES by the first day of each semester to confirm student's enrollment. Failure to do so will nullify this agreement, and the school will assign student's enrollment to another student on the school enrollment waiting list.
- Academic Probation Policy for students in grades 9 through 12: new students who are deficient 30 or more credits OR have not maintained satisfactory progress at the time of enrollment will be accepted and placed on academic probation as determined by the Guidance Department. Existing students who become deficient 30 or more credits OR have not maintained satisfactory progress may also be placed on Academic Probation. Students on Academic Probation may be dismissed after an Evaluation Hearing for any one of the following reasons: failing to pass all semester courses attempted with a 70% or better, failing to complete 25 credits per semester, or receiving one truancy.
- Students in Grade 12 only: all Grade 12 students will be deemed a Cal Grant Applicant with the California Student Aid Commission (Ed code 69432.9) The school will begin submitting grade point averages to the commission January 1 of the students Grade 12 year. Parents of students under 18 years of age

or students age 18 and older who would like to opt out can check the opt out box under the Student Cumulative File Contents area below.

**Student Cumulative File Contents:**

- ☐ Please complete a standard report card for my K-8 student  
(If box is not checked – Report Card is not requested).
- ☐ Please DO NOT place the results of the CAASPP test in this student's cumulative file.
  - I understand that if my student does not have a report card or CAASPP test scores that if my student returns to a traditional public school, a report card and CAASPP test scores might be requested but will not be provided by CWCS.
- ☐ My 12<sup>th</sup> grade student would like to opt out of the Cal Grant Application process.  
(check box if you wish to opt out as a Cal Grant Applicant).

The credentialed teacher will:

- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
- Facilitate the completion of written master agreements.
- Supervise and assess approved coursework.
- Assign all grades and credits earned and report the information for inclusion in student's permanent record.
- Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance records.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines.
- Administer school and state mandated tests as required.
- Select and save representative samples of the student's completed and evaluated assignments.

**We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study Acknowledgement of Responsibilities Agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian/Caregiver Signature:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Signature:

\_\_\_\_\_  
Date

## **Appendix C: Articles of Incorporation**

### **ARTICLES OF INCORPORATION OF CONNECTING WATERS CHARTER SCHOOLS**

#### **I.**

The name of the Corporation shall be Connecting Waters Charter Schools.

#### **II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

#### **III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Sherri Nelson  
12420 Bentley Street  
Waterford, CA 95386

#### **IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws

relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

**V.**

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

**VI.**

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

**VII.**

The initial street address and initial mailing address of the Corporation is:

12420 Bentley Street  
Waterford, California 95386

Dated:\_\_\_\_\_

\_\_\_\_\_  
Sherri Nelson, Incorporator

**AMENDED (01/12/2016)**

**DRAFT FOR ADOPTION UPON APPROVAL OF CHARTER FOR  
CONNECTING WATERS CHARTER SCHOOL, EAST BAY**

**BYLAWS  
OF  
CONNECTING WATERS CHARTER SCHOOLS**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is Connecting Waters Charter Schools.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 12420 Bentley Street, Waterford, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purposes of the Corporation are to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

## **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter of any charter school operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.



- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws in accordance with Article XVII of these bylaws. The Board composition shall include parents of students currently attending Connecting Waters Charter School and at least two (2) members of the community. The Board may, but is not required to, appoint parents of students currently attending Connecting Waters Charter School, East Bay to serve as parent representatives or community member representatives on the Board of Directors. Directors shall be designated by the existing Board of Directors, except for a representative appointed a charter granting agency in accordance with Education Code Section 47604(b).

In order to establish staggered terms, the terms of the two (2) community member seats shall be staggered with one (1) seat serving a one (1) year term and one (1) seat serving a two (2) year term. Beginning June 30, 2016, the terms of the five (5) current directors shall be staggered as follows: three (3) parent representative seats shall serve a two (2) year term and two (2) parent representative seats shall serve a one (1) year term. Thereafter, the term of office of each director shall be two (2) years.

Section 4. 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 currently 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. After the expiration of the staggered terms, each director shall hold office for two (2) years and until a successor director has been designated and qualified. A director has the option to serve subsequent terms, if designated. However, a director may serve no more than two (2) consecutive terms. After serving two (2) consecutive terms, a director is eligible to serve as a director after a one (1) year hiatus from serving as Board member. Each director, including a director designated to fill a vacancy, shall hold office until the expiration of the term for which he or she is designated and until the designation and qualification of a successor, or until that director's

earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 6. NOMINATIONS. The Board of Directors will solicit nominations from the staff of the charter schools operated by the Corporation and the Board of Directors at least thirty (30) days before the date of any designation of directors. The Board of Directors shall compile a list of all candidates nominated to serve on the Board of Directors at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, the list of all candidates nominated to serve on the Board.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of a parent representative to have at least one child attending Connecting Waters Charter School; or (e) a director's unexcused failure to attend three (3) Board meetings during the school year.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the vacancy may be filled in accordance with Section 12 of this Article and a successor designated to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly designated director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for a representative appointed by the charter authorizer, 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 such removal 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). A representative appointed a charter granting agency in accordance with Education Code Section 47604(b) may be removed without cause by the charter granting agency or with the written consent of the charter granting agency. Any vacancy caused by the removal of a Board appointed director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a representative appointed a charter granting agency in accordance with Education Code Section 47604(b), may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of a representative appointed by a charter granting agency shall be filled by the charter granting agency.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agencies' boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board 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 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agencies in which the charter schools operate;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>10</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>11</sup>

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<sup>10</sup> 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.

<sup>11</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be designated; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors'

resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a Chairman of the Board, a Vice Chairman of the Board, a President, a Secretary, and a Treasurer. 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.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. The Chairman of the Board of Directors 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. 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 8. **PRESIDENT.** The President, also known as 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. The President shall also prepare the agendas for all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **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; the names of the directors 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 the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **TREASURER.** The Treasurer, also referred to 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 send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (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) unless all of the requirements in the Connecting Water Charter Schools Conflict of Interest Code have been fulfilled.

## **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 Connecting Water Charter Schools Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.



## **ARTICLE XIII INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of

the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- 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 XII of these Bylaws.

## **ARTICLE XVII BYLAW AMENDMENTS**

**Section 1. BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter of any charter school operated as or by the Corporation, or make any provisions of these Bylaws inconsistent with the Charter or Charters, the Corporation's Articles of

Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Connecting Waters Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on June 26, 2014; and amended on [date].

Executed on [date] at Waterford, California.

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[Name], Secretary

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[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.

**DRAFT FOR ADOPTION UPON APPROVAL OF CHARTER FOR  
CONNECTING WATERS CHARTER SCHOOL, EAST BAY**

**CONNECTING WATERS CHARTER SCHOOLS CONFLICT-OF-INTEREST CODE**

The California Political Reform Act (Govt. Code § 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 CCR § 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 § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Connecting Waters Charter Schools, a California nonprofit corporation operating public charter schools.

Individuals holding designated positions shall file their Statements of Economic Interests ("Form 700") with Connecting Waters Charter Schools. Upon receipt of the Forms 700 for all designated positions (see Exhibit A), Connecting Waters Charter Schools shall make and retain copies and forward the originals to the Los Angeles County Board of Supervisors. Copies of all Forms 700 retained by Connecting Waters Charter Schools will be available for public inspection and reproduction. (Govt. Code § 81008.)

## Appendix E: Calendar

(This School Calendar has been adopted for Connecting Waters Charter School and upon approval of the charter for CWEB the board will approve and finalize a calendar for CWEB)

2016 - 2017 SCHOOL CALENDAR						
MONTH	MON	TUES	WED	THUR	FRI	Days EXPLANATION
AUGUST			17	18	19	11 First Day of School 8/17
	22	23	24	25	26	
	29	30	31			
SEPTEMBER				1	2	21 9/5 - Labor Day
		6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
OCTOBER	3	4	5	6	7	21
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
NOVEMBER		1	2	3	4	18 11/11 - Veterans Day 11/23-25 Thanksgiving Break
	7	8	9	10		
	14	15	16	17	18	
	21	22				
	28	29	30			
DECEMBER				1	2	14 12/7 and 12/8 a-g finals 12/20 End of 1st Semester 12/21-1/2 Winter Break 1st Semester = 85 days
	5	6	7	8	9	
	12	13	14	15	16	
	19	20				
JANUARY		3	4	5	6	20 1/3 2nd Semester Begins 1/5-2/26 Benchmark Window 1/16 - Martin Luther King Day
	9	10	11	12	13	
		17	18	19	20	
	23	24	25	26	27	
	30	31				
FEBRUARY			1	2	3	18 2/17 & 2/20 - Presidents Day (Observance)
	6	7	8	9	10	
	13	14	15	16		
		21	22	23	24	
	27	28				
MARCH			1	2	3	23 3/6-3/10 Mandatory school assessment 3/24-4/28- 3rd to 11th CAASPP Test window 3/24-4/29 - 5th, 7th, 9th PE Test window
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
APRIL	3	4	5	6	7	14 Spring Break 4/14-4/21
	10	11	12	13		
	24	25	26	27	28	
MAY	1	2	3	4	5	15 5/10 & 5/11 a-g finals 5/19- Last Day Of School 2nd Semester = 90 days
	8	9	10	11	12	
	15	16	17	18	19	
						175

## **Appendix F: Course Descriptions**

(These course descriptions have been adopted for Connecting Waters Charter School and, upon approval of the charter for CWEB, course descriptions will be finalized for CWEB)

### **Middle School - TK12 Curriculum Elementary and Middle School Course Descriptions**

#### English 6

At grade 6, students first encounter Collections with all the learning tools which will be available through grade 12. Here are some examples of what we will be working with during the year:

- types of literature and informational text
- analyzing literature and informational text
- reading skills and strategies
- vocabulary skills and strategies
- writing and revision
- conventions

For writing using the online tools, students will:

- generate, identify, and organize details
- determine main ideas and draw conclusions
- order and sequence events
- compare and contrast ideas
- chart causes and effects
- evaluate information and make decisions

#### English 7

This course will focus on reading and understanding the Common Core State Standards found in complex English literature and informational material, as well as writing and vocabulary skills. Students will learn to think, analyze, and write thoughtful essays about literary and informational texts. They are expected to complete assigned readings, essays, or other writing projects. For this reason, it is important that they attend class regularly, arrive to class on time, and come to class prepared to participate in meaningful discussions about literary and informational material.

#### English 8

This course will focus on reading and understanding the Common Core State Standards found in complex English literature and informational material, as well as writing and vocabulary skills. Students will learn to think, analyze, and write thoughtful essays about literary and informational texts. They are expected to complete assigned readings, essays, or other writing projects. For this reason, it is important that they attend class regularly, arrive to class on time, and come to class prepared to participate in meaningful discussions about literary and informational material.

#### MyAccess! Writing Class, Grades 5/6

CWEB will offer MyAccess! classes to support student learning in this area of your Language Arts curriculum. The MyAccess! Writing program, with guidance from your

teacher and with your participation, will help students plan, write, and use automatic instructional suggestions to revise their writing. Scoring is based on five domains: Focus & Meaning, Content & Development, Organization, Language Use, and Mechanics & Conventions. The assignments will incorporate Common Core State Standards with any applicable State Standards.

Using MyAccess! Students (guided by their teacher) will practice with a variety of tools to improve their writing. These tools may include interactive outlines, grammar and spell checkers, rubrics, and a "Writer's Guide" with online and printable activities.

#### My Access Grades 7-8

Students learn to use a variety of tools such as pre-writing graphic organizers, writer's models, and "My Editor" tutorials for grammar, mechanics, & style, and "MyTutor" goals for scores, feedback, and revision of the five domains.

\*\*\*Students will also receive one-on-one feedback and suggestions about how to improve their writing from the course teacher.

#### MyAccess Writing Class 9-12

Students learn to use a variety of tools such as pre-writing graphic organizers, writer's models, and "My Editor" tutorials for grammar, mechanics, & style, and "MyTutor" goals for scores, feedback, and revision of the five domains.

\*\*\*Students will also receive one-on-one feedback and suggestions about how to improve their writing from the course teacher.

#### Math 7

This course is designed to be a support to the homeschooling family. Even though the class meets only twice each week, completion of daily assignments will be expected. Math 7 is an important foundational Pre-Algebra course. The concepts lay the foundation for future courses. Each class period will focus on questions regarding the previous assignments, instruction new topics, and activities involving mathematical reasoning, assessments, and investigations or group work.

#### Math 8

This course is designed to be a support to the homeschooling family. Even though the class meets only twice each week, completion of daily assignments will be expected. Math 8 is an important foundational Pre-Algebra course. The concepts in this course complete the foundations for the first year of high school math. Each class period will focus on questions regarding the previous assignments, instruction of new topics, and activities involving mathematical reasoning, assessments, problem solving, and investigations or group work.

#### CA Math Standards (online)

Students should expect to spend time each day completing an assigned lesson. Much of the learning is done independently by the student with the guidance of parental instruction, as the class meets only once per week. Please take advantage of the online resources including the daily Math on the Spot video lessons and the online Personal Math Trainer Practice and Help. During the online sessions, an overview is given of the week's instruction, students work through practice problems, and time is allowed for student questions. Students will receive weekly participation points for attending class, having a working microphone, and actively participating in class.

## Math 6

Students should expect to spend time each day completing the assigned lesson(s). Much of the learning is done independently by the student with the guidance of parents' instruction, as the class meets once per week. Weekly overview of the lesson(s) is recorded and can be viewed on the Moodle website every Monday prior to class on Friday. Students will complete the Independent Practice section(s) after viewing the recording. Friday's meeting time will be used to review and answer any questions on the lesson(s) and to reinforce the math concepts presented that week. Students will receive participation points for actively attending class.

## 7th Grade Life Science

We will be covering a lot of interesting topics. For semester 1, we will be covering cells, genetics and evolution. For semester 2, we will be studying the history of Earth and the human body. Please see the pacing guide for a detailed outline of the course.

## 8th Grade Physical Science

We will be covering many interesting topics including motion, forces, density and buoyancy, understanding the atom, the periodic table, acids and bases, our solar system and galaxies. For a detailed outline, please see the pacing guide in Moodle. Course work and assignments will be based on Next Generation Science Standards.

## **High School Course Descriptions** **Reading/Writing Courses**

### a-g English 9

A college-preparatory course designed to foster advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### a-g English 10

A college-preparatory course designed to further develop advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### a-g English 11

A college-preparatory course that refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

### a-g English 12

A college-preparatory course that further refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of British and world literature,



as well as evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

#### a-g Science Fiction Literature 1

The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

#### a-g 20th Century Literature 1

The 20th Century American Literature course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Classic American authors by a rigorous study of novels representing 20th century America and the social challenges Americans faced. The class will analyze selected works, identifying universal themes, with emphasis on the standards, the American Dream, and how Americans faced the concept of disillusionment. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

#### a-g World Literature

The World Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore classic literature from around the world by a rigorous study of selected works. Students will analyze the literature and related artifacts, looking for universal themes as well as placing the work in context within the geographic area, social and political context in which it was written. Students will compare how different cultures have addressed essential questions such as creation and will focus on the concept of the hero across this body of literature. Students will develop their English skills via discussion and essays demonstrating textual analysis and interpretation. Students are expected to examine and articulate their ideas on various class assignments and topics. Students are expected to develop and refine critical thinking skills as they analyze a variety of discussion topics and literary devices.

#### Advanced Placement English Language and Composition

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Course Description:<http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

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### American Literature

Students will read and respond to classical and popular American literature.

### Classic Literature

Students will read and explore classic literature from a variety of literary genres.

### English Literature

Students will read and evaluate various English novels, stories, poems, plays, and essays.

### Composition 1

A beginner's writing course where the writing process will be reviewed and used as students learn and write for various purposes.

### Composition 2

An intermediate writing course that will build and extend students' current writing skills. Students will compose a variety of narrative, reflective, expository, or persuasive pieces.

### Composition 3

An advanced writing course where students will write a variety of narrative, reflective, expository, persuasive or career document pieces. Emphasis will be placed on in-depth analysis and sophisticated writing techniques.

### English 9

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### English 10

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

### English 11

Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

### English 12

Students will analyze the work of British and world literature, as well as evaluate public documents. Emphasis will be placed on subgenres and how authors use literary devices to achieve a certain purpose. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

### ESL 1

This English course presents students with Basic English survival skills. Vocabulary and oral language are emphasized with an introduction to grammar, reading, and writing.

### ESL 2

This course is designed to increase competency in the four language skills: reading, writing, speaking, and listening. Through multicultural readings, students will be able to increase their literary skills.

### ESL 3

This course builds on students' written and spoken fluency. Emphasis is placed on writing, grammar, and vocabulary.

### ESL 4

This course builds on students' written and spoken fluency, with an emphasis on writing, grammar, and vocabulary. Organizational skills and the utilization of technology will also be introduced.

### Journalism

Students will study the elements of basic journalistic writing and layout.

### World Literature

Students will read and evaluate various classical and popular world literatures from a variety of genres.

## **History and Political Process Government**

### a-g American Government

A college-preparatory course where students will study and evaluate the American political system and its institutions. Students will discuss U.S. political parties, elections, civil rights, the Constitution, and the structure of our government.

### U.S. Government

Students will study the Constitution and the structure of our government. Political parties, elections, civil rights, and the branches of government will be explored.

## **Economics**

### a-g Economics

A college-preparatory course where students will explore the U.S. economic system and discuss its nature, problems, and promise. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

### Economics

Students will explore the U.S. economic system. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

Social Sciences / History

### a-g U.S. History

In this college-preparatory course, students analyze major turning points in American history in the twentieth century. Topics to be evaluated include the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

### a-g World History

In this college-preparatory course, students will analyze major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be evaluated include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

### U.S. History

In this course students examine major turning points in American history in the twentieth century. After a review of early American history, students will study the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

### World Studies 1

Students will study major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be studied include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

## Psychology

This course teaches students the fundamental concepts of psychology. During the one year course, students explore the following topics: the science of psychology, the biological basis of behavior, sensation and perception, states of consciousness, learning, memory, cognition and mental abilities, motivation and emotion, life-span development, personality, stress and health psychology, psychological disorders, therapies, and social psychology. Through course activities and resources, students acquire learning skills in critical analysis, research methods, and academic writing. Included are weekly thought-provoking, open ended questions answered in essay form. Students complete projects, midterms, and a final exam.

## a-g Visual Arts & General Visual Arts

This is a foundational art class for students in 9-12 grades. The class is one-year long. This course emphasizes the necessary skills to provide students a rich and informative understanding of artistic expression with hands-on activities.

### Course Objectives:

Students gain an understanding of:

- Introduction to Art
- Collage and Watercolor Techniques
- Principles of Design – unity, variety, emphasis, rhythm and movement, balance, pattern, and proportion

## **Math**

### a-g Algebra 1

A college-preparatory course required for UC/CSU entry. Symbolic reasoning and calculations with symbols will be central in this course. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

### a-g Algebra 2

A college- preparatory course required for UC/CSU entry. This course expands on the mathematical content of Algebra and Geometry. Students will learn algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

### a-g Calculus

A college-preparatory course with content comparable to college- level calculus. Differential equations, infinite sequences and series, and integral calculus are explored.

### a-g Geometry

A college-preparatory required for UC/CSU entry. Geometry skills and concepts will be developed and practiced. Students will also construct formal, logical arguments and proofs in geometric settings and problems.

### a-g Integrated Math 1

This is the first course in a 3 course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, Probability and Statistics. Students

taking this course can choose to continue in Integrated Math II and III or take the traditional Geometry and Algebra 2 as the second and third course.

#### a-g Integrated Math 2 (pending UC approval)

If approved by UC, this will be a college-preparatory course required for UC/CSU entry. This is the second course in a 3 course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, and Probability and Statistics. Students taking this course can choose to continue in Integrated Math III or take the traditional Algebra 2 as the third course.

#### a-g Probability & Statistics (one semester only)

A one semester college-preparatory course which will provide students with a solid foundation in probability and facility in processing statistical information. Students will be introduced to probability, interpretation of data, and fundamental statistical problem solving.

#### a-g Trigonometry / Pre-Calculus

A college-preparatory course that uses the techniques previously learned in algebra and geometry. Trigonometric functions studied are defined geometrically. Students will develop facility with trigonometric functions and the ability to prove basic identities regarding them.

#### Algebra 1

This course emphasizes expressions, operations, and equations involving the real number system, polynomials, ratios, proportions, radicals, and integral exponents, as well as solutions and graphs of linear equations and inequalities, and linear systems.

#### Algebra 2

Algebra 1 and Geometry concepts are reviewed and an emphasis is placed on abstract thinking skills, the function concept, and the algebraic solution of problems.

#### Business Math 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

#### Calculus

This course covers calculus and related topics similar to a college- level course. Topics include: elementary functions, analytical geometry, differential and integral calculus.

#### Consumer Math 1

Please consult with your Credentialed Teacher regarding course content.

#### Geometry

This class should be taken after successful completion of Algebra 1. Students will review and apply Algebra 1 skills, explore the principles of formal logic and their application to geometric proofs, and use problem-solving skills in the development of geometric concepts.

#### Integrated Math 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

### Pre-Algebra

In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class.

### Pre-Calculus

This course blends together the concepts and skills that must be mastered prior to enrollment in a calculus course. Topics emphasized include the extension of trigonometric concepts, polar coordinates and vectors, mathematical induction, transformations and rotations, parametric equations, concept of limit, and characteristics of graphs or functions.

### Statistics/Probability

Students will explore and understand independent events, conditional probability, discrete random variables, standard distributions, standard deviation, variance, and be able to organize and describe distributions of data.

### Trigonometry/Pre-Calculus

## **Science**

### a-g Anatomy/Phys

This is a college-preparatory lab science “d” course. Students will explore the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Biology

This is a college-preparatory lab science “d” course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Chemistry

This is a college-preparatory lab science “d” course; it is recommended that students successfully complete Algebra before enrolling in this course. Students will study the composition, interaction, and transformation of elements, compounds, and mixtures. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Earth Science

Students will explore the Earth and the solar system, astronomy, plate tectonics, energy in the Earth system, biogeochemical cycles, and the structure and composition of the atmosphere. This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

### a-g Life Science

This is a college-preparatory science course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. This course counts toward the life science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

#### a-g Physical Science

This course is not recommended for High School students, as the standards should have been covered during 8th grade general science. This is an introductory study of the properties of matter. It includes the study of motion, sound, light, electricity, magnetism, and the interactions of matter. The scientific process is emphasized.

This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

#### a-g Physics

A college-preparatory lab science “d” course; it is recommended that students have successfully completed biology or chemistry and enroll concurrently in Algebra 2. This course studies energy in all its various forms. Topics include motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES” on this page.

#### Aeronautics 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

#### Agricultural Science

Students will explore California Ag careers; plant, animal, and physical science; and agricultural management.

#### Anatomy/Physiology

Students will study the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system.

#### Animal Science

#### Astronomy

Students will study the solar system’s structure, scale, and change over time as well as study the structure, scale, and changes in stars, galaxies, and the universe over time.

#### Biology 1, 2, 3, 4

#### Botany

A course devoted to a branch of biology dealing with plant life. Students will study and/or grow various plant specimens.

#### Chemistry 1, 2

Please consult with your Credentialed Teacher regarding course content

#### Earth Science



Students will study plate tectonics, energy in the Earth's system, climate, and the Earth's structure and its surface.

#### Environmental Science

#### General Science

#### Horticulture

This course will study the science and art of growing fruits, vegetables, flowers, or ornamental plants.

#### Integrated Science 1, 2, 3, 4

#### Life Science

Students will study cell biology, genetics, evolution, and plant and animal life.

#### Physical Science

Students will study the concepts of motion, force, and the structure of matter.

#### Physics

Students in this course will study energy in all its various forms.

## Appendix G: Vendors

(These vendors have been adopted for Connecting Waters Charter School and upon approval of the charter for CWEB vendors will be approved for CWEB)

Sample of CW Vendors	
Houghton Mifflin Harcourt	
Glencoe McGraw/Hill	
Art of Problem Solving	
Davis Publications	
Quantum Camp	
Teaching Textbooks	
Singapore Math	
Rockit Science	Santa Clara
Taskeen Fatehdin tutoring	Fremont
G. Devon Ingram / Ingram's Music Merced	Merced
Sarah Lynne Mero	San Ramon
Lotus Centre for Academic Excellence Inc./Aloha Mind Math	San Ramon
Diablo Valley College Bookstore	Pleasant Hill
David Hawkes / Valley Music Institute	Modesto
Club Z! In-Home Tutoring Santa Clara	Santa Clara
Cantabella Children's Choir	Livermore
ABC Music	Castro Valley
Matthew Highland / Hackington's	Pleasanton
Homeroom Education	Campbell
Book Sharks / InquisiCorp Corp	Littleton, CO
Pencil, LLC / Starfall Education	Boulder, CO
Moby Max, LLC	Potomac, MD
Sylvan Learning Center-Fremont / S5 Global Inc /	Fremont

Venkat Bussa	
Chrysallis Academy/ Joyce Ellen Langley	San Jose
Dandan Music Studio	San Leandro
Quality Science Labs, LLC	Lake George, CO
Sarah's Science / Sarah E. Shaffer	Castro Valley
Freshi Learning Online	Burbank
Guerilla Jiu-Jitsu Corportation- Pleasanton	Pleasanton
Kumon of Santa Clara Central / Kaeyun Kim	Santa Clara
Modern Recess	San Ramon
Brain-O-Magic	Fremont/Newark
Homeschool Spanish Academy	Stafford, TX
Pencil, LLC / Starfall Education	Boulder, CO
TPS Publishing	Valencia
School Technology Resources	Felton, CA
Jo Anne Yada	Alameda
Safety Driver's Ed. LLC.	Hayward
Bay Area Driving School	Hayward
Oam Studios / Omar Morineau	Pleasanton
Wowzers, LLC	Chicago, IL
Adventure to Fitness, LLC	Round Rock, TX
Karen Green Tutoring Services	Alameda
KnowledgeQuest, Inc. San Jose, CA	San Jose
Cayton Resources, LLC	Foster City
Tilden Preparatory	Albany
Kid Advance Co.	Ontario, CA
The Marvegos Fine Art School Inc,	Hayward
Curiosity Hacked	Oakland
Maesh Striking Arts	San Leandro

School of Rock San Jose	San Jose
Winsome Speaking	Morgan Hill
Guerilla Jiu-Jitsu Corporation- San Jose	San Jose
Capoeira Arts Foundation, Inc.	Alameda
Kim Camerson-Smith	Livermore
Raddish Kids / Kitchen Kids, LLC	Santa Monica
Kim Cameron-Smith	Livermore
Antoine Ata Amiri / Clarity Harbor Coaching	Fremont
Institute for Excellence in Writing	Locust Grove
Shaheen Rasheed / Soulful Studies	Alameda
Brain-O Magic - Pleasanton	Pleasanton
Dino Lingo Inc.	Fort Meyers, FL
Logic of English	Rochester, MN
Arshiya Khan	Fremont
Ofer Dallal	Pleasanton
Strut Performing Arts, Inc. / Hollie Bettencourt	Modesto
Rhonda L Gibbs / RLG Sports	Pleasanton
Music Time Academy	Livermore
Hip Hop Chess Federation	Fremont
Mueller's Tri Valley ATA Black Belt Academy	Pleasanton
Castro Valley School of Music	Castro Valley
Castro Valley School of Music	Castro Valley
TOPS Learning Systems	Watsonville
Jackson Chow / Communication Academy	Cupertino
Online G3	San Jose
Sunshine Dance and Cheer / Samantha Gaskin	Livermore
Sylvan Learning Center	
Rosetta Stone Foreign Language	

**Appendix H - Budget and Finance**

**Appendix I - Connecting Waters Charter School Parent Survey**

**Appendix J - CWCS Parent Survey (Responses) Alameda and Santa Clara County**

**Appendix L- Parent Petition Signatures**

**Appendix M-Teacher Petition Signatures**



**Connecting Waters Charter School,  
East Bay**  
A TK-12 Public School

**Submitted to the  
Alameda County Office  
Of Education**

September 23, 2016

For the term July 1, 2017  
through June 30, 2022

Material Revision Submitted November 2, 2017 and Approved  
December 12, 2017

Second Material Revision Submitted July 17, 2018

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Appendix A: Independent Study Policy

Appendix B: Parent and Student Master Agreement  
and Acknowledgement of Responsibilities

Appendix C: Articles of Incorporation

Appendix D: Bylaws

Appendix E: Connecting Waters Charter School Conflict-of-Interest Code

Appendix F: Calendar

Appendix G: Course Descriptions

Appendix H: Vendors

Appendix I: Independent Contractor Vendor Agreement

Appendix J: Budget and Finance

Appendix K: CWCS Parent Survey

Appendix L: Parent Petition Signatures

Appendix M: Teacher Petition Signatures



## AFFIRMATIONS/DECLARATION

As the authorized lead petitioner, I, Sherri Nelson, hereby certify that the information submitted in this petition for a California public charter school to be named Connecting Waters Charter School, East Bay (hereafter "CWEB" or the "Charter School"), to be operated by Connecting Waters Charter Schools, and to be located within the boundaries of Alameda County Office of Education ("ACOE" or County) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, CWEB will follow any and all federal, state, and local laws and regulations that apply to CWEB. Further, I affirm that if awarded a charter, CWEB:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 ~~and 60851~~, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
2. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
3. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
4. Connecting Waters Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of CWEB for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
5. 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, including immigration status, or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
6. Shall admit all pupils who wish to attend the Charter School, ~~and who submit a timely application;~~ unless CWEB receives a greater number of applications than there are spaces for students, in which case, ~~each application will be given equal admission through it will hold~~ a public random drawing to determine admission process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall 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)(i)-(iv). 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). Education Code Section 47605(d)(2)(A)-(C)]
7. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), and 47610]
8. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, CWEB 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 report cards or a transcript of grades, and health information.

If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. [Ref. Education Code Section 47605(d)(3)]

9. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), ~~section~~ Section 504 of the Rehabilitation Act of 1973 (~~section~~ Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
10. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
11. Shall ensure that teachers in CWEB hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code section 47605(~~4~~)].
12. Shall at all times maintain all necessary and appropriate insurance coverage.
13. 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).
14. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)].
15. Shall on a regular basis consult with its parents and teachers regarding CWEB’s educational programs. [Ref. Education Code Section 47605(c)].
16. Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1].
17. Shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
18. Shall comply with the Public Records Act.
19. Shall comply with the Family Educational Rights and Privacy Act.
20. Shall comply with the Ralph M. Brown Act.
21. Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960].
22. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

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Authorized Representative’s Signature

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Date

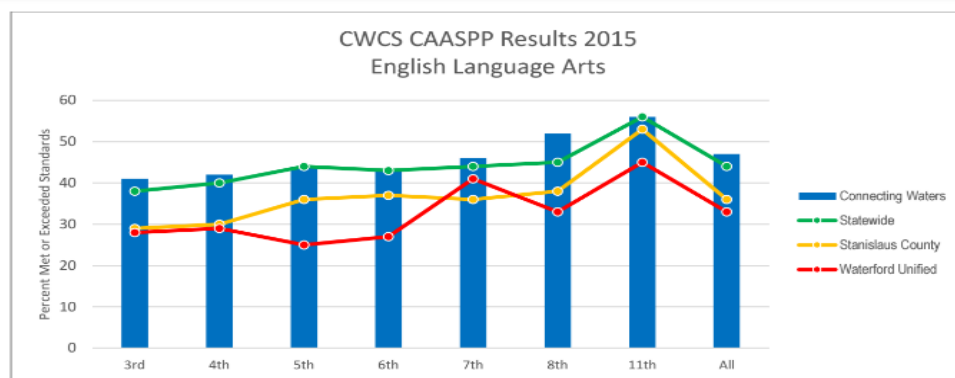
## INTRODUCTION

Our existing charter school, Connecting Waters Charter School (“CWCS”), originally chartered in 2002, is authorized by Waterford Unified School District in Stanislaus County and enrolls over 2,000 students in grades TK-12 in an independent study program. Our students come from eight counties with over 600 students from Alameda County and over 200 from the Tri-City (Fremont, Union City, and Newark) and Hayward areas. The corporation Connecting Waters Charter Schools was formed as a California nonprofit public benefit corporation. Connecting Waters Charter School can be referred to as CWCS. Connecting Waters Charter Schools (the corporation) can only be referred to as Connecting Waters Charter Schools. Connecting Waters Charter School, East Bay can be referred to as CWEB.

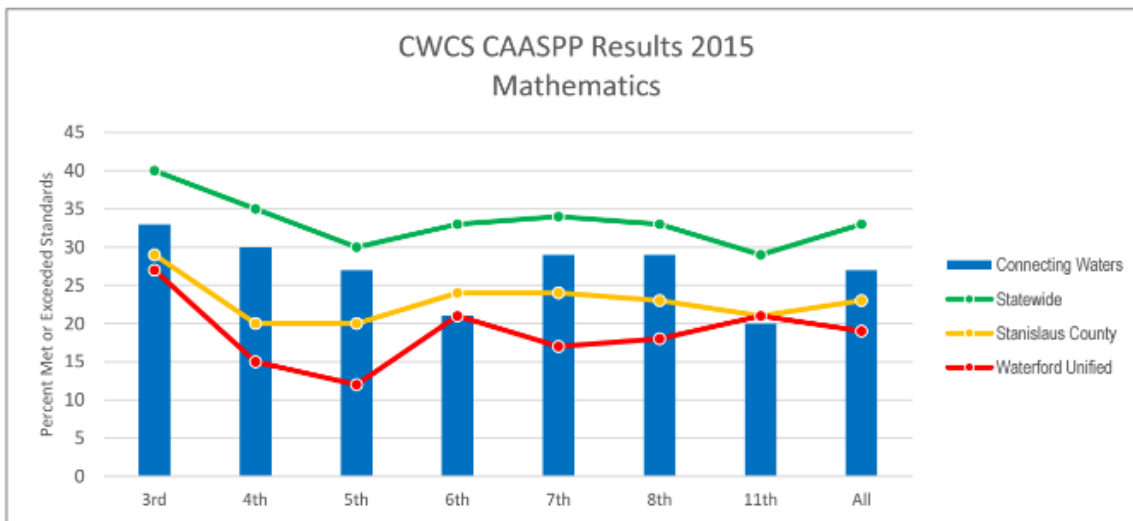
We specialize in serving a unique population of students who thrive in an alternative learning environment. Families often come to us when students are struggling academically, behaviorally, or socially. In addition, CWCS offers families with students who excel in sports, music, dance and theatre an alternative educational structure to allow students to pursue their talents without compromising academics. Our team of specialists partner with the parent and the credentialed teacher to customize a learning program to fit each student’s strengths and interests.

We integrate innovative components such as Moodle classes, online tutoring, mobile science labs, and computer adaptive learning programs. Our team seeks to re-engage and motivate students through stimulating and meaningful learning experiences that pique student interest. Although our student population appears to be quite challenging when they enter, we observe hundreds of success stories as we work together to discover the keys to helping each student learn and thrive. Our families are highly satisfied with the opportunities, resources, and support they receive and deliver powerful testimonials of the importance of this program for their students. Years into the future, our graduates remain lifelong learners, contributing community members, and happily satisfied members of society.

In 2015, the first year of official California Assessment of Student Performance and Progress (“CAASPP”) test implementation for Connecting Waters Charter School (see graphs below), our English Language Arts (“ELA”) scores surpassed the state of California in most grade levels and our Math scores outshined both our chartering county and district.

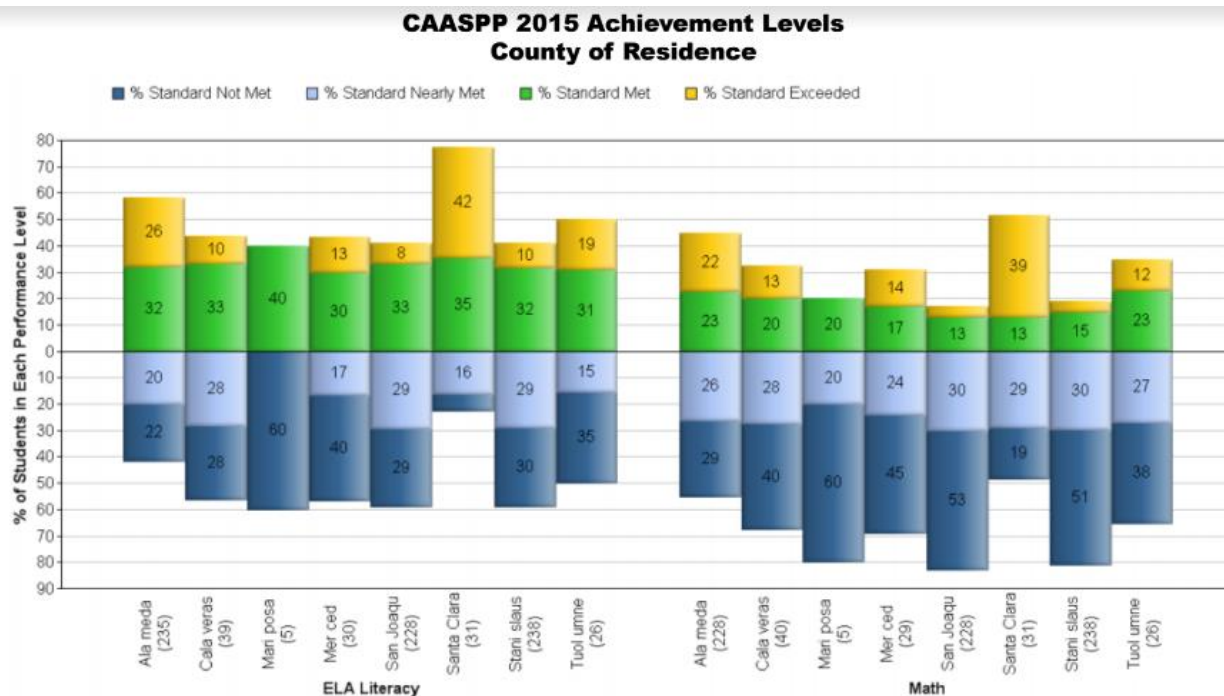


	3rd	4th	5th	6th	7th	8th	11th	All
Statewide	38	40	44	43	44	45	56	44
Stanislaus County	29	30	36	37	36	38	53	36
Waterford Unified	28	29	25	27	41	33	45	33
Connecting Waters	41	42	44	43	46	52	56	47



	3rd	4th	5th	6th	7th	8th	11th	All
Statewide	40	35	30	33	34	33	29	33
Stanislaus County	29	20	20	24	24	23	21	23
Waterford Unified	27	15	12	21	17	18	21	19
Connecting Waters	33	30	27	21	29	29	20	27

Our CAASPP 2015 Achievement Levels by County of Residence (see graph below) show that students in the Bay Area, from Alameda and Santa Clara Counties, boast the highest percentages of students both meeting and exceeding standards in both English Language Arts and Math at Connecting Waters Charter School. Despite lower achievement levels in several of the other counties we serve, our students in Alameda and Santa Clara Counties positively influenced our overall school assessment performance results.



By law, we can only provide student resource centers in our authorizer's county. This means our East Bay students do not have the same access to materials and classes as our students who live near the Connecting Waters Charter School resource center in Modesto. Our East Bay parents and teachers have repeatedly appealed to school administration to address this need. Opening a second school in the Tri-Cities area of the East Bay will enable students in Alameda County and surrounding counties, who may not be thriving in a traditional education system, to embrace the transformative personalized learning approach CWCS offers.

Connecting Waters Charter School, East Bay proposes to fill a unique niche for students and families who are seeking a creative, non-traditional and independent TK-8 and high school experience. The program will offer a personalized plan for each student. Students will be able to learn at home, at the learning center, or through online communication platforms to get specialized support from teachers. Students will be able to choose from dynamic and interactive course offerings and additional online coursework from Apex, BYU and UC Scout curriculum, or a textbook-based version of the curriculum. Both will combine individualized learning supports and hands-on, experiential learning. The model will appeal to families who wish to have stronger involvement with their students' educational experience.

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- 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/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the 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.

Connecting Waters Charter School, East Bay fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the CWEB will:

- Improve pupil learning by delivering curriculum and instructional supports according to the students' needs.
- Provide different and innovative teaching methods using a combination of personalized learning, project-based activities, and career technical education for our high school students.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum.



- Provide a unique educational choice for parents/guardians that is not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that may stimulate the improvement of all public schools in the region.

## **I. FOUNDING GROUP**

The Founding group members either live in the East Bay or are former natives of the Bay Area. Our Lead teachers have been at the forefront of the efforts to open a charter in the East Bay. They have met with parents and teachers to share the vision of CWEB and will continue to be key members in the efforts to promote the charter's success. A Local School leader will be hired to work with the Executive Director and the Key School Administrators. Each Key Administrator will be employed for CWEB to ensure that all excellent practices are maintained. As CWEB grows additional key employees will be hired as needed.

The following founding board members and school faculty provide the background and necessary expertise in the above areas to ensure the success of CWEB:

### **Existing Board Members:**

These are the existing board members of Connecting Waters Charter Schools. They consist of five parents and two community members.

**Chairman of the Board** – Ron Mayo– Ron's children attended Connecting Waters Charter School. When they did, Ron was involved in various activities and school events both as a parent attendee and as support for the Connecting Waters Charter School staff as well as having the duties and responsibilities of being a member of the Board and the Board Chair.

In his professional life he has had an eclectic career starting off as an RV Mechanic for two years and then joining the US Army for four years. He has been working in the equipment rental industry for 25 years.

Ron has been with his current employer, United Rentals, for 23 years and has held various positions within the organization: Mechanic, Service Manager, Operations Manager, Safety Officer, DOT Compliance Officer, Trainer and Train the Trainer. Currently, he is part of the Human Resources team as a corporate operations trainer in charge of one of eight (8) operations training centers in the US and Canada that train new and current employees on operations and various other subjects. Ron also conducts safety training and trains other trainers as well as builds and edits training manuals. By being a continual learner, mentoring and being involved in self-education, he has the equivalent of a 5 year plus degree in multiple disciplines specializing in maintenance, operations, financials, safety, leadership and the management, auditing, developing of classes and teaching these subjects.

**Vice-Chairman of the Board** – Laneshia Peters has been a board member for the past three years. She has served as our Board Treasurer. Laneshia has two sons that attend Connecting Waters Charter School, one in 4th grade and one in 2nd grade. She has been homeschooling for five years. Laneshia keeps busy volunteering in her community.

She is most proud of the experiences that demonstrate this board of directors' ability to collaborate, work respectfully with each other, and the families that they represent. Commitment to a home-based education for two students afforded her the privilege as a member of the board of directors. For academic development as an educator, she is enrolled in continuing education programs. Professionally, she is a small business owner. Over a period of nearly 20 years, she has diligently cultivated work ethic, professionalism, and communication skills; organized work practice, time management and ability to resource, outsource and establish processes. She applies her professional experience as a member to the board that governs Connecting Waters Charter School.

**Board Treasurer** – Nina Vieira is a stay at home mom who has been homeschooling her two children, now in 6th and 4th grades, for the past seven years. This year, Nina is serving as our Board Treasurer, and has previously served as Co-Chairman. Before stepping into her role as a homeschooling mom, Nina worked for The Outdoor Channel as manager of the editorial department. Prior to that, she spent six years as Assistant Editor for a mail order book company, feeding her love of reading. Both positions required her to pay great attention to detail, making sure that her staff and company met all deadlines given, without mistakes. She now spends a majority of her time as a homeschool teacher, wife and Sunday school teacher. Some of Nina's strengths are being organized, which is a great necessity while homeschooling. She is committed to her children's education and to Connecting Waters Charter School.

**Board Member** – Shannon LaSalle is a parent of a Connecting Waters Charter School student and her other two children attend traditional public school. She has been a traditional public school teacher for 21 years. She has experience teaching first through third grade. At her school, she has been president of the School Site Council, president of the PTA, the leader of No Bully, the chairman of Romero Games (large track meet), and been a member of various other committees. She also was one of the founding members of the CWCS Board of Directors.

**Board Member** – Megan Shipley has been homeschooling her 4 children for over 13 years. One has graduated and the younger three children, ages 9 - 16, are homeschooling through Connecting Waters Charter School. They joined CWCS when they moved from Tennessee 4 years ago. Megan joined CWCS while living in the Bay Area and served as the chair of the Parent Advisory Council ("PAC"). She now lives in the Central Valley but is still very connected to the families and educational groups in the East Bay. The Shipley family started homeschooling when the oldest child taught herself how to read at the age of 4, subsequently launching the family into the complexities of educating gifted children. All of the children learn very differently from each other, so Megan has also done extensive research into the various learning styles. Her homeschooling methods have varied from classical to eclectic. Through all of this, she has learned that every child can learn and wants to learn. Our job is to provide the proper resources for each individual child. In addition to her experience as an educator, she believes her background in accounting will play a crucial role during her tenure as a board member. She is also a huge "technology geek" and believes we need to keep up with current trends; however, she is a strong advocate of children picking up real books, playing outside, learning valuable life skills, and just being kids. She is very passionate about education and the power of our children to shape the future of our country as well as the world. She has read extensively about educational issues and the challenges facing schools today.

**Board Member** – Carol Adams is no stranger to Connecting Waters Charter School. It is her pleasure to serve CWCS in the capacity of a member of the Board of Directors. Carol has over 40 years' experience in the field of education. She retired from Escalon Unified after 30 years and spent 11 years with CWCS. With Escalon Unified she served in the following roles: Special Education and Regular Education, GATE teacher, Administrator, Special Education Director, and SARB Coordinator. With Connecting Waters Charter School her roles were credentialed teachers whom we call Education Specialist ("ES") and Area Facilitator.

Carol's experience has been many-sided and has afforded her the opportunity to work with all populations. She attended many board meetings over the years as a Mentor Teacher and Administrator, working very closely with Escalon School District and County Offices. Her years with CWCS gave her a broad view of the choices families have in educating their students. Carol has enjoyed her time in this educational setting. She looks forward to serving you.

**Board Member** – Margaret Lynch has been a parent with Connecting Waters Charter School for many years. She brings insight and experience to the CWCS Board of Directors. She has a BS degree in Education from Citadel Baptist College with a minor in Music. She has published two songs, and produced two albums. She also teaches voice lessons. She is a Realtor for PMZ Real Estate. She has six children and enjoys the personalized learning approach of education for the past 20 years. She believes the best teacher for any student is his/her parent. No one will care more. She understands the important responsibility CWCS's innovative approach has provided for her children's education. The evidence of learning is found in the educational progress of her children. She has two sons serving in the United States Air Force and a daughter working as a Legislative Aide for the Maine State Senate. Her greatest joy has been to see her older graduates reach their dreams and enjoy their desired careers in life.

### **Key School Leaders:**

**Executive Director and Lead Petitioner** – Sherri Nelson has been serving as the Executive Director of Connecting Waters Charter School since its inception in 2002. CWCS now serves over 2,000 students in California. Mrs. Nelson has worked in education for over 21 years. Prior to working at Connecting Waters Charter School, she served as a teacher and assisted with the assessment team at Horizon Instructional Systems Charter School. She worked at Heritage Family Academy Charter School as an administrator and provided support to teachers and parents.

Mrs. Nelson earned her Bachelor of Science degree in Electrical Engineering Computer Science from the University of California at Berkeley, and a Master of Education in Leadership degree from California State at Stanislaus. She holds a California Clear Administrative Credential as well as a Clear Multiple Subject Teaching Credential.

Mrs. Nelson is passionate about supporting parents and teachers in providing personalized programs for students. Her own children were taught in this manner. She views them now as contributing, successful adults in the 21<sup>st</sup> century; she knows first-hand that this type of education works! She has brought together a team of like-minded educators who share the vision and have been key in contributing to the success of Connecting Waters Charter School for the past 14 years.



**Special Education Director** – Michelle Day has been Connecting Waters Charter School Special Education Director beginning in the 2015-16 school year. She is also one of Connecting Waters Charter School Psychologists. As the Special Education Director, Michelle is responsible for the formation of policies, procedures, training, and guidelines for staff to ensure compliance with special education mandates. While collaborating with parents and staff, Michelle also interfaces with the district and Special Education Plan Area (SELPA) about potential special education issues and/or policies and procedures. Michelle has been working for the Connecting Waters Charter School Special Education Department since the school's inception. She was previously the Special Education Administrative Assistant before earning her Masters of Arts in Educational Psychology and Educational Specialist Degree in School Psychology from Chapman University College in 2008. Prior to working with CWCS, Michelle worked for various school districts as Special Education Instructional Assistant while completing her undergraduate degree in Child and Family Development from San Diego State University.

**Advisor Training Director** – Tammy Hushaw earned her Bachelor's degree in Psychology during the year 1989 from Humboldt State University and later received her multiple subject teaching credential from Sacramento State University. Prior to working in the charter school industry, she was a classroom teacher for primarily middle school grades. She had the unique opportunity of being selected to assist in the development of a startup school (Brookside School) which was based on thematic units. The idea and implementation of individualized curriculum and learning brought her to the independent learning style of CWCS. She loves that CWCS can look at each individual student and his/her unique needs and learning styles, and provides them with the foundation for a solid education. Each child is unique and CWCS takes that into consideration. Tammy attends yearly trainings through A-Plus, and School Pathways, and she is a member of our school Leadership Team. She works with a Team of Advisors who conduct training for new and seasoned credentialed teachers, develop and implement policy, participate in evaluation hearings, and teacher evaluations, the reviewing of transcripts and preparing students for graduation. As a member of the Advisor Team, Tammy offers teacher support, parent support, and student support in addition to completing vital administrative duties.

**Curriculum and Assessment Director** – Shoni Johnson is in her eleventh year with Connecting Waters Charter School. She graduated from UOP with a B.S. in Business Management, and went on to graduate school at Stanislaus State University earning her Multiple Subject Teaching Credential, and later earning her Administrative Services Credential from UC Irvine. Shoni is qualified to teach high school Math and English Language Arts in special settings through the Verification Process. She spent 10 years managing urgent medical care facilities in the Bay Area and teaching adult education. She later taught 3<sup>rd</sup> grade before becoming a charter school teacher for CWCS. She has been serving as the CWCS Curriculum Director for the last 5 years, and she oversees parent and teacher training for curriculum and instructional methodologies, special programs such as Response to Instruction (RTI), High School Intensive, and the WASC Accreditation and LCAP processes for CWCS.

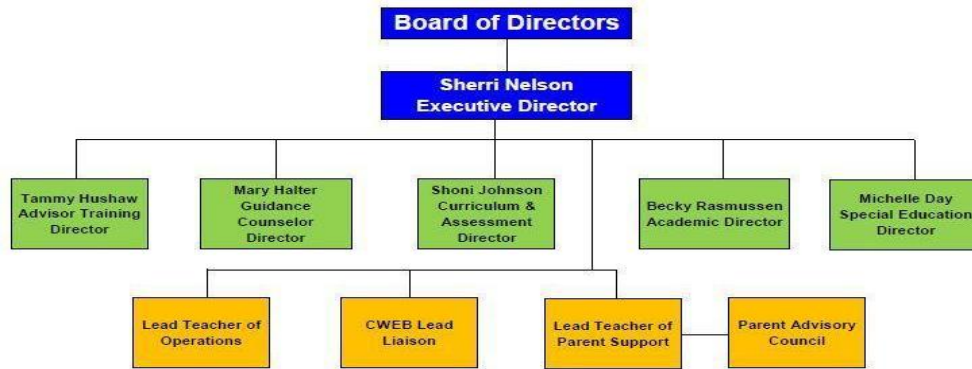
**Guidance Director** – Mary Halter has been a School Counselor at Connecting Waters Charter School since 2004. She has been a school counselor for twenty years. Mary has a Master's Degree in Counseling, a Bachelor of Science degree in Zoology, a Pupil Personnel Services Credential, a Life Sciences Single Subject teaching credential, a

supplementary physical science single subject teaching credential, and ten years' experience teaching Biology, Earth Science, Physical Science, and Life Science and twenty years as a high school counselor. Mary began her career in education in 1986 in the Liberty Union High School District where she worked for several years as a science teacher and high school counselor. From 2001 to 2011 Mary worked as a part time staff member for the Office of Undergraduate Admissions at UC Berkeley selecting Freshman candidates.

**Lead Teacher for Parent Support** – Janine Weston, a resident of Fremont since 2001, has hands-on experience homeschooling her own three children for over 10 years while working as an Education Specialist for Connecting Waters Charter School since 2010. She holds a Bachelor of Arts degree in Liberal Studies, Elementary and Secondary Education Credentials (Health and Home Economics) from Cal Poly, San Luis Obispo, as well as a Teacher Librarian Credential and Master's degree in Library and Information Science from San Jose State University. Janine completed her Teacher Librarian fieldwork experiences at both Hillview Crest Elementary in New Haven Unified School District and Washington High School in Fremont Unified School District. Currently, Janine also serves as a high school teacher in English, Math, Science, and Social Science at CWCS. She maintains a prominent leadership-oriented profile in the homeschool community, connecting Bay Area homeschoolers to quality educational opportunities and resources via her volunteer involvement as an Alameda County Library homeschool programming liaison, project leader in Bayside 4-H Club, coordinator for the Bay Area's Homeschool Book Club, puppy raiser for Guide Dogs for the Blind, and founder of the Homeschool Science Club in the Tri-City area. She will be employed at the new school.

**Lead Teacher for Operations** – Rebecca Edelman has been an Education Specialist with Connecting Waters Charter School since 2011. She has also taken on leadership responsibilities within CWCS and has high school teacher roles for high school students. She has been in the teaching field since receiving her California CLAD Multiple Subject Teaching Credential in 2002 and her Master of Science in Education with Concentration in Curriculum and Instruction in 2003 from Dominican University of California. She taught at-risk students at Job Corps, elementary school age students in public and private schools and was also an online software trainer. Prior to her career in education, she worked in operations at Charles Schwab and also in an ESL school. She received her BA in Middle Eastern Studies at UC Berkeley and has traveled and studied abroad. Rebecca is passionate about culturally responsive teaching and also about advising high school students in preparing for college and career readiness. She will be employed at the new school.

## **Organizational Chart**



### **Ongoing Support and Assistance: Charter School Development Center**

The CSDC, which provides support and assistance with any changes in the charter law, will provide training for governance, CBOs and the Executive Director.

Founded in 1992, CSDC is the nation's oldest nonprofit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter school operations and oversight. CSDC charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

### **Young, Minney & Corr, LLP**

Young, Minney & Corr, LLP will provide ongoing legal advice and assistance to ensure that the charter is compliant in all areas.

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing well over half of the charter schools throughout the state.

### **Delta Managed Solutions (DMS)**

Delta Managed Solutions will provide all of our financial back office services to ensure that our charter meets all of the financial audit requirements.

Delta Managed Solutions, Inc., is an independent charter school administrative services firm located in Sacramento, California. They provide a comprehensive set of back-office, administrative, and financing services to over 30 charter schools throughout California, assisting them in meeting the complex operational and compliance hurdles of successful charter school operation.

## II. ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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: The annual goals for the charter school 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)(i).

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

### Mission Statement & Vision

Connecting Waters Charter School, East Bay is a collaborative educational community promoting academic excellence in preparing students for college and career while providing individualized public education through challenging, unique, and varied learning.

#### Our vision:

Our vision is to enhance life-long educational outcomes by partnering with families to provide stimulating learning opportunities across multiple regions.

Goals for students and parents of CWEB include but shall not be limited to:

- Parent involvement and support will be encouraged so that optimum student learning occurs
- Students will be active in creating their personalized learning plan with the support of parents and CWEB staff
- Students will be intrinsically motivated
- Students will achieve competency in basic academic skills
- Students will make at least one year of academic achievement growth each year
- Students will be encouraged to explore their passions in academics, performing arts, career and the use of technology

To accomplish these goals within the Independent Study, homeschooling setting CWEB offers:

- Tuition free, publicly funded TK-12 education.

- Generous Instructional Funding.
- A team approach with Department Specialists, Guidance Counseling, Special Education, Curriculum, and English Learner (“EL”) Departments, along with Advisors, and Education Specialists.
- Parent and Teacher collaboration to meet student needs through parent training and school governance.
- Credentialed teachers who meet with students in accordance with applicable law.
- A focus on academic excellence and career readiness.
- Flexible options for curriculum, scheduling, class and learning choices.
- Mobile science lab.
- Nearly 700 Product and Service vendors and curriculum options.
- Additional Education Specialist Services.
- Tutoring
- Personalized education plans for all students, at all levels
- Classes, tutoring and online programs to strengthen foundational skills and concepts
- Opportunities for students of all ages to address learning deficits and to cultivate special interests or talents
- Accredited, college approved courses
- Successful in WASC accreditation
- We will seek WASC accreditation for CWEB immediately upon approval of charter

### **Educational Philosophy**

Connecting Waters Charter School East Bay will be following the same educational philosophy as its founding charter school, CWCS. Connecting Waters Charter School was created based on growing needs from families eager to encourage their students to become independent and resourceful learners. With family support aided by the expertise and experience of our credentialed teachers, students are able to learn at many different levels and within many different facets of education. Students learn best when they are in a positive, supportive, interesting and challenging environment. Families (both students and parents/guardians) learn first-hand about learning styles, pedagogy, the curriculum selection process and the value we place on educating our youth. We seek to inform parents and students about innovative, creative teaching and learning strategies that will create life-long lessons students can refer back to after high school graduation. Connecting Waters Charter School teachers and staff are tuned in to the latest and most effective tools for learning and assessment, and sharing these methods with students and parents has become one of our hallmarks. Students take pride in the ownership of their own learning and parents are inspired to create new and exciting avenues for learning.

Students who attend CWEB will be educated through individually designed curricula, which may include, but are not limited to, home-based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects provided by a qualified and reputable vendor or vendors selected by the CWEB.

CWEB shall adopt and implement written policies relating to Independent Study as required by Education Code Section 51747.



Parents or guardians who enroll their children in CWEB shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWEB will support its students and parents or guardians with appropriate educational materials, and with a team of credentialed teachers and school administrators. CWEB teachers and school administrators shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent or guardian, and each adult student, with the assistance of CWEB credentialed teachers and school administrators, shall design, consistent with CWEB student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign one or more contract(s) with CWEB that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with CWEB. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

CWEB will provide college preparatory courses that meet the California State University and University of California's "a-g" freshman admission requirements. CWEB's High School Catalog will detail the eligibility of courses to meet college entrance requirements and transferability of courses to other public schools. All teachers who serve high school students will be trained in the a-g coursework and transferability of the courses.

Opportunities will be provided for students to explore their potential in the performing and living arts and in the appropriate use of technology. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak. CWEB will operate on the understanding that all students have different learning styles, abilities and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. CWEB will support learning and assessment modalities based on current research that identifies best practices regarding how students learn.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). CWEB adult students do not require parental participation in educational or admission contracts, or performance evaluations.

An educated person in the 21<sup>st</sup> century will be proficient in Common Core State Standards ("CCSS"), Next Generation Science Standards, and other applicable state content standards and will also be proficient in the use of technology. In addition to textbooks, CWEB will offer numerous technology-based applications via student Chromebooks to deliver rich curricula. Students will become proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology applications such as electronic mail and other major computer applications.

A CWEB student is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think

scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of CWEB to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests.

### **Success of Connecting Waters Charter School**

Connecting Waters Charter School has provided a successful educational model for student in the county in which we serve. To this end CWCS seeks to replicate the success with CWEB.

Connecting Waters Charter School students have been accepted to colleges and universities including UC Berkeley, UC Davis, Harvard University, Carnegie Mellon University, Cornell University, Embry Riddle Aeronautical University, Cal Poly San Luis Obispo, Cal Poly Pomona, UC Merced, Grand Canyon University, Dixie State University, Biola University, Arizona State University, St. Mary's College Moraga, SF Academy of Art University, Brigham Young University, CSU Stanislaus, UC Santa Cruz, Liberty University Virginia, CSU Sacramento, Vanguard University, SF State, San Jose State University, CSU Fullerton, CSU Monterey Bay, University of the Pacific, Wichita State University, California Baptist University, and many more!

Connecting Waters Charter School has many student success stories--here are just a few recent examples:

One past student was a concurrent Connecting Waters/community college student in 11th grade who then went to community college full-time, followed by obtaining her BS degree from UCLA in Molecular, Cell and Developmental Biology with a minor in Medical Research. She is now a second year PhD student at UCSF in the neuroscience department. CWCS allowed her to have time to pursue many extracurricular activities, enabling her to follow her own path to success.

Another student who graduated from CWCS, got accepted to Thomas Aquinas College in Ojai. She graduated in June 2016 with a Preliminary Teaching Credential and is now a first year teacher in Arizona.

Another student came to CWCS in 11th grade so that she could have time to pursue her professional ballet dream while still earning an a-g transcript to get into a good college. She did all that, and was offered several academic merit scholarships upon graduation. She is currently a senior at Butler University.

Another student in her mid-twenties now, enrolled in CWCS concurrently with community college and, incredibly, was accepted as a freshman to Carnegie Mellon's very selective architecture program!

Her brother decided he wanted to go to a traditional high school instead of continuing with CWCS, so he went to Foothill High School in Pleasanton. There they told him he would need to take a math placement test and asked his mother what level she thought he was and she said, "Oh, I don't know, maybe Algebra 2" He placed into Pre-Calculus!

Another young woman, who happens to be a daughter of one of our credentialed teachers, graduated from Connecting Waters, went on to UC Davis and then got

accepted into their very selective graduate school to become a doctor of veterinary medicine.

There was a student who homeschooled until 10th grade, when she began community college. Now she is a junior at UC Berkeley majoring in Molecular and Cellular Biology, working to earn her teaching credential and bachelor's degree in May 2017. During the summer she works at Camp Galileo in Fremont where she gets to practice radical science education. After graduating, she aims to pursue a career in education.

In response to our 2016 school survey (see Appendix J), our parents responses to define "success" for their college and career-bound student(s) included the following:

- To me, "success" means well-prepared for higher education, and to be well-rounded and socially responsible.
- Success is seeing my children love to read, doing an essay without tears, and when they become adults having a job they love and are good at.
- Being a well-rounded, grounded individual.
- Happy, confident, educated, satisfied, balanced, responsible.
- Become more independent, responsible manage time well.
- A love of learning. To be able to hold their own during conversations with strangers (like the docents at the Aquarium). Working hard and doing their best.
- Progress in areas needed for independence and in areas of his passion.
- Remembering what was taught and making it part of their life, routine, and goals.
- Learning. Enjoying learning. Lifelong learning.
- Working at grade level or above.
- Love of learning, curious learner, good problem solver, good and responsible citizen of the world, strong academics.
- Ability to be responsible and ownership in their studies. To be able to make have management and being able to properly prepare for exams.
- My student has achieved success when they can confidently show proficiency in the subject matter that has been taught and recognize the application towards real life situations.
- Successful students to me are: happy, healthy, centered, well-adjusted, polite, caring, well-informed, empowered individuals who engage in activities that are meaningful to them and make a positive difference in the world around them!
- They're happy and engaged in learning because they like it. They get to pursue their interests and develop their strengths at their own pace. Develop the habit of lifelong learning.
- Actively engaged in learning.
- I will consider my children successful if they become well-educated adults pursuing a profession they enjoy with a well-balanced, healthy, faithful, lifestyle.
- A deep understanding of what he has been taught coupled by the confidence and know-how to research what he doesn't understand.
- When they enjoy what they're learning and want to keep learning about the subject beyond their assignments.
- Success to me is my child develops into a productive, kind, and responsible citizen of the community.
- Happiness, motivation to learn, having many hands on life experiences.
- For school success, I am looking for my kids to be approximating their personal potential academically and meeting developmentally appropriate benchmarks in personal responsibility and the ability to work independently.



- Success to me is the ability to retain information and use knowledge gained and be empowered to bring it to everyday life and use that gift to create, inspire others to make the world a better place.

### **How Learning Best Occurs**

As homeschoolers are educationally, the fastest-growing segment of the education population at 7-12% per year,<sup>1</sup> much has been written, in the last decade, about the positive social, emotional, and intellectual effects of homeschooling—from lifelong-learning habits, to educational motivation, community involvement, lifestyle patterns, and college success.<sup>2,3</sup>

When considering our educational philosophy and the role CWEB will play in the relationship between lifelong learning and education, we refer to the quote “giving a man a fish feeds him for a day while teaching him to fish feeds him for a lifetime”<sup>4</sup> our teachers and parents at CWEB will serve as coaches and facilitators for lifelong learning and intellectual tenacity among our students.

As a school, we have observed that learning best occurs when students:

- Are stimulated by challenging and interesting problems.
- Discover innate strengths, learning styles, and environments or educational settings that naturally boost their productivity and motivation.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Allow the time for focused, individual study and reflection of new learning.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- Use technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

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<sup>1</sup> Ray, B.D. (2004). Homeschoolers on to college: What research shows us. *The Journal of College Admission*. 184, 5-11.

<sup>2</sup> Isenberc, E.J. (2007). What have we learned about homeschooling? *Peabody Journal of Education*. 82 (2/3), 387-409.

<sup>3</sup> Wichers, M. (2001). Homeschooling: Adventitious or detrimental for proficiency in higher education. *Education*. 122(1), 145-150.

<sup>4</sup> Cassell, K. & Hiremath, U. (2006). *Reference and information services in the 21<sup>st</sup> century: An introduction*. New York: Neal-Schuman Publishers, Inc.

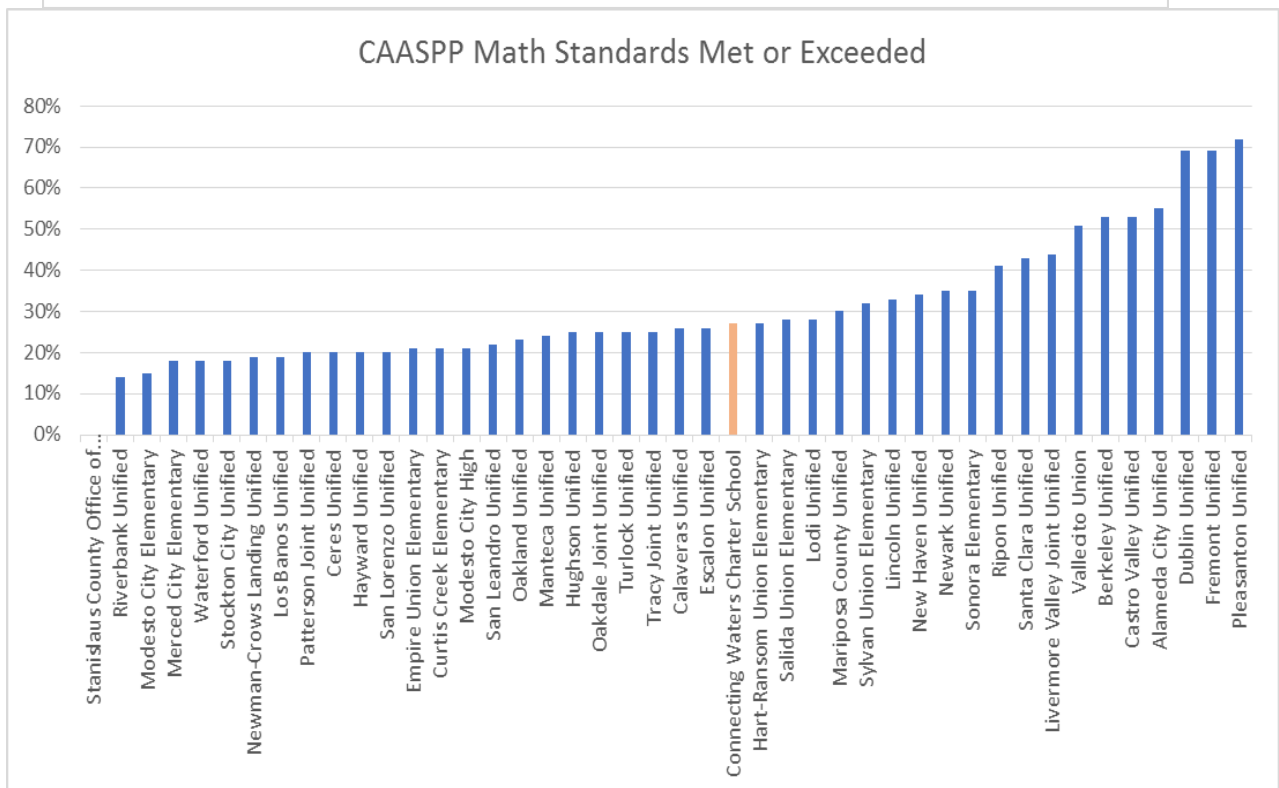
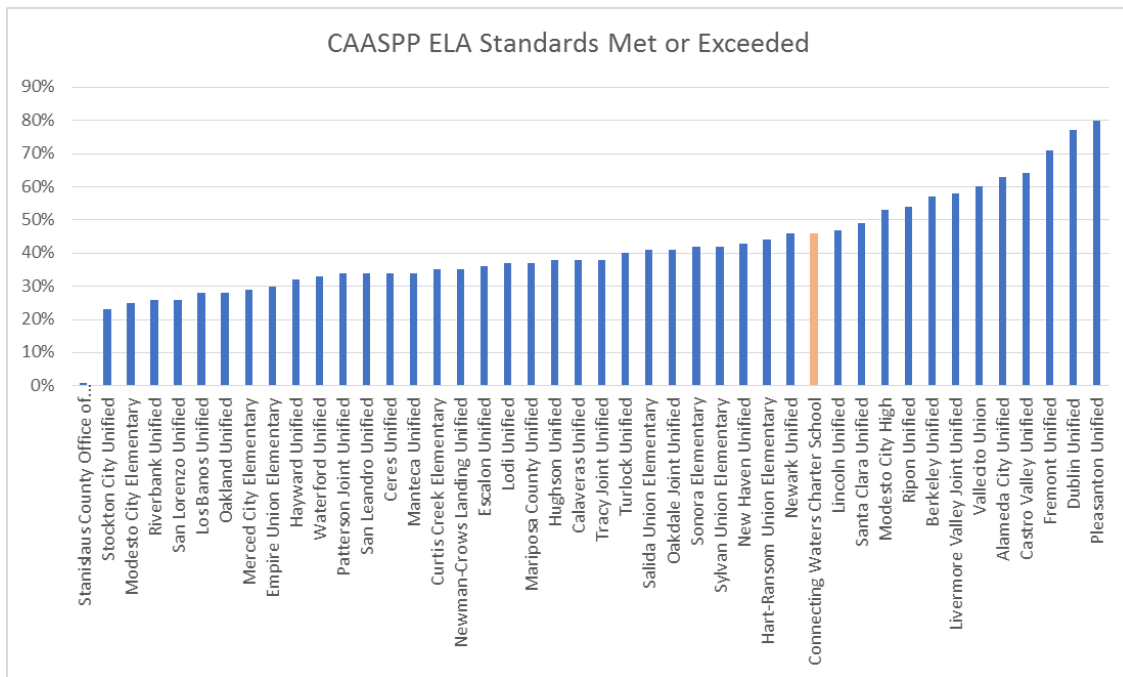
CWEB also believes that learning best occurs when homeschooling families have access to:

- Rigorous standards, effective curriculum, local learning center and meeting place with a well-stocked library, and local, engaging classes and resources.
- Long-term, supportive relationships with credentialed teachers and advisors who are responsive, organized, honest, efficient, diligent, and friendly.
- Generous amounts of instructional resources that provide access to community vendors.
- Educational tools such as microscopes, electronic devices (iPads, tablets, laptops), and robotics kits. (See Appendix G for Sampling of Vendors).
- Flexibility, freedom and support in educating children through tailored learning programs while aligned with family ideals and individual academic needs of each student such as pacing, learning styles and interests.
- Structure and accountability through professional consultation in a flexible and relaxed environment.
- Opportunities for participation without pressure
- Open communication with school educators and administrators who desire to make school-wide improvements based on student success and parent feedback.
- Transparency via tools for accessing attendance, grades, work portfolios, and other learning records.
- Real life context-based learning.
- Supplemental enrichment instruction.
- Targeted tutoring.
- One-to-one teaching is used as appropriate.

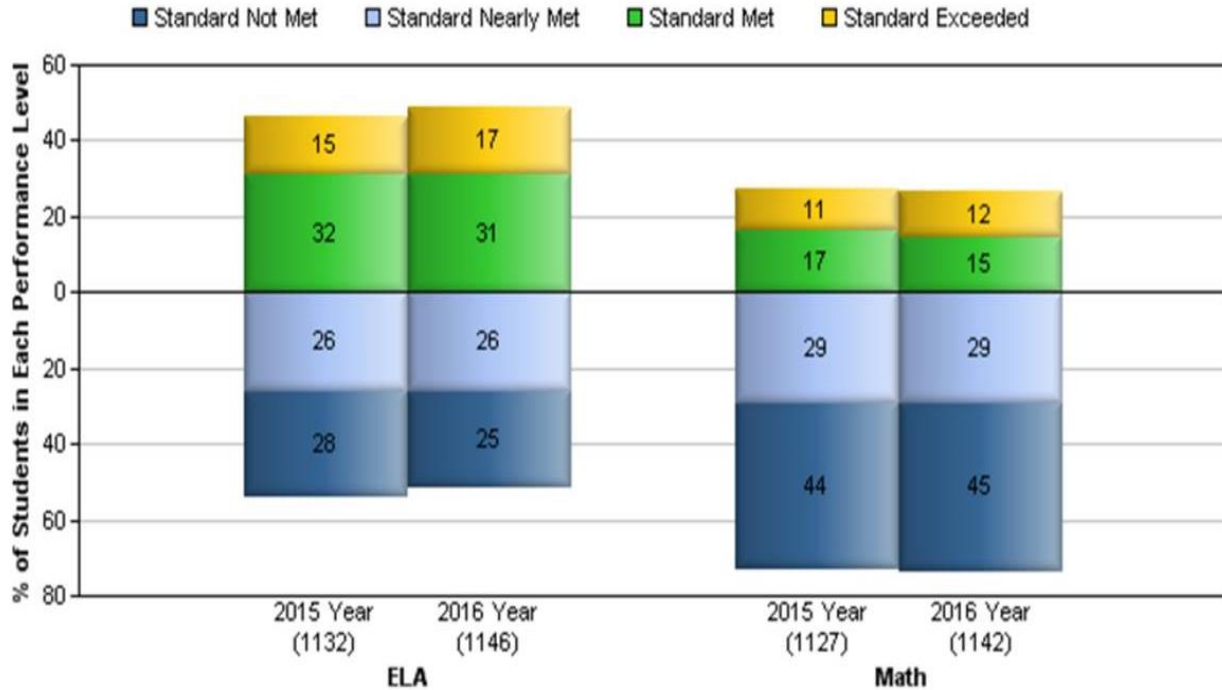
How do we measure the effectiveness of these strategies? Beyond parent satisfaction, positive teacher observations, and student success stories, comparison of Connecting Waters Charter School school-wide 2015 CAASPP performance with that of 33 school districts that are resident districts to 10 or more CWCS students shows impressive academic outcomes:

- CWCS outperformed 22 of the 33 school districts in ELA.
- CWCS outperformed 19 of the 33 school districts in Math.

In the 2015 CAASPP results in ELA and Math by district, our 2,000+ students from the distinct and diverse eight counties CWCS serves, out-perform several Alameda County districts. In ELA, we rank above Newark, New Haven, San Leandro, Hayward, and San Lorenzo. In Math, we rank above Oakland, San Leandro, San Lorenzo, and Hayward. Our success is measurable through assessment performance; however, most importantly, our educational philosophy and school culture helps our students thrive in college and life beyond graduation.



CWCS 2015 and 2016 Smarter Balanced  
Overall Student Results (3-8 and 11)



### Whom the Charter School is Attempting to Educate

In addition to enrolling homeschooled students throughout seven other counties, CWCS currently serves over 600 students, or over 25% of its entire student body, within Alameda County. Those 600 students live in a variety of cities throughout the county, over 200 of whom reside in the Tri-City (Fremont, Union City and Newark) and Hayward areas.

CWCS Tri-City & Hayward Enrollments 2016	
Fremont	152
Hayward	61
Union City	31
Newark	13

For these families, CWCS is fulfilling the unique educational needs of their students. These unique needs are addressed by the specific educational niche in which Connecting Waters Charter School specializes--partnering with families to provide personalized, stimulating learning opportunities that will ultimately enhance life-long educational outcomes.

CWEB will serve approximately 100 students in grades TK-12 in its first year of operation, many of whom will come from the original Connecting Waters Charter School population. All pupils will meet the minimum and maximum age requirements as Connecting Waters Charter School, East Bay

provided by law. CWEB will serve students from the county and contiguous adjacent counties.

Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be relatively consistent with the data from Alameda County:

- 45% students are English Learners
- 44% students are eligible for Free and Reduced Meals
- 10% students have Individualized Education Plans.<sup>5</sup>
- In addition, we expect the ethnic demographics to be consistent with the data from Alameda County:
  - 33.6% Hispanic or Latino
  - 11.5% Black or African American
  - 20.2% White
  - 22.8% Asian
  - 5.1% Filipino
  - 1.1% Pacific Islander
  - 0.3% American Indian or Alaska Native.<sup>6</sup>

### **To Whom Does Connecting Waters Enrollment Appeal?**

The 600+ and quickly growing numbers of students enrolling at CWCS from Alameda County each year is strong evidence that there is an educational need filled by our school. According to the California Department of Education's list of Alameda County Charter Schools,<sup>7</sup> Oakland, in the North East Bay, offers the greatest number of public charters, with the Tri-City Area (Fremont, Newark and Union City), in the South East Bay, offering a single, non-classroom based charter school, Circle of Independent Learning ("COIL"). Due to traffic in the Bay Area, proximity plays a significant role in accessibility to educational options.

Public Schools Chartered in Alameda County (9/6/16)	
Oakland	44
Alameda	4
Hayward	4
Berkeley	2
San Lorenzo	2
Livermore	2

<sup>5</sup> California Department of Education Data Quest Educational Demographics Unit: Alameda County Reports for 2015-16, <http://dq.cde.ca.gov/dataquest/dataquest.asp>

<sup>6</sup> California Department of Education Data Quest Educational Demographics Unit: Alameda County Report Enrollment by Ethnicity for 2015-16, <http://dq.cde.ca.gov/dataquest/dataquest.asp>

<sup>7</sup> California Department of Education Data & Statistics. Alameda County Charter Schools.

<http://www.cde.ca.gov/ds/si/cs/ap1/countyresults.aspx?id=01> Retrieved 9/6/16.

Castro Valley	1
Fremont	1

In the Tri-Cities area, traditional public school options are limited to alternative/independent study within a student's home district, COIL, chartered in Fremont Unified School District ("FUSD"), or other local charter schools chartered with Alameda County such as FAME, which recently closed. COIL is an independent study-style charter serving grades K-12 within FUSD.<sup>8</sup> COIL has an enrollment of approximately 250 students, awards a diploma from top-performing FUSD upon high school graduation, offers teacher-led classes in physical buildings, and provides a large curriculum library to help match resources with both the learning style of each student and the teaching style of the parent.

Although COIL and CWCS, both non-classroom based, are similar in their school vision and mission, student demographics, low pupil to teacher ratio, support of students through a variety of curriculum, teacher supervision and support, course offerings, flexible learning plans, guidance, clubs, and field trips, Connecting Waters Charter School remains the top choice for over 200 students living in the Tri-City and Hayward areas, despite the lack of a physical building in Alameda County. It is apparent that there are not enough independent study options for students in Alameda County since over 600 students have chosen to enroll in CWCS. CWEB will provide the students in Alameda County another high quality educational program modeled on CWCS' 14 years of success.

2014-2015		
School Name	Circle of Independent Learning FUSD) <sup>9</sup>	Connecting Waters Charter School(Waterford Unified School District)
County Name	Alameda	Stanislaus
District Name	Fremont Unified	Waterford Unified
School Type	K-12	K-12
Enrollment	247	2,171
English Learners #	21	94
English Learners %	8.5 %	4.3 %
American Indian or Alaska Native #	1	49
Asian #	66	176
Black or African American #	12	96
Filipino #	9	35
Hispanic or Latino #	56	602
Native Hawaiian or Pac Islander #	1	15
Two or More Races #	11	2
None Reported #	0	42
White #	91	1,154

<sup>8</sup> Circle of Independent Learning website. <http://coil.schoolwires.net/> Retrieved 9/6/16.

<sup>9</sup> Ed-Data Education Data Partnership CDE/EdSource/FCMAT. <http://www.ed-data.org/ShareData/Html/8609> Retrieved 9/6/16

American Indian or Alaska Native %	0.4 %	2.3 %
Asian %	26.7 %	8.1 %
Black or African American %	4.9 %	4.4 %
Filipino %	3.6 %	1.6 %
Hispanic or Latino %	22.7 %	27.7 %
Native Hawaiian or Pac Islander %	0.4 %	0.7 %
Two or More Races %	4.5 %	0.1 %
None Reported %	0.0 %	1.9 %
White %	36.8 %	53.2 %
Fluent English Proficient (FEP) #	44	139
Fluent English Proficient (FEP) %	17.8 %	6.4 %
Free/Reduced Meals #	23	958
Free/Reduced Meals %	9.3 %	44.1 %
Cohort Graduates %	76.0 %	83.3 %
Grads Meeting UC/CSU #	0	23
Grads Meeting UC/CSU %	0.0 %	11.9 %
SAT 12th Grade Test Takers %	N/A	N/A
Per Pupil Ratio: Teacher	22.1	23.2
Teachers-#	12	104
Teachers-FTE	11.2	93.5
Avg Years Teaching	14	9

## Why CWEB?

One of the most frequently asked questions from our Alameda County families over the years has been, “when will we have a local learning center to better support our students?” A spring 2016 survey (see Appendix I) of our Alameda families shows repeated concern for the need to provide a local facility such as a learning center to help support the education of their students. Of the Alameda parents who responded to our survey, nearly 60% stated they would help to establish a charter in Alameda County (see Appendix J). They desire a location in which they can check out various resources and a meeting space for collaboration among other CWEB families. The families want a greater sense of community through having CWEB. They need the opportunity to create more local partnerships with colleges and vendors to enhance the goal of their students being college and career ready in the 21<sup>st</sup> century. Nearly 90% of the families surveyed believe their student’s education would positively be impacted by opening up CWEB. Alameda County families appreciate the following attributes fostered in their children through CWCS: flexibility, independence, responsibility, creativity and self-confidence. These families are giving their time and efforts in order to open CWEB.

A graduate of the CWCS Class of 2003 living in Alameda County is looking forward to a potential East Bay Campus. He began at CWCS in 4th grade after previously attending the local elementary school where he grew up in Oakland. There were several safety concerns, as well as academic struggles not being addressed for him and his two brothers. He is grateful for all the opportunities provided to him while homeschooling. He struggled in writing and through his mother and ES he was able to try many different learning approaches and curriculum to help him. This opportunity would not be available



in a traditional school, where the curriculum is not chosen with parent or student input. Schooling with Connecting Waters Charter School also gave him more opportunities to explore what he would do after high school graduation. He was able to attend many field trips, research, and explore job opportunities. He was also able to dually enroll in Las Positas Community College to complete higher level high school courses while getting college credit and experience. He attended Las Positas directly after graduating high school to continue his education. Several years later he applied with the California Highway Patrol. He went on to graduate from the academy and is working as an officer today. He credits his homeschooling experience for the success he has been able to have in his high school and post high school academics and career. He is hoping his children will have even greater opportunities with a local CWEB Charter.

CWEB will be student-focused, continually taking into account the best interests of each student. CWEB will address the academic needs of students pursuing independent interests, students who excel in the arts, students who excel in sports, students who are not functioning well in a traditional public school environment; students needing to work part-time; and students for whom the program is a good fit for other reasons. CWEB will provide students and their families a structure for building a creative and rich education.

CWEB will strive to meet diverse student needs by:

- Providing students with opportunities to explore technology and work collaboratively with peers.
- Maintaining a high level of open communication between students, teachers, parents and other school staff.
- Adding quality service vendors to serve in areas of highest demand.
- Promoting opportunities to learn and excel in a safe environment that fosters healthy emotional and physical well-being.
- Making curriculum readily available, quickly delivered, and highly accessible to all students.
- Providing a user-friendly website interface rich with useful, accessible information.
- Utilizing knowledgeable, supportive, Credentialed Teachers to work with families to meet the changing needs of children as they grow and develop over time.
- Creating local options to support students in all advanced subject areas with teachers, tutors, and mobile science lab classes in remote areas.
- Creating effective, high-quality learning opportunities, making processes more efficient, and continuing flexibility in student schedules, curriculum, and commitments.
- Taking into consideration the time invested by students and their families by streamlining school activities and giving families the option to participate and determine how to spend their valuable time.
- Providing a learning center space for classes, clubs, and overall collaboration to promote increased interaction with other students, parents and families, leading to social support and networking desired among homeschooling families.
- Increasing offerings of local educational fieldtrips and other social and academic activities for homeschooling families.

#### **Projected Five-Year Growth Plan:**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
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<b>TK</b>	2	8	10	12	14
<b>K</b>	6	24	30	36	42
<b>1</b>	8	36	49	62	75
<b>2</b>	7	27	33	38	44
<b>3</b>	8	35	45	55	65
<b>4</b>	8	35	45	55	65
<b>5</b>	9	35	46	58	68
<b>6</b>	7	27	33	39	46
<b>7</b>	7	27	33	39	44
<b>8</b>	7	27	33	39	44
<b>9</b>	7	27	33	38	44
<b>10</b>	7	27	33	38	44
<b>11</b>	9	35	42	50	58
<b>12</b>	8	29	35	41	27
<b>Enrollment totals</b>	100	400	500	600	700

### **Educational Program: Overview**

Connecting Waters Charter School, East Bay will offer students a flexible and malleable learning platform from which to grow. Families are given options in multiple levels, including curriculum, in-person courses, online live courses, online self-paced courses, science labs, tutoring (both in-person and online), guidance counseling, group educational activities, cultural enrichment activities (such as field trips, science camps and music), competitions (such as oral language, spelling bee, and art), and an assigned teacher who will support student learning and offer guidance.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy.

Standards Aligned - CWEB Credentialed Teachers help parent educators review Common Core State Standards, Next Generation Science Standards, and other applicable state content standards and recommend aligned curriculum. Parent-educators and Teachers for high school use cross curricular materials to support rigorous education in all subjects. Students are given opportunities for extended learning in Common Core State Standards.

Response to Instruction Assessment data guides each student's individual learning plan and instruction. The assessment results and interventions are discussed with the parents at the time of assessments or after the data is analyzed.

CWEB will strengthen its educational community through the following pathways:

- CWEB will provide quality Personalized Education for all students, including flexible learning, curriculum and instruction that meets the needs of each and every student.
- CWEB will be innovative in the way we deliver 21st Century Learning opportunities to all students through the use of tutoring, modern mobile science labs, Moodle classes, Learning Center classes and labs, English Learner Classes, Computer Aided Instruction and Technology.
- CWEB will provide parents the continuity in their child's education as they are able to grow with the same Credentialed Teacher year after year, building stronger bonds and a deep understanding of the student's educational strengths and needs.
- CWEB will grow immensely in technology through training, implementation of online curriculum, enhanced Moodle classes, Computer Aided Instruction, purchase of Chromebooks for all students, and IT Support staff.
- CWEB will provide supportive and qualified staff and strong leadership at CWCS.
- CWEB will be financially solvent and provide adequate funding for each student to support their personalized learning needs.
- CWEB will have support departments and committees for enhanced support to staff and student learning such as: Special Education, IT Support, Business Services, Vendor Relations, Human Resources, Student Records, Program Monitoring, Academic Departments, Guidance, Curriculum, Personalized Learning Teams ("PLT"), and Career Technology Education ("CTE"), Parent Advisory Council, High School Committee, and Data Team.
- CWEB will have a strong Response to Instruction ("RTI") program to support student achievement for all students, including Developmental Classes, a English Learner program, and on-going progress monitoring of student's foundational skills.
- CWEB will share professional employee resources with CWCS so that CWEB will provide the same successful educational model that CWCS has successfully provided for the past 14 years.

### **English Department Goals**

#### **For Credentialed Teachers, students, and parents**

Help implement Common Core State Standards for English Language Arts through training or workshops at the learning center and remote sites.

### **Professional Development**

Provide Professional Development opportunities to the English Department teachers.

### **Moodle/Elluminate Classes**

*Moodle* (Modular Object-Oriented Dynamic Learning Environment) <https://moodle.org> is a free open-source learning management system or e-Learning platform, that serves educators and learners by providing a virtual classroom experience and uses communication and visual tools. *Elluminate* is a virtual classroom or web conferencing application developed by Elluminate, Inc. (Elluminate.com). It presents an interface where learners can view and share screens and presentations. It facilitates communication via audio and text chat. Moodle classes will:

- Provide English Department teachers the opportunity to evaluate the effectiveness of curriculum, teaching strategies, and best practices specifically in the area of successfully implementing *Common Core State Standards*.
- Help students in Elluminate classes to develop a more mature and positive view of school work, including the realization that just because some aspects of academics won't always be fun and may involve actual hard work, that doesn't mean the work isn't worth doing, and that they may benefit in unexpected ways from challenging themselves.
- Implement intervention strategies for struggling students with Developmental English classes.

## Writing

- Provide practical on site workshops for credentialed teachers, students, and parents demonstrating the value of writing for grades TK-8 and 9-12.
- Furnish online resources to Credentialed Teachers, students, and parents about writing contests which may offer cash awards and scholarships as well as chances to gain national recognition and opportunities for publication.
- Provide information and training to credentialed teachers, students, and parents for the successful use of *My Access* or other writing curriculum.
- Help families with students in grades TK-6 understand the importance of practicing writing skills on a regular basis.
- Provide information to credentialed teachers and all grade levels on how to incorporate the practice of writing across the curriculum, *incorporating Common Core State Standards*, so that parents can understand what an optimum amount of writing practice should look like at each grade level.
- Teach and present writing that is engaging and fun for students, especially younger ones, while also giving them a realistic view and an understanding that writing well will require work on their part, and won't always be fun.
- Provide a variety of English courses both online and at the learning center; support and collaborate with teachers of these courses in monthly department meetings.

## Math Department Goals

- Provide a variety of math courses both online support and at the learning center; support and collaborate with teachers of these courses in monthly department meetings.
- Provide oversight for math teachers participating in portfolio reviews and as outside vendors.
- Provide drop-in tutoring at the learning center to assist students and parents with math-related questions.
- Train and utilize high school students, if available, as peer tutors during drop-in hour.
- Expand enrichment opportunities for students through math competitions or math club; form a team of middle and high school students to participate in the local county's competition.
- Continue math readiness testing at the middle school level to determine preparedness for Algebra 1 or Integrated Math 1 and to help guide placement in middle school and high school math courses; use readiness testing for middle school or high school as needed.

- Provide training for parents and Credentialed Teachers to increase rigor and apply state standards in mathematics; assist with implementation of Common Core State Standards for Mathematics. This includes training and support for parents participating in the pilot program.
- Provide resources for parents to ask questions regarding math concepts, teaching techniques, curriculum choices or math placement
- Maintain the Math Department webpage.
- Implement intervention strategies for struggling students with Developmental Math classes.

### **Science Department Goals**

- Provide high quality online and learning center classes.
- Provide a variety of science courses
- Continue to explore new options for teaching in Elluminate/Moodle.
- Provide high quality labs for a-g students.
- Provide lab and hands-on experience science classes for K-8 students.
- Research and implement new science classes to be offered online.
- Continue to research science websites and virtual labs.
- Continue to develop science department web page.
- Be available to assist students/parents with any science related questions.
- Continue to promote student interest in science careers.
- Investigate opportunities for science field trips.
- Include critical thinking activities in classes/assignments to promote independent thinking skills.
- Incorporate Common Core State Standards into our online classes.
- Inspire students to participate in science fairs and events.

### **Social Studies Department Goals**

- Provide high quality courses.
- Include Common Core State Standards into our online courses for reading and writing.
- Use primary sources in our online courses to offer an inside view of a particular event.
- Explore new options for teaching online courses.
- Provide oversight for social studies teachers.
- Continue to develop and maintain the Social Studies department webpage.
- Provide links to Common Core State Standards.
- Expand useful websites link for a better understanding of social studies.
- Be available to assist students/parents with any science related questions.
- Include critical thinking activities in classes and assignments to promote independent thinking skills.

### **Foreign Language Department**

The overall goal of the Foreign Language Department is to help students become proficient listeners, speakers, readers, and writers in the target language, while gaining an appreciation for the culture, heritage and traditions of native speaking populations.

### **Guidance Department**

- Advertise Financial Aid deadlines flier in Senior letter.
- Provide consultation to 7th and 8th graders before being allowed to take high school courses for credit.

- Administer Preliminary Scholastic Aptitude Test (“PSAT”).
- Administer Advanced Placement (“AP”) exams.
- Provide training to teachers, parents, and students in the topics of College Basis, scholarships, financial aid and high school orientation.
- Provide College Tours.
- Continue to promote college and career readiness by educating parents, students and ES’s on University of California (“UC”)/California State University (“CSU”) entrance requirements, Scholastic Aptitude Test (“SAT”)/American College Testing (“ACT”), and a-g coursework.
- Keep informed and updated with other UC changes.
- Assist students with college applications, scholarship applications, write letters of recommendation.
- Attend workshops and training sessions – UC Conference, CSU Conference, SAT Conference, ACT Conference, Career Technical Education (“CTE”) Conferences, and Linked Learning Conferences.
- Enhance Education and Career Planning for all 9<sup>th</sup> graders.
- College and Career Readiness training for Staff, parents and students

### **Special Education Department**

- Work with employees, vendors, staff and families to provide high quality services and effective outcomes for all identified special education students in a cost effective manner.
- Work with families to enable a better understanding of their child’s unique learning needs and how to promote educational benefit in an independent study setting.
- Establish a catalog of resources for special education students and families in the various counties we service.
- Educate special education staff on resources and technologies that can increase academic gains for their identified students.
- Engage in ongoing collaboration with ESs to develop ways to provide meaningful data to IEP teams to improve overall educational outcomes for identified Special Education students.
- Collaborate and Coordinate special education services with the district. Provide ongoing training to staff regarding special educational policies and procedures, and legal mandates surrounding special education.

### **Visual Performing Arts Department**

Visual and Performing Arts (VAPA) refers to the disciplines of visual arts, dance, drama/theatre, music.

Goals for the Visual and Performing Arts Department:

#### **Artistic Perception**

- Help students understand, analyze, and respond to sensory information through the language and skills unique to dance, music, theatre, and the visual arts.

#### **Creative Expression**

- Support students to create, perform, and participate in the arts.

#### **Historical and Cultural Context**

- Help students to understand historical contributions and cultural dimensions of a given art.

### **Aesthetic Valuing**

- Aide students to discuss, analyze, and make critical judgments about works of a given art form.

### **Connections, Relationships, and Applications**

- Ensure that students will be able to connect and apply what is learned in the arts to learning in other subject areas and careers.

### **EL Committee Goals:**

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.
- Supplemental instructional opportunities will be provided to 100% of immigrant students and their families by CWEB.
- Our team will provide 100% of parents of ELs with the following information:
  - Identification as EL
  - Program placement options and notification
  - English language proficiency level, as determined by ~~CELDT~~/ELPAC results and any local English Proficiency assessment used
  - Academic achievement level and Resignation information
  - At the high school level, graduation requirements and annual notification of their student progress toward meeting those requirements

### **Procedures for the Independent Study Program**

A current written master agreement (see Appendix A) for each independent study student will be maintained on file for each enrolled student. Each written master agreement shall be signed and in effect prior to the start of reporting average daily attendance pursuant to that agreement. Students must meet all elements of the written master agreement in order to remain enrolled in this charter school. The independent study agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom, and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.



- The duration of the written master agreement, recognizing that no written master agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each written master agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.
- Each written master agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, or guardian, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and all persons who have direct responsibility for providing assistance to the pupil.

Each student is assigned a credentialed teacher who will meet at least once every 20 schools days to assess the student's progress towards the standards in a variety of ways including the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm and criterion referenced tests
- Student demonstrations
- Student grades
- Student work samples
- Student self-evaluation

During each monthly meeting, the credentialed teacher and the parent will review the progress made towards mastery of the state standards for each student at their grade level. Students who do not show grade level proficiencies will be supported by Response to Intervention using AIMSweb or other approved progress monitoring program.

At the beginning of each school year, if students have not met or exceeded standards on the prior school year's CAASPP or do not have a CAASPP score, they will be given the AIMSweb or another progress assessment check. Data will be gathered and analyzed to determine if intervention is needed for the students to achieve grade level proficiency. The credentialed teacher will provide intervention assignments, and/or enroll students in intervention classes as needed for the student. Progress towards these assignments will be assessed and reviewed at each meeting as well as in-between meetings.

Students in the designated grade levels will participate in the Charter School's Winter Benchmark to assess the student's attainment of the state standards. Areas of weakness discovered at this time will be targeted and remediated as needed. The credential teacher and parent work together analyzing the data to develop a program to ensure the student's success in accessing their grade level standards.

The Charter School's Data Team will meet regularly throughout the school year to analyze data in order to refine policies and procedures and to determine professional development for teachers and parents. In addition to the monthly meetings for the

teachers, there will also be a time for collaboration and exchange of best practices that promotes student achievement. Online and on site Parent and Teacher Professional Development will be offered throughout the year. The topics of the trainings will be based on the needs assessments from data collected through the AIMSwebs checks or another progress check, benchmark and CAASPP data as well as teacher observations.

In addition to assessing the student work, the credentialed teacher at the monthly meetings and in between will provide academic assistance and training, administer any local assessments needed, collect work samples, order additional supplies, set up additional classes or tutoring, provide additional assignments as needed, and provide information in regards to parent and student development opportunities and trainings/workshops.

### **Curriculum**

The Charter School will have at least 175 days of instruction and each fiscal year students will meet the attendance and contemporaneous record requirements for Independent Study.

Although the program is personalized to each student, CWEB will recommend the following Houghton Mifflin or Glencoe core CCSS standards aligned curriculum in addition to an extensive list of resources on the school's website to our students. Students are not limited to these recommended curricula. Students who attend CWEB will be educated through personally designed curricula, which may include, but are not limited to: Non-classroom based learning programs, cooperative school programs and classes, and community-based educational programs. This wide variety of instructional methods and programs will offer CWEB students both rigorous academics and enrichment/CTE opportunities in their surrounding communities. Examples include: CWEB's partnership with school-approved vendors, distance learning via current technology, community college courses and seminars, apprenticeships, and on-the-job training. Additional examples include programs such as those offered at civic arts centers, music studios, schools of dance, and academies of visual and performing arts.

Grade Level	ELA	Math	Science	Social Studies
TK	California Preschool Learning Foundations	California Preschool Learning Foundations	California Preschool Learning Foundations	California Preschool Learning Foundations
K	Journeys or All About Reading or Rowland Reading Foundation Super Kids	Go Math or Math in Focus	Science Fusion or We Use It Again	History Social Science
1 <sup>st</sup>	Journeys or All About Reading or Rowland Reading Foundation Super Kids	Go Math or Math in Focus	Science Fusion or California Science	History Social Science



2 <sup>nd</sup>	Journeys or All About Reading or	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
3 <sup>rd</sup>	Journeys or All About Reading	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
4 <sup>th</sup>	Journeys or All About Reading	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
5 <sup>th</sup>	Journeys	Go Math or Math in Focus	Science Fusion or California Science	History Social Science
6 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Earth Science	History Social Science or Ancient Civilization
7 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Earth Science or Focus on Life Science	Medieval and Early Modern Times
8 <sup>th</sup>	Collections	Go Math or Math in Focus	Science Fusion or Focus on Physical Science	The American Journey

9 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Earth Science Geology	Glencoe-World Geography and Cultures
10 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Biology	Glencoe- World History Modern Times
11 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Chemistry Glencoe Physics	Glencoe: American Vision: Modern Times
12 <sup>th</sup>	Collections	(Houghton Mifflin)Algebra 1, Geometry, Algebra 2	Glencoe Chemistry Glencoe Physics Glencoe Essentials of Anatomy and Physiology	Glencoe: Economics Principles and Practices; Democracy in Action

### **Educational Program for TK-8 Students**

Connecting Waters Charter School, East Bay will offer a program for TK-8 students to learn independently with parents and with approved tutor vendors. Students will be assessed at intake and assigned to a credentialed teacher who will oversee and with whom the family will meet on at least a monthly basis during the school year. The assigned Credentialed Teacher stays with the family from one year to the next unless there is a request to change or if there is another Credentialed Teacher who lives closer to the family and is therefore more convenient. The family receives information on recommended grade level curriculum and will also have the opportunity to check out materials at the Learning Center Library. The credentialed teacher is allotted funds each semester for each student to purchase non-sectarian curriculum, school supplies and equipment needed for the home school environment. The family has flexibility to choose curriculum that they wish to use to educate their child. In this way, students receive individualized education as created by the parents.

Parents receive guidance and advice from their designated Credentialed Teacher. The Credentialed Teacher monitors the use of funds and all materials are directly mailed to the Credentialed Teacher. In addition, students receive direct instruction through in-person classes in Science, English Language Arts, Social Studies, Math and Physical Education if the family so chooses. CWEB will cooperate with approved vendors to offer classes to homeschooled students. These classes can take place with small groups or with individuals as needed. These classes are often specifically designed for home school students and schedules for home school parents. Student in grades 3 through 8 may be assessed by the Credentialed Teacher each month utilizing AIMSWeb or other progress monitoring tool. Students who achieve grade level and above standard on the assessments do not need to be checked monthly but take a mid-year assessment such as Scantron.

## **A Day in the Life of a TK-8 Student**

A typical day for a TK-8 student may have a similar structure:

- 8am: Student works on morning calendar activities that involve all language domains.
- 8:15am: Student receives direct phonics instruction from parent followed by guided and independent work in core phonics curriculum.
- 8:45am: Student participates in parent selected song, dance, game, or other multi-modal activity that reinforces previously learned phonic skills.
- 9:00am: Break
- 9:10am: Student receives direct mathematics instruction from parent followed by guided and independent work in core curriculum and from supplementary resources.
- 10:30am: Student attends P.E. class at local park offered by an approved vendor.
- 11:15am: Parent reads a selected book that is related to current thematic, science, or social study theme.
- 11:45am: lunch
- 12:15pm: Student receives direct science or social studies instruction from parent followed by guided and independent work in core curriculum and from supplementary resources.
- 1:15pm: Student watches an art lesson from a DVD and completes an art assignment.
- 2:00pm: Writing- Student practices writing utilizing writing curriculum

## **Technology/Enrichment Support for TK-8 Students**

CWEB will provide a Chromebook or computer technology to any student who does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each teacher who has TK-8 students has an allowance that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

CWEB supports student choice and flexibility within their schedule. To that end, we have an approved vendor list (see Appendix G). If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, tutoring, and skill building to online programs, supplemental textbooks or other educational materials.

## **Education Program for High School Students**

High School students will be assessed upon enrollment. As detailed above in the information regarding TK-8 students, families are assigned a Credentialed Teacher (Education Specialist) with whom they will be working. CWEB will offer many options for students to satisfy graduation and college entrance requirements. Our Guidance Department and Credentialed Teachers work with each student individually to help students and families choose the best path for high school and college entrance preparation. Many of our students are college-bound and so need to take rigorous courses that meet a-g requirements. CWEB will offer multiple options: Our in-house course supplements, both general and a-g, are taught via Moodle/Elluminate ([www.illuminate.com](http://www.illuminate.com) and <https://moodle.org>), where students log in to a live classroom

and participate virtually with their teacher and with other students. Assignments are given and received via Moodle. Students often utilize online texts and/or virtual sources. They will also receive hard copy books for some classes. Students may also choose to utilize an outside vendor for their high school courses with: Apex Learning, BYU Independent Study, and UC Scout.

CWEB will be selecting Common Core State Standards curriculum that is already tested and proven successful with independent study students. CWEB will offer Common Core State Standards aligned curriculum to each students upon enrollment. Such curricula include study guides and outlines.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students will come to CWEB with particular needs that may not be addressed in traditional school settings, and CWEB's personalized instruction will be well-aligned with the student's particular needs. For example, students who are engaged in the interactive curriculum, have choice in assignments and have the opportunity to delve deeper into subjects based on their interests. The students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum. CWEB teachers lead students through specific learning tasks so that they can demonstrate mastery of each subject in an authentic application of skills and knowledge.

Science labs for high school students:

In addition to providing labs through the mobile science lab, labs for science students can also be provided at a learning center for local students to attend.

### **Connecting Waters Charter School, East Bay Courses**

Courses including electives and foreign language will be offered to students who enroll in Connecting Waters Charter School, East Bay. Courses include English, health, physical education, computer literacy, life skills, world studies, United States history, economics, civics, mathematics, life science, and physical science. In addition to courses required for graduation, numerous other courses, including a range of foreign language courses and others, will be available through Apex and other options. Every course offered by Connecting Waters Charter School East Bay, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and nationwide standards. Even though each course is available to any 9th through 12th grade student, CWEB will suggest that students take classes in a particular order. The recommended year-by-year class schedule and the detailed course descriptions are attached in Appendix F.

### **High School Courses that CWCS has offered and for which CWEB would seek approval.**

The below courses were approved through CWCS. Upon the opening of CWEB, accreditation and similar course approval will be obtained. All approved courses with textbooks and outlines can be found at: <http://www.connectingwaters.org/ag>

<b>A-G UC/CSU(10 credits/year)</b>	<b>General Courses (not A-G UC/CSU approved) (10 credits/year)</b>
a-g English 12	English 12
a-g Science Fiction lit.	American Lit.

a-g 20th Century Lit.	Classic Lit.
a-g World Lit.	English Lit.
AP English and Composition	Composition 1, 2 and 3
a-g American Government	ESL 1, ESL 2, ESL 3, ESL 4
a-g Economics	Journalism
a-g U.S. History	World Lit.
a-g World History	U.S. Government
a-g Algebra 1, a-g Algebra 2	Economics
a-g Calculus	U.S. History
a-g Geometry	World Studies 1
a-g Integrated Math 1	Algebra 1, Algebra 2
a-g Probability & Statistics	Business Math 1, 2, 3, 4
a-g Pre-calculus/ Trigonometry	Calculus
a-g Anatomy/Physiology	Consumer Math 1
a-g Biology	Geometry
a-g Chemistry	Integrated Math 1, 2, 3
a-g Earth Science	Pre-Algebra
a-g Life Science	Pre-Calculus
a-g Physical Science	Statistics/Probability
a-g Physics	Trigonometry/Pre-Calculus
a-g Spanish 1, 2, 3	Aeronautics 1, 2, 3, 4
a-g French 1, 2, 3	Agricultural Science
a-g ASL 1, 2, 3	Anatomy/Physiology
a-g German 1, 2, 3	Animal Science
a-g Portuguese 1, 2, 3	Astronomy
a-g Dance	Biology 1, 2, 3, 4

a-g Music	Botany
a-g Theater	Chemistry 1,2
a-g Visual Arts	Earth Science
CTE Business and Financial Literacy	Environmental Science
CTE Child Development	General Science
	Horticulture
	Integrated Science 1, 2, 3, 4
	Life Science
	Physical Science
	Physics

**CWEB Mobile Science Lab:** The mobile science laboratory travels to various locations providing hands-on, inquiry based science labs for all interested elementary through high school students, and especially students taking high school a-g science classes in which labs are mandatory. The lab investigations are designed to align with NGSS. The mobile science lab is fully equipped with all the needed science equipment and instruments and meets established safety design criteria. The mobile science lab travels to easily accessible locations, where students meet with the Science teacher and engage in laboratory activities. Locations currently include: Castro Valley, Fremont, Livermore, Lodi, Manteca, San Leandro, and Tracy. More locations will be added according to the needs of future students.

**High School Labs (10 credits/year):**

a-g Chemistry  
a-g Biology  
a-g Physics  
a-g Anatomy/Phys B  
a-g Earth Science Lab

**Middle School Labs**

Science- Grade 8  
Science Explorations – Grade 6  
Science Explorations – Grades 4 & 5

**Life Skills Courses**

**50 credits of Life Skills are required for graduation:**

5 credits Typing or Computer Skills  
20 credits Physical Education  
5 credits Health  
20 credits Life Skills elective to meet school standards  
5 credits required of Education and Career Planning 1A, leaving 15 credits of life skills electives

**Life Skills Electives (5 credits/semester):**

Career Exploration 1, 2, 3, 4  
Community Service 1, 2, 3, 4  
Computer Skills 1, 2, 3, 4  
Consumer Life Skills 1, 2  
Driver Safety & Awareness 1, 2  
Driver's Education Driver's Training  
Education & Career Planning 1A  
Education & Career Planning 1B  
Family Studies 1,2,3,4  
First Aid Health  
Home Economics 1, 2, 3, 4 Internship  
Leadership 1, 2, 3, 4  
Life Choices 1, 2, 3, 4  
Nutrition 1, 2  
Organize for Success  
Personal Finance 1, 2  
PE 1, 2  
Study Skills (CP Only) Typing 1, 2

**Guidance Department Courses:****Education and Career Planning 1A (5 credits)**

This 5 unit Life Skills course is mandatory for all 9th graders. The course allows students to answer: Who am I? What do I want? How do I get there? Students will use self-evaluation tools and will research careers to begin to develop a ten-year plan!

**Education and Career Planning 1B (5 credits)**

This 5 unit Life Skill Course is the second semester of the Education and Career Planning 1A allowing students to continue answering: Who Am I? What do I want? How do I get there? Students will continue to work on their 10 year plan, focusing in on their career interests and what their lifestyle will cost, goal setting, problem solving, and avoiding detours.

Students will expand on the knowledge of college and career exploration they gained from Education and Career Planning.

**Students will learn:****Real World Skills**

- put into practice communication, organization, and problem solving skills
- develop a deeper understanding of job readiness
- practice budgeting for a family
- real world job skills

**Work-Based Learning**

- find and complete a community internship
- develop a deeper understanding of job readiness and job skills

**Personalized Support**

- be coached on finding and completing a community internship
- personalized support and coaching



## **Promote Rigorous Academics**

- attend at least one college tour
- connection to academics and its importance

## **Career Technical Education Program (CTE)**

Today's Career Technical Education is very demanding due to changes in modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges and universities. CWEB will begin by offering 3 CTE Pathways. Students who complete the 2 year course sequence in a CTE Pathway will earn a certificate of completion allowing for more employability and they will be recognized at Graduation with an Award.

### **1. Education, Child Development, and Family Services Pathway**

- a-g CTE Child Development - this is the first course in the two course pathways
- b. a-g CTE Early Childhood Education - this is the second course, or "completer" course. Prerequisite: a-g CTE Child Development.

### **2. Business and Finance Pathway**

- a. a-g CTE Business and Financial Literacy - this is the first course in the two course pathway
- b. a-g CTE Business Financial Literacy Internship 2A - this is the second course, or "completer" course. Prerequisite: a-g CTE Business and Financial Literacy. This pathway is a new pathway in our program. Relationships with possible businesses are in development.

### **3. Health Science and Medical Technology Pathway**

- a. CTE Health Careers - this is the first course in the two course pathway
- b. CTE Health Careers Internship 2A - this is the second course, or "completer" course. Prerequisite: CTE Health Careers. This pathway is a new pathway in our program. Relationships with possible businesses are in development. (MH)

## **Special Interest Electives (5 credits/semester)**

Special Interest Elective Courses could be supplemented online with a teacher or with in-person teachers. These courses are approved by a teacher.

- a-g Advanced Music
- a-g Arabic 1, 2, 3
- a-g ASL 1, 2, 3
- a-g Chinese (Mandarin) 1, 2
- a-g Dance
- a-g European History
- a-g French 1,2,3
- a-g German 1,2,3
- a-g Japanese 1, 2, 3
- a-g Music
- a-g Portuguese 1,2,3
- a-g Spanish 1,2,3
- a-g Theatre
- a-g Vis Arts Accounting 1
- Agricultural Economics 1
- Am Sign Lang 1,2,3,4



- Anthropology 1
- Arabic 1, 2, 3, 4
- Armenian 1, 2, 3, 4
- Art 1, 2
- Art Appreciation 1
- American Sign Lang. 1, 2, 3, 4
- Auto Body 1
- Auto Technology 1, 2, 3, 4
- Business 1, 2, 3, 4
- Business English
- Business Law 1, 2
- CAD 1, 2, 3, 4
- CA ELA Standards 1, 2, 3, 4
- CA History 1
- CA Math Standards 1, 2, 3, 4
- Ceramics 1, 2
- Child Development 1
- Chinese 1, 2, 3, 4
- Comp World Views 1, 2, 3, 4
- Computer Programming 1, 2, 3, 4
- Computer Technician 1
- Law: Constitutional 1
- Construction 1, 2, 3, 4
- Criminal Justice 1
- Dance 1, 2, 3 Dance (standards)
- Dev. Math C,D,E,F,G ,H
- Dev. Reading A,B1,B2,C1,C2D
- Digital Imagery
- Drafting 1, 2, 3, 4
- Drama 1, 2, 3, 4
- Drawing 1, 2, 3, 4
- Electronics 1
- Emergency Preparedness Ethics 1
- Ethnic Studies 1
- Etymology 1
- Exploring Engineering History: European
- Farm/Ag Management 1, 2
- Film 1, 2 Flight/Ground School French 1, 2, 3, 4, 5
- Geography 1
- Geography Basics 1
- German 1, 2, 3, 4
- Global Politics 1
- Graphic Art 1, 2, 3
- Greek 1, 2, 3, 4
- Greek/Roman Literature
- Hebrew 1, 2, 3, 4
- Hindi
- History: Ancient History: Elective History: Holocaust St History: Local History: Medieval History: Middle East
- History: Native American History: Science History: Women Studies

- Home Economics 1, 2, 3, 4
- Horsemanship 1, 2, 3, 4
- Indonesian 1
- Instrumental
- Keyboarding 1, 2, 3, 4
- Internet Studies 1, 2
- Intro to Engineering
- Italian 1, 2, 3, 4
- Japanese 1, 2, 3, 4
- Journalism
- Karate 1, 2
- Karuk 1, 2, 3, 4
- Korean 1
- Latin 1, 2, 3, 4
- Logic 1
- Marketing 1, 2, 3, 4
- Multicultural Studies 1 Music (standards)
- Music Appreciation 1
- Music Instru. 1, 2, 3, 4
- Music Production 1
- Music Theory 1, 2, 3, 4
- Music Vocal 1, 2, 3, 4
- Norwegian 1, 2, 3, 4
- Painting 1, 2
- Philosophy
- Photography 1, 2
- PE 3, 4
- Polish 1, 2
- Portuguese 1, 2
- Psychology 1, 2
- Reading Skills
- Robotics
- Russian 1,2,3,4
- Sculpture 1, 2, 3, 4
- Sociology
- Spanish 1, 2, 3, 4
- Speech/Debate 1, 2 Strand Boost: Decimals Strand Boost: Fractions Strand Boost: Percent Study Skills
- Tagalog
- Theatre (standards)
- Tutoring 1, 2, 3, 4
- Ukrainian 1, 2
- Visual Arts (standards)
- Welding
- Wood Making 1, 2
- World Religion 1
- Yearbook 1

## Sample Schedule for High School Students

Connecting Waters Suggested Schedules for High School Completion

These are suggested guidelines only; the number on the left of each course indicates credits needed.

a-g College Prep Sample Schedule	
9th Grade	
10 - a-g English 9	
10 - a-g Algebra 1 or A-G Geometry	
10 - Physical Education 1	
10 - a-g Earth Science or A-G Biology	
10 -a-g Foreign Language 1	
5 - Health	
<u>5 - Education and Career Planning</u>	
60 Carnegie units with 3 a-g units	

10th Grade	
10 - a-g English 10	
10 - a-g Geometry or A-G Algebra 2	
10 - a-g World History	
10 - a-g Biology or A-G Chemistry	
10 -Physical Education 2	
<u>10 - a-g Foreign Language 2</u>	
60 Carnegie units with 5 A-G units	

11th Grade	
10 - a-g English 11	
10 - a-g U.S. History	
10 - a-g Algebra 2 or A-G Trig/Pre- Calc or A-G Prob & Stats	
10 - a-g Chemistry or A-G Physics	
10 - a-g Visual/Performing Arts	
<u>10 - Typing/Computer Skills</u>	
60 Carnegie units with 5 A-G units	

12th Grade	
10 - a-g English 12	
10 - a-g U.S. Govt./Economics	
10 - Physical Education 2	
10 - 1 Life Skills course*	
10 - Additional a-g course	
10 - 1 a-g Elective or Special Interest	
<u>Course (*work w/ ES to choose appropriate course)</u>	
60 Carnegie units with 2 a-g units	

### **Course Transferability**

CWEB will apply for WASC accreditation by spring 2018, which will trigger an initial one-day visit and initial accreditation in the spring of 2018. By the June of 2018, CWEB will have the UC/CSU system review designated courses to assure that they meet the a-g requirements. Connecting Waters Charter School has previously secured UC approval for Apex high school courses. CWEB will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

### **College Entrance Requirements**

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the a-g UC/CSU approved course list that will be included in the handbook, a statement regarding the eligibility of courses to meet college entrance requirements will be included. Both the a-g list and eligibility of classes will be updated on an annual basis.

The table below displays Connecting Waters Charter School's high school grade level courses approved for a-g UC/CSU application. Upon the approval of CWEB and completing the WASC process classes will be approved for CWEB:

a-g UC/CSU
a-g English 9
a-g English 10
a-g English 11
a-g English 12
a-g Science Fiction lit.
a-g 20th Century Lit.
a-g World Lit.
AP English and Composition
a-g American Government
a-g Economics
a-g U.S. History
a-g World History
a-g Algebra 1, a-g Algebra 2
a-g Calculus

a-g Geometry
a-g Integrated Math 1
Pa-g Probability & Statistics
a-g Pre-calculus/Trigonometry
a-g Anatomy/Physiology
a-g Biology
a-g Chemistry
a-g Earth Science
a-g Life Science
a-g Physical Science
a-g Physics
a-g Spanish 1, 2, 3
a-g French 1, 2, 3
a-g ASL 1, 2, 3
a-g German 1, 2, 3
a-g Portuguese 1, 2, 3
a-g Dance
a-g Music
a-g Theater
a-g Visual Arts
a-g CTE Business and Financial Literacy
a-g CTE Child Development

A high school diploma will be awarded to all students who meet the CWEB's graduation requirements:

### **Graduation Requirements (210 credits)**

Reading/Writing

30 units of Reading/Writing

#### Life Skills

50 credits total including 5 credits Typing/Computer, 20 credits PE, 5 credits Health, 5 credits Education/Career Planning, 15 credits Life Skills Elective

History

25 credits of History including 10 credits of World History, 10 credits of U.S. History and 5 credits of Economics

Political Process

5 credits U.S. Government

Mathematics

20 credits of Mathematics including 10 credits Algebra 1, 10 credits of Mathematics elective

Science

20 credits of Science including 10 credits Physical Science elective, 10 credits of Life Science elective

Special Interests

60 credits of elective including 10 credits Visual Performing Arts or Foreign qualified Career Technical Education and 50 credits college prep, academic electives

**Response to Instruction Courses**

- Developmental Math Level C, 4 - 5
- Developmental Math Level C, 6 - 8
- Developmental Math Level C, 9 - 12
- Developmental Math Level D, 5
- Developmental Math Level D, 6 - 8
- Developmental Math Level D, 9 - 12
- Developmental Math Level E, 6 - 8
- Developmental Math Level E, 9 - 12
- Developmental Math Level F, 7 - 8
- Developmental Math Level F, 9 - 12
- Developmental Math Level G, 8
- Developmental Math Level G, 9 - 12
- Developmental Reading Decoding A, 3 - 5
- Developmental Reading Decoding A, 6 - 8
- Developmental Reading Decoding A, 9 - 12
- Developmental Reading Decoding B1, 3 - 5
- Developmental Reading Decoding B1, 6 - 8
- Developmental Reading Decoding B1, 9 - 12
- Developmental Reading Decoding B2, 3 - 5
- Developmental Reading Decoding B2, 6 - 8
- Developmental Reading Decoding B2, 9 - 12
- Developmental Reading Decoding C1, 3 - 5
- Developmental Reading Decoding C1, 6 - 8
- Developmental Reading Decoding C1, 9 - 12
- Developmental Reading Decoding C1, 3 - 5
- Developmental Reading Decoding C1, 6 - 8
- Developmental Reading Decoding C1, 9 - 12

- Developmental Reading Decoding C2, 3 - 5
- Developmental Reading Decoding C2, 6 - 8
- Developmental Reading Decoding C2, 9 - 12
- Developmental Reading Decoding C2, 3 - 5
- Developmental Reading Decoding C2, 6 - 8
- Developmental Reading Decoding C2, 9 - 12
- Developmental Reading Comprehension Level C, 4 - 5
- Developmental Reading Comprehension Level C, 6 - 8
- Developmental Reading Comprehension Level C, 9 - 12

### **A Day in the Life of a High School Student**

A typical day for a high school student may have a similar structure, although many high schoolers also complete courses at the community college via concurrent enrollment:

- 7:30am: Breakfast with family
- 8am: Student participates in a-g Algebra 1 online math class via Moodle.
- 9am: Student works problems in math curriculum. Parent grades completed assignments using solutions key.
- 10am: Student works on reading and writing assignments for upcoming a-g 20th Century Literature online class via Moodle.
- 11am: Student works on reading textbook, and completing lab reports in preparation for Wednesday's a-g Biology lab.
- 12-1pm: Yoga or Hiking (Physical Education)
- 1-1:30pm: Lunch with family
- 1:30pm: Student participates in a-g 20th Century Literature via Moodle.
- 3pm: Student attends studio art class via approved vendor for a-g Visual Art course requirement.
- 5pm: Dinner with family
- 6-8pm: Student attends theatre rehearsal for a musical theatre production via approved vendor as part of the portfolio review a-g Theater course requirement with oversight by credentialed Teacher.

### **Technology/Enrichment Support for High School Students**

CWEB will provide a Chromebook to any student who does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each teacher who has a high school student has an allowance that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

CWEB supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, visual arts, tutoring, and skill-building to online programs, supplemental textbooks or other educational materials.

### **Personalized Guidance Counseling**

The mission of CWEB's Guidance Department is to provide students, parents and Credentialed Teachers with the tools and resources needed to ensure student success

and to prepare students to be College and Career Ready upon graduation from high school.

CWEB will provide individualized Guidance Counseling for all High School students and 8th graders. Throughout the school year, the Guidance Department offers seminars and open Question and Answer Forums for students and parents. The Guidance Department helps students in the areas of college entrance preparation (planning both for UC a-g courses and general community college entrance courses), Federal Student Loan applications, Career Planning, Military Entrance Preparation, Scholarships and Distance Learning options.

All students are academically supported by teachers to the extent needed by the student to succeed.

### **Attendance Guidelines**

Connecting Waters Charter School, East Bay will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. Currently, 175 days are the minimum number of instructional days that will be offered.

### **Independent Study Legal Compliance**

CWEB will provide nonclassroom-based instruction as defined in Education Code Section 47612.5(e). Accordingly, it will comply with all applicable independent study laws and will operate pursuant to an adopted independent study Board policy, maintain a master agreement for each student, and file for a funding determination as a condition of funding Attached as Appendix A, please find a copy of CWCS Independent Study Policy that can be adopted for CWEB once approved.

### **Flexible Scheduling**

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than what typically occurs in the traditional classroom setting due to the nature of independent study or non-classroom based learning.

CWEB has a partnership of educators that support our students: The Education Specialist, the parent, and the teachers who oversees and grades high school courses. The teachers may support our students through weekly online meetings. CWEB is an Independent Study school that supports students through a variety of instructional methodologies; for some student groups online learning guided by the teacher is blended with the support from the parent and the ES.

### **Program Structure**

When enrolling in the charter school's program, students will meet with the teacher to determine their educational program and personal educational goals.

Monthly conferences, as required in each student's Master Agreement, will be scheduled between the student, parent or partner liaison, and Credentialed Teacher. CWEB will monitor student work completion and progress toward proficiency through a



variety of means. Students will submit work and assessments each month or as requested by the teacher. In addition to reviewing student progress and formative assessments on an ongoing basis, teachers will review student work in front of the parent or partner liaison and student meetings. The Credentialed Teacher keeps the family informed and involved in both their student's education and in school news. School and state Testing and assessment information is also provided on a regular basis.

CWEB teachers will meet with parents to help plan the semester. Mid-year students will take a Scantron or a school approved performance assessment aligned to Common Core State Standards, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subjects. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs helps students to progress quickly.

The program can be personalized for each student to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons.

Teachers can provide instruction either in person or online through Blackboard Collaborate (Moodle/Elluminate) or a similar online platform, a powerful tool both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including CWEB learning center, libraries, and the student's place of residence.

### **Research-based Instructional Strategies**

John Holt, educator and author had a simple philosophy: "... the human animal is a learning animal; we like to learn; we are good at it; we don't need to be shown how or made to do it.

Our parents and credentialed teachers can embrace and utilize effective research-based instructional methods. However, as a home-based, independent study program, our school is highly likely to lead to high academic achievement due in part to pedagogical approaches other than those typically used in institutional schools. These strategies are effective for all student populations, including general education, English learners, special education, and at-risk students:

- Customized or personalized curriculum and learning environment for each learner. Howard Gardner with his Multiple Intelligences seeks to reach all students through a variety of multisensory and multimodal learning experiences. Through this approach toward individualized education, we have realized that each child learns differently and requires his or her own personalized learning theory (Smith, 2002).
- Continuity of instruction throughout the year with online academic supportive programming over the summer to allow more opportunities for depth, mastery, and meaningful learning connections. Continuous learning offers opportunities for a student to reinforce concepts and create deeper understanding of a subject. In fact, informal continuous learning creates relevant connections of knowledge within the individual, through a fuzzy and non-linear format. In an informal

learning environment, nothing seems to happen on the surface; there is no timetable or curriculum of sequential learning—the learning is done web-like—making significant connections in the individual child's brain (Thomas, 2002).

- Enhanced, long term family and school relationships between children and parents, among siblings, and between credentialed teachers and families. Having a continual “looping” structure “allows educators to develop rich relationships with students and their families, create trusting and caring classroom environments, and help kids overcome both academic and developmental obstacles.”
- Regular engagement in social and educational activities outside student homes and with people other than their nuclear-family members. They are commonly involved in activities such as field trips, scouting, 4-H, political drives, youth groups, sports teams, community volunteer work, etc. These are typically school sponsored events. In Macklin’s article *Theory Into Practice* (2003), Jonassen addresses useful instructional design that involves real-life application of learning using “the various learning styles, life experiences, skill levels, and individual needs of learners within the framework of their community” (p.494). In agreement, *Accelerated Learning for the 21st Century* (Rose & Nicholl, 1998) quotes Elbert Hubbard saying, “A school should not be a preparation for life. A school should be life” (p.264) and suggests that current business principles, apprenticeships and mentorships should play a large part in schooling.
- Provision of guided and reasoned social interactions, in a safer environment, with peers and adults via face-to-face and/or online classes and programs. Homeschoolers learn in an atmosphere that is free from the teasing, taunting and bullying that can leave children with lifelong scars. Children who are homeschooled have time to mature emotionally, physically and academically without having to worry about facing ridicule and negative peer pressure from friends.

Thirty-three years of studying the homeschool movement has led Dr. Brian D. Ray of the National Home Education Research Institute, to identify the diverse demographics of homeschoolers, multiple reasons and motivations for home educating, and trends toward outstanding academic performance. According to Dr. Ray’s current research on the academic performance of homeschoolers,

- The home-educated typically score 15 to 30 percentile points above public-school students on standardized academic achievement tests. (The public school average is the 50th percentile; scores range from 1 to 99.) A 2015 study found Black homeschool students to be scoring 23 to 42 percentile points above Black public school students (Ray, 2015).
- Homeschool students score above average on achievement tests regardless of their parents’ level of formal education or their family’s household income.
- Whether homeschool parents were ever certified teachers is not related to their children’s academic achievement.
- Degree of state control and regulation of homeschooling is not related to academic achievement.
- Home-educated students typically score above average on the SAT and ACT tests that colleges consider for admissions.
- Homeschool students are increasingly being actively recruited by colleges.

At CWEB, our independent study model applies research-based instructional strategies in a home-based environment that will prepare students to be mature, successful, resilient, resourceful, and intelligent--ready to thrive in this world!

### **Professional Development**

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program before school begins to train teachers on the independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Monthly Credentialed Teacher Meetings with Advisors and Area Facilitators
- Bi-annual All Staff Meetings
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent and student surveys, staff surveys and formal staff discussions on recommended modifications to the educational program.

### **Special Populations**

#### **Plan for Students Who Are Academically Low-Achieving**

Students who are academically low-achieving will be identified by CWEB teachers through ongoing progress reports, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. Students will be assessed during enrollment and monthly. Student progress as assessed by the teacher will be shared with the parents to identify if further interventions are needed. CWEB will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom as well as in person. Teachers and parents/guardians have opportunities to follow the student's interests and connect their previous knowledge to new concepts and learn through a variety of modalities with strategies that meet their needs.

To directly support low-achieving students, CWEB believes that the credentialed teacher, parent, and student must collaborate to design the optimal personalized learning plan. All students will be assessed upon admission to CWEB. The teachers are trained to use the various resources available on the CWEB curriculum website, as well as other Internet resources to help with developing individual learning plans. With the co-creation (credentialed teacher, parent, and student) of the student's personalized learning plan, which includes the initial assessment and the student's learning style inventory and interests; the success rate for the low achiever will be greatly enhanced. CWEB believes that both the confidence and the motivation to learn begins by meeting the student at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage her or his full potential. Students will be re-assessed monthly by the credentialed teachers to document progress or to make necessary changes to the student's personalized education plan.

Students can move at their own pace with a combination of lessons from standards-aligned texts and independent study, and guided online learning programs. Students take needed time to acquire the skills necessary for academic success.

CWEB will provide students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, CWEB will ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading or math competency, then the team would reassemble and devise a revised plan.

CWEB will utilize a Personalized Learning Team ("PLT") process to develop a plan to address low-achieving students individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A PLT uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The PLT clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A PLT is a general education function. All students can benefit from a PLT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to PLT for consideration. Anyone who is connected with that student can be included in the PLT to provide information to share about the student's strengths, as well as concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessments and collaboration, CWEB may implement the following strategies:

- Modify and reduce lessons as assigned by the student's ILP.
- Provide remedial instruction.
- Provide one-on-one and small group support.

If the problem continues after implementation of a PLT plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the PLT. There are follow up PLT meetings to assessed the student progress. Data is collected from the teacher assigned to the students along with the PLT Coordinator.

#### **Plan for Students Who are Academically High Achieving**

The individual learning plan of high-achieving students will be adapted for their individual needs and allow for them to be accelerated and/or be more highly challenged in their studies. CWEB will offer a-g courses that will allow its students to have access to California's UC and CSU systems. CWEB's Guidance Department will offer opportunities for all of our students to apply for a number of different scholarships for which they qualify.

CWEB teachers and parents/guardians identify students performing above grade-level by engaging in an ongoing observation and evaluation of the student's coursework and course tests, placement tests, performance tests, and standardized tests. The supervising teacher and parent may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. Above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We encourage students to experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their learning style, interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

### **Plan for English Learners**

CWEB will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CWEB will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

CWEB believes that all EL students who are not proficient in the English language need every opportunity to be able to become proficient. We train our Education Specialists to test these students to discover their areas of strengths and weakness, and we will train the Education Specialists in selecting appropriate curriculum to help EL students achieve success in their educational process. State approved English Language Development Curriculum will be used in addition to the English Language Arts Curriculum for TK-8 and High School students. The following resources will be available and can be used as regular supplemental pieces to the EL students' program: English Language Arts classes, English Language Development Support classes, history support courses, math support courses, writing support courses, Intensive classes: we encourage participation in vendor provided enrichment classes as further opportunities for practicing English Language skills.

### **Home Language Survey**

CWEB will administer the home language survey upon a student's initial enrollment into CWEB.

### **CELDT/ELPAC Testing**

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test/English Language Proficiency Assessment for California ("CELDT"/"ELPAC") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-



designated as fluent English proficient. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CWEB will notify all parents/guardians of its responsibility for ~~CELDT~~/ELPAC testing and of ~~CELDT~~/ELPAC results within thirty days of receiving results from publisher. Parents will also be notified of their rights and be encouraged to participate in the reclassification process.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ~~CELDT~~/ELPAC.
- Participation of the pupil's 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 in 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.

### **English Learner Instructional Strategies and Curriculum**

Required courses available for English Learners include an option for students to take classes online or in-person. The individual support CWEB will offer students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development courses from certified teachers. This assistance will include academic support in vocabulary development and comprehension either within or outside of the student's core courses. Assistance may also include working with the core course instructor(s) to ensure that the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around Specially Designed Academic Instruction for English ("SDAIE") strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one-on-one virtual instruction.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

### **Monitoring and Evaluation of Program Effectiveness**

If there are more than 21 EL students, the school will have an English Language Advisory Committee ("ELAC"). The English Learner Coordinator, Assessment Coordinator, and Executive Director —or designee will evaluate the program effectiveness for English Learners in CWEB with the following guidelines:

- Adhering to CWEB-will adopt academic benchmarks by language proficiency level and years in program to determine ~~adequate~~ adequate yearly annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.
- Ongoing evaluation
- Assurance of effectiveness by having ongoing ELAC meetings

## Plan for Serving Students with Disabilities

### Overview

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

The Charter School ~~will be its own~~ is an independent local educational agency ("LEA") ~~and will apply directly for membership of the El Dorado County Charter ship in a~~ Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). ~~The Charter School will consider membership in the El Dorado County Charter SELPA.~~

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the County, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School will provide the County evidence of membership. As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

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 may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

### Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by



the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including tutors, must have a copy of each 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 shall 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 maintaining the confidentiality of pupil records.

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

#### **Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California

Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. 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. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

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

### **Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students 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 assessment 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.

### **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.

### **IEP Meetings**

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. 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: the Principal and/or the Charter School 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 are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and

behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the 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 at least as frequently as report cards are provided for the Charter School's non-special education students. 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.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### **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.

### **Non-discrimination**

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

The Charter School shall adopt policies for responding to 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 parent/guardian concern or complaint.

### **Due Process Hearings**

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

### **SELPA Representation**

The Charter School understands that it shall represent itself at all SELPA meetings.

### **Funding**

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

### **Annual Goals and Actions for State Priorities**

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **Local Control and Accountability Plan (LCAP)**

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to ACOE and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT**

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the

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

Governing Law: 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. --California Education Code Section 47605(b)(5)(C)

### **Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including the Charter School's anticipated numerically significant subgroups, Hispanic or Latino, Filipino, African American, White non-Hispanic. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

<b>Goal 1: Increase percent of students who are on-track to graduate college and career ready</b>				
<b>LCAP Action Item</b>	<b>State Priority</b>	<b>Measurement Outcomes / Means to Assess Goal Progress</b>	<b>Method to Assess</b>	<b>Person(s) Responsible</b>
<b>1.1 CC Curriculum:</b> Provide core and supplemental standards-aligned instructional materials with embedded assessments to ensure a quality standards implementation	<p>1: Basic Services <b>(Access to standards aligned curriculum)</b></p> <p>2: Implementation of State Standards <b>(stat adopted curriculum address framework and standards and include assessments and rigorous instruction)</b></p> <p>4: Student Achievement <b>(Curricula and</b></p>	<p><b>Means to Assess Progress in LCAP Goal # 1:</b></p> <p>Increase percentage of students graduating from high school with UC (a-g) transcript by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Increase the percentage of students who meet or exceed the standards by at least 1% over previous year. (Baseline will be</p>	<ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• a-g Completion Rates</li> <li>• CAASPP</li> <li>• Suspension and Expulsion Rates</li> <li>• CTE Completers Rates</li> </ul>	Curriculum & Assessment Director; Department Chairs; Course Instructors; ESs; Parents



	<b>instructional materials aligned to framework which provide outlines of the components in each subject area)</b>	<p>established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Increase the percentage of students who graduate from CWEB (4year cohort) by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Dropout rates, suspension and expulsion rates will remain under 10%. (Baseline will be established within the first year to evaluate if lower percentage is needed, but goal is always continuous student growth.)</p> <p>Maintain quality training / Professional Development programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 4 per year.</p> <p>Increase the number of students completing Career Technical Education (CTE) pathways by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p><i>Other Measurable Outcomes:</i> Priority 1:</p> <ul style="list-style-type: none"> <li>Teachers appropriately assigned and fully credentialed: CWEB teachers are 100% appropriately assigned and fully credentialed according to all state and federal credentialing requirements</li> </ul>	<ul style="list-style-type: none"> <li>CTE Concentrator Rates</li> <li>Parent Training Sign-In Sheets</li> <li>Educator Professional Development Attendance Records</li> <li>Teacher Credentialing Records</li> <li>Personalized Learning Improvement Plans</li> <li>RFEP Rates</li> <li>Student Attendance Records</li> <li>Course Enrollment Records</li> </ul>	
<b>1.2 a-g/AP Classes:</b> Provide online courses to broaden students' access to quality courses; Increase a-g /AP and K-8 rigorous course offerings; Instructor Fees for Online courses	<p>1: Basic Services <b>(students enrolled in course have access to standards aligned curriculum; all teachers are appropriately assigned)</b></p> <p>2: Implementation of State Standards <b>(courses address framework and standards and include assessments and rigorous instruction)</b></p> <p>4: Student Achievement <b>(increases 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 that align with state board-approved frameworks; increases percentage of pupils who will pass an advanced placement examination with a score of 3 or higher. )</b></p>			Curriculum & Assessment Director; Department Chairs; Course Instructors; ESs; Parents

	<p>5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>7: Course Access <b>(implements broad course of study that includes all of the subject areas)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>	<p>and as required by CA Independent Study Law.</p> <ul style="list-style-type: none"> <li>Every pupil has sufficient access to the standards-aligned instructional material: CWEB is a personalized learning school. Every student has a Personalized Learning Improvement Plan (PLIP) whereby they received all standards-aligned instructional material designed to meet their needs.</li> <li>Facilities are maintained in good repair: CWEB is not a site-based school.</li> </ul> <p>Priority 4:</p> <ul style="list-style-type: none"> <li><del>API: California state has currently suspended API for public schools.</del></li> <li><u>Progress will be assessed using CA Dashboard indicators; Data is expected to be released in September.</u></li> </ul> <ul style="list-style-type: none"> <li>RFEP Rate: Increase the percentage of EL students reclassified Fluent English Proficient each year.</li> </ul> <p>Priority 5:</p> <ul style="list-style-type: none"> <li>Attendance rates</li> <li>Chronic absenteeism rates</li> </ul> <p>CWEB complies with EC Section 47612.5, 5 CCR 11960, and all other applicable laws for attendance rates tracking each student's daily engagement in educational activities for each day school is in session. Since student attendance is not based on "seat time", attendance rates remain high and chronic absenteeism is not an area of concern at CWEB.</p> <p>Priority 7:</p> <ul style="list-style-type: none"> <li>Access to and enrolled</li> </ul>		
<p><b>1.3 Professional Development:</b> Provide professional learning development to ESs to increase access to a-g courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students. Professional Development (VPSS, In-House Training on Elluminate, CTE credentialing...)</p>	<p>1: Basic Services <b>(ensures appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards <b>(allows educators to explore how their teaching and management strategies help students learn and thrive)</b></p> <p>4: Student Achievement <b>(Instruction is more likely to be effective when</b></p>		Advisors; Executive Cabinet	

	<b>teachers can draw from a broad repertoire of instructional strategies to address students' multiple learning styles)</b>	in a broad course of study K-12: All CWEB students are enrolled in a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.		
<b>1.4 Parent Training:</b> Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.  Parent Training: fees for facilities rental to hold trainings at various local locations, staff stipends for developing training workshops, consultant fees (if needed for outside consultants / expert such as vendor trainings, specialist, etc), materials (copy fees, handouts, etc)	<b>3: Parental Involvement (Promotes parent input in educational decision making for their students)</b>	• CWEB students are offered coursework that exceeds what is required for graduation (210 units). • All students are given the required courses for graduation and may select to take more than the required coursework for graduation. • All students have access to the a-g entrance requirements for entrance to college.		Curriculum & Assessment Director; Parent Support; Specialists; ESs
<b>1.5 CTE Program Development:</b> CTE Program Development: Develop a strong CTE program as an alternative or dual pathway to a-g to support student career readiness. CTE Program Development (CTE Coordinator, Instructor Training/Credentialing, Curriculum, other instructional services/materials)	<b>1: Basic Services (provides 21st-century learning opportunities to students)</b>  <b>2: Implementation of State Standards (Assessments, Curriculum, Instruction)</b>  <b>4: Student Achievement (increase percentage of pupils who have successfully completed courses that satisfy the requirements career technical education sequences or programs of study that align with state board-</b>	• CWEB offers over 30 a-g College Prep courses. Additionally, students may use approved vendors to complete additional a-g approved courses. • CWEB offers over 295 general courses in the areas of ELA, math, science, social studies, life skills, special interest, music, foreign language, and arts. Additionally, students may use approved vendors to complete additional elective courses. • CWEB offers 2 sections of Advanced Placement courses. Additionally, students may use approved vendors to complete additional AP courses, giving them access to potentially any AP approved course available. • CWEB offers 3 Career		Guidance Department



	<p><b>approved career technical education standards and frameworks)</b></p> <p>5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>7: Course Access <b>(implements broad course of study that includes all of the subject areas)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>	<p>and Technical Education Learning / College Prep Pathways.</p> <ul style="list-style-type: none"> <li>• All students are given the opportunity to complete courses at their local Junior College when available.</li> </ul>		
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<p><b>1.6 NGSS Program Development:</b>  NGSS Program Development: Transition and implement NGSS and develop accessible "wet" science labs in outlying counties for student use.</p> <p>NGSS Program Development (Science Specialist, NGSS Coordinator, Instructor Training/Credentialing, Curriculum, other instructional services/materials needed for onsite "wet" labs to reach students in outlying counties)</p>	<p>1: Basic Services  <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards  <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement  <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b></p> <p>5: Student Engagement  <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate  <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>7: Course Access  <b>(implements broad course of study that</b></p>			<p>Science Specialist;  Science Department Chair; Curriculum &amp; Assessment Director;  Guidance</p>
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	<p><b>includes all of the subject areas)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>			
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<b>Goal 2: Close the achievement gap in the low performing students in English and Math.</b>				
<b>LCAP Action Item</b>	<b>State Priority</b>	<b>Measurement Outcomes / Means to Assess Goal Progress</b>	<b>Method to Assess</b>	<b>Person(s) Responsible</b>
<p><b>2.2 Progress Monitoring:</b> Maintain a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going Response to Instruction Program to monitor all students. Comprehensive Support Tools AIMSweb; Developmental Reading and Math Placement Evaluations; Other</p>	<p>1: Basic Services <b>(Access to standards aligned curriculum)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement <b>(assessments help identify</b></p>	<p><b>Means to Assess Progress in LCAP Goal # 2:</b></p> <p>Increase the percentage of proficient LI students by at least 1% over previous year in ELA and Math. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Decrease percentage of students needing Tier 3</p>	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• WRAT</li> <li>• AIMSweb Checks</li> <li>• Scantron</li> <li>• <del>CELDT</del></li> <li>• <del>ELPAC</del></li> <li>• Measuring</li> </ul>	<p>ESs; Program Monitor</p>

Embedded Diagnostic Assessments	<p><b>students who need additional support to increase achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b></p> <p>8: Student Performance <b>(Additional local assessments ensure timely identification of students in need of academic support)</b></p>	<p>supports by at least 1% from previous year in Math and Reading. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Increase 11th Grade EAP percentage of students showing college readiness in ELA and Math by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)</p> <p>Outcomes and actions support achievement in: Priority 1 (appropriate teacher assignments; sufficient instructional materials); Priority 2 (implementation of academic and performance standards including CCSS and ELD standards); Priority 3 (Parent Involvement); Priority 7 &amp; 8 (Access to broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs).</p>	<p>Up Diagnostic Performance Test (DPT)</p> <ul style="list-style-type: none"> <li>EAP</li> </ul>	
<p><b>2.3 Tier 3 Curriculum/Instruction:</b> Provide Intensive Support Supplemental Curriculum to students needing Tier 3 supports. Intensive Support Curriculum &amp; Instruction (Interventions)</p>	<p>1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early</b></p>			<p>Curriculum &amp; Assessment Director; ESs; Program Monitor; Parents; Advisors; Instructors; Tutors</p>

	<p><b>Assessment Program)</b></p> <p>5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</b></p> <p>6: School Climate <b>(supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</b></p> <p>8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b></p>			
<p><b>2.4 Rtl Monitor:</b> Maintain an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in Tier 3 programs. Intensive Program Monitor Stipend</p>	<p>1: Basic Services <b>(Helps support success to standards aligned curriculum)</b></p> <p>2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b></p> <p>3: Parental Involvement</p> <p>4: Student Achievement <b>(Program Monitor is an additional tool to help identify students who need support to increase</b></p>			Program Monitor

	achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)			
<b>2.5-2.6 High School Intensive:</b> Provide on-going support for students at risk of not showing college readiness on EAP assessment through use of diagnostic performance testing (DPT), High School Intensive Support Curriculum, Tutoring services and/or small group instructional courses. Additional Instructional Services using Base Funding	1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b>  2: Implementation of State Standards <b>(Assessments, Curriculum, Instruction)</b>  4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</b>  5: Student Engagement <b>(supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and</b>			Curriculum & Assessment Director; ESs; Parents; Instructors; Tutors

	<p>dropout rates)</p> <p>6: School Climate (supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>			
<p><b>2.7 Additional Instructional Support for SPED Students:</b> Additional Instructional Support for Special Needs/Education (SPED) students to provide SPED students who need additional materials, specialist services or instructional support not covered by base instructional funding or SPED funding.</p>	<p>1: Basic Services (Access to standards aligned curriculum; appropriate teacher assignment)</p> <p>2: Implementation of State Standards (courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</p> <p>4: Student Achievement</p>			<p>ESs; Advisors; Parents</p>

	<p>(additional support for sped students will increase achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils determined prepared for college by the Early Assessment Program)</p> <p>5: Student Engagement (supports pupil motivation and healthy school culture to increase attendance rates and decrease absenteeism rates and dropout rates)</p> <p>6: School Climate (supports pupil motivation and healthy school culture to decrease suspension and expulsion rates)</p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>			
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<b>2.8 Increase Student Communication Skills:</b> To help close the achievement gap and ensure students are career and college ready, students need opportunities to increase writing, speaking, listening, presenting, and collaboration skills. Hire and maintain a teacher each year to facilitate a communication skills class for various grade levels.	7: Course Access <b>(provides 21st-century learning opportunities to students)</b>  8: Student Performance <b>(Ensures equity in education as a necessary component in narrowing the achievement gap)</b>			Guidance Department
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<b>Goal 3: Increase the percentage of English Learner (EL) students who achieve proficiency in English Language Arts and Math.</b>				
LCAP Action Item	State Priority	Measurement Outcomes / Means to Assess Goal Progress	Method to Assess	Person(s) Responsible
<b>3.1-3.3 EL Curriculum and Supports:</b> EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; English Language Development (ELD), and Core Curriculum aligned to state and ELD standards. All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core State Standards curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing	1: Basic Services <b>(Access to standards aligned curriculum; appropriate teacher assignment)</b>  2: Implementation of State Standards <b>(Programs and services will enable English learners to access the common core academic content standards adopted)</b>  4: Student Achievement <b>(courses support achievement on standardized tests, increase share of pupils who are college and career ready, and increase pupils</b>	<b>Means to Assess Progress in LCAP Goal # 3:</b>  Increase the percentage of ELs in the 5+ year cohort (long-term EL) attaining the English Proficient Level on the <b>CELDT-ELPAC</b> by at least 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Increase the percentage of English Learner students who meet or exceed standards by 1% over previous year. (Baseline will be established within the first year to evaluate if higher percentage is needed, but goal is always continuous student growth.)  Outcomes and actions support achievement in: Priority 1 (appropriate	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• WRAT</li> <li>• AIMSweb Checks</li> <li>• Scantron</li> <li>• <b>CELDT-ELPAC</b></li> <li>• Measuring Up Diagnostic Performance Test (DPT)</li> <li>• Writing Benchmarks</li> </ul>	Title III Coordinator; Curriculum & Assessment Director; ESs; Advisors; Instructors

<p>SDAIE strategies; conversation logs and small group instruction.</p> <p>Ensure all English Learner (EL), Low Income (LI) &amp; Foster Youth (FY) students have equal access to Common Core State Standards curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p> <p>Students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.</p> <p>(Additional Support Curriculum) 0000: Unrestricted</p> <p>All ESs and parents of EL, LI &amp; FY students will be provided equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available). Laptops, Tablets, Chromebooks for EL, LI &amp; FY Students</p> <p>(Technology/ Hardware) 0000: Unrestricted</p> <p>All ESs and parents of EL, LI &amp; FY students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student</p>	<p><b>determined prepared for college by the Early Assessment Program and help increase the English learner reclassification rate)</b></p> <p>7: Course Access (helps ensure students can access a broad course of study that includes all of the subject areas)</p> <p>8: Student Performance (Ensures equity in education as a necessary component in narrowing the achievement gap)</p>	<p>teacher assignments; sufficient instructional materials); Priority 2 (implementation of academic and performance standards including CCSS and ELD standards); Priority 4 (pupil achievement); Priority 7 &amp; 8 (Access to broad course of study, especially programs and services developed for and provided to economically disadvantaged students, English Learners, Foster Youth and individuals with exceptional needs).</p>		
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<p>progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, or not qualified to instruct, additional instructional supports will be made available for students (i.e.: small group instruction with a well qualified, credentialed Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).</p> <p>(Tutoring / Instruction Fees)</p>				
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Using the data analysis techniques discussed below, CWEB will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

### Methods of Assessment

Through the effective use of varied assessments, students will demonstrate their depth of knowledge and subsequent progression of skills as they move successfully through our school system. All students will be assessed by Credentialed Teachers using the following: Systematic evaluation of progress and completed coursework (quality and quantity), WRAT (TK-2), AIMSweb probes and Scantron Performance Assessments (qualifying students grades 3-12) or similar assessments, and CAASPP/Smarter Balanced or state assessments. Additionally, in accordance with state law, **CELDT**/ELPAC is administered to those qualifying students. Credentialed Teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians, will have the first responsibility for measuring and monitoring student progress and performance.

The following assessments are utilized by CWEB:

- **Pre-tests** will be administered as a student's baseline knowledge or preparedness for an educational experience or course of study. These include WRAT, Scantron, and/or AIMSweb or similar assessments.
- **AIMSweb** assessments may be administered monthly to qualifying students, as a monitoring tool to guide instruction. **AIMSweb** will also be administered as an end of year **Post-test**.
- **Scantron Performance Assessment** will be administered mid-year to track student progress and grade level proficiency.

- **CAASPP/Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by TK-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system including summative and interim assessments and formative resources for teachers--will provide accurate and consistent information about student progress toward college and career readiness.
- **California Science Tests CSTs (or CAST)s** will be administered as required by the state.
- **Physical Fitness Test** will be administered in accordance with state law.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work, projects, and special assignments. The chapter test, final exam, and final draft of a writing project are all examples of summative assessments.
- **CELDT/ELPAC** will be administered in accordance with state law.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all high school students wishing to obtain a CWEB diploma. Measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented. Every student (TK-12) is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course.

Annually, CWEB will develop and distribute to ACOE and to school stakeholders a School Accountability Report Card.

## **Use and Reporting of Data**

### **Report of Individual Student Progress**

Parents/guardians, students, and the Credentialed Teacher will routinely collaborate in reviewing student progress through regularly scheduled meetings. Individualized student evaluation data will be utilized by the Credentialed Teacher in tailoring the student's education program. This data will be documented and updated monthly in the school database, as well as communicated to parents and students. Progress reports and report cards are routinely provided to parents. Parents may access the Parent Portal to retrieve such data. School administrators will receive student progress data from the Credentialed Teachers and this data will be reviewed monthly and on an ongoing basis. Each semester, credentialed Teachers assemble student portfolios, which are designed to highlight a student's progression of skills throughout the school year. These portfolios are exchanged with other Credentialed Teachers for the purpose of peer-evaluation of the quality of student progress. Portfolios are then submitted to administration for further reporting of student progress.

### **Use of Achievement Data to Improve CWEB Programs**

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using AIMSweb and Scantron. Additionally, CAASPP will provide annual reports and data within the assessments in each subject area. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve CWEB's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

CWEB also will survey parents/guardians on an annual basis to obtain valuable program feedback to be used in making program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

#### **ELEMENT FOUR: GOVERNANCE STRUCTURE**

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

##### **Non-Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and CWEB will be operated by Connecting Waters Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

CWEB will operate autonomously from ACOE, with the exception of the supervisory oversight as required by statute, and other contracted services as may be negotiated between ACOE, and CWEB. Pursuant to California Education Code Section 47604(c), ACOE, shall not be liable for the debts and obligations of CWEB, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CWEB as long as ACOE has complied with all oversight responsibilities required by law.

Attached as Appendix B and C, please find the Articles of Incorporation, draft Corporate Bylaws, and a draft Conflict of Interest Code respectively for Connecting Waters Charter Schools. Final versions will be adopted and provided to ACOE upon approval.

##### **Board member qualifications:**

We look for board members who believe and support and uphold the school's vision. The community members will also share our school's vision and values. In addition, they will understand charter schools and independent school study settings and how they differ from the traditional school setting. We look for people who also understand finance and business. Board members take an "Oath of Office." We seek members who can abide by our "Oath of Office Board of Directors" policy.

- Student centered focus
- Equity in attitude (fair, just and impartial in my decisions and actions)
- Trustworthy
- Honest in conduct and integrity of character
- Committed to the board's responsibilities

## Board of Directors

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board of Directors consists of no less than five (5) and no more than seven (7) directors, consisting of parents of students currently attending CWCS and at least two (2) members of the community. The Board may, but is not required to, appoint parents of students currently attending CWCS to serve as parent representatives or community member representatives on the Board of Directors. The bios of the board members are included in the introduction section of this document. ~~The term of office for each director shall be for two (2) years and until a successor director has been designated and qualified. A director has the option to serve subsequent terms; however, a director may serve no more than two (2) consecutive terms. After serving two (2) consecutive terms, a director is eligible to serve as a director after a one (1) year hiatus from serving on the Board of Directors. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. A director has the option to serve subsequent terms when appointed to do so by formal action of the Board of Directors.~~

The Board of Directors will solicit nominations at least thirty (30) days before the date of any designation of directors. The Board of Directors shall compile a list of all candidates nominated to serve on the Board of Directors at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set, and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, the list of all candidates nominated to serve on the Board.

Board member qualifications include:

- Each of the parent board members needs to be a parent of one or more students attending CWCS or CWCS recommended by their teacher and approved and voted by the current board of directors
- Each parent needs to have an understanding of finances
- Each parent needs to have an understanding of the state priorities
- Each parent needs to understand the importance of student achievement to a public school
- Agree and comply with the oath of office which includes such agreements as

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote of the directors in attendance, based upon the presence of a quorum.

In accordance with Education Code Section 47604(b), the ~~District~~ ACOE may appoint a representative to serve on the Board of Directors.

## Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CWCS including but not limited to:

- Approval of the annual CWCS budget, calendar, salary schedules, employment contract of the Executive Director, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with ACOE.



- Approval of all leases, purchases, contracts exceeding the limit established in the corporation's fiscal policies.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of material revisions to the charter to be submitted to ACOE as necessary.
- Long-term strategic planning for CWEB.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of CWEB and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of CWEB.
- Participation in CWEB's independent fiscal audit.
- Participation in CWEB's performance report to ACOE.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of CWEB.
- Fundraising efforts.

The board of directors will work to achieve uniformity among the charter schools so that changes can be made in a consistent way among the charter schools.

### **Board Meetings**

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 ((commencing with Section 54950)) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly. CWEB practices and policies will ensure parental involvement. Each parent has the right of approval for instructional materials and opportunities provided to his/her student. CWEB shall, on a regular basis, collaborate with parents of enrolled students and their credentialed teacher regarding CWEB educational programs. Parents of students attending CWEB will be encouraged to attend Board meetings in person or via teleconferencing or

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

### **Board Training**

The Board of Directors shall participate in annual training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well. The Board of Directors are offered training opportunities throughout the year including board retreats.

### **Board Delegation of Duties**

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 or contractor of CWEB any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

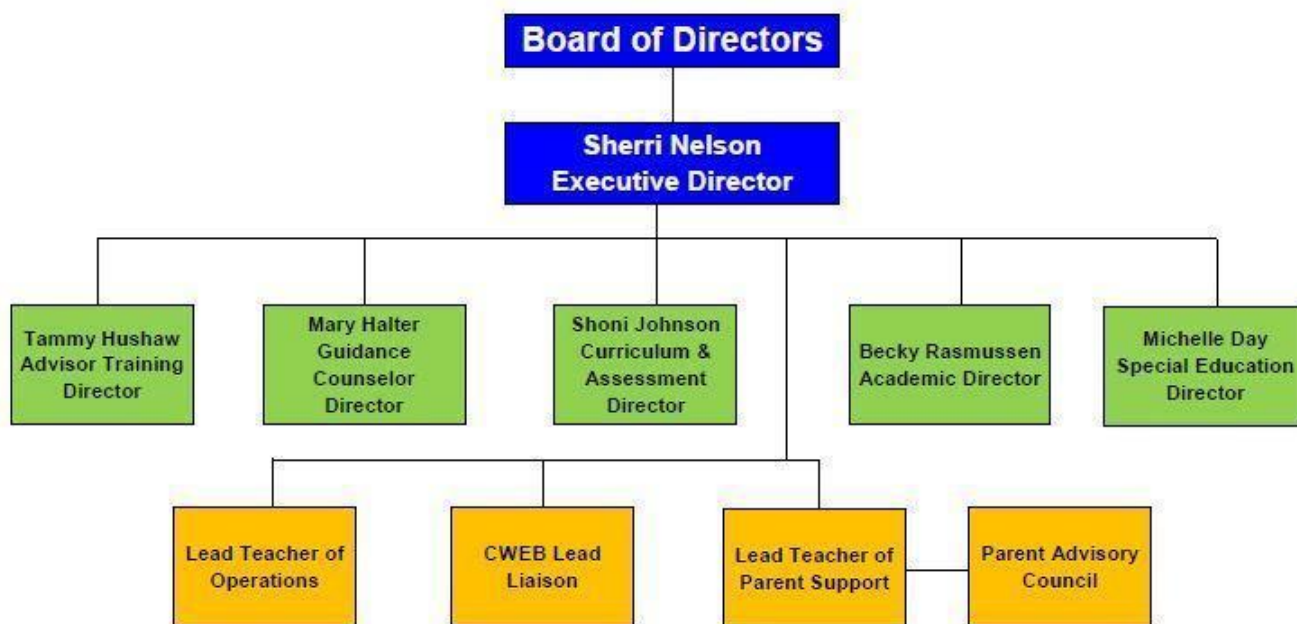
The Executive Director, Advisor Training Director, Curriculum and Assessment Director, Academic Director, Guidance Counselor Director, and Special Education Director will be the leaders of Connecting Waters Charter Schools. CWEB will also have a strong IT Department. These positions will ensure that the curriculum along with

technology is implemented in order to maximize student learning experiences. The Executive Director and the charter school directors will oversee CWCS and CWEB within the charter network. The Executive Director will work closely with the leadership of CWEB.

The Executive Director and Advising Training Director will directly supervise the credentialed teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with Connecting Waters Charter Schools Board of Directors, ACOE, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Executive Director or designee shall include, but will not be limited to, the following:

- Provide instructional leadership to CWEB.
- Attend meetings at ACOE as requested by ACOE and liaise with ACOE, including assisting ACOE in its oversight duties.
- Supervise all employees of CWEB.
- Provide performance evaluations of all CWEB employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between ACOE and CWEB and facilitate a sharing of resources between both entities.



### Parent & Teacher Participation in Governance

Connecting Waters Charter School will use several strategies to consult on a regular basis with their parents/guardians and teachers regarding the school's educational program.



The Parent Advisory Council which will be an active group promoting parent involvement in CWEB. The CWEB Parent Advisory Council will provide feedback to the Board of Directors of any issues pertaining to the governance or functions of the school. Local school leaders and the advisory council will provide input and report to the Board of Directors. The officers of EBPAC will consist of 5-10 members; however the parents at large will be encouraged to attend all EBPAC meetings and school sponsored events.

- CWEB will provide parents/guardians with surveys once a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- In accordance with this Charter and the Bylaws, parents of students currently attending CWEB may be appointed to serve on the Board
- Parents/guardians can communicate with the Executive Director of Connecting Waters Charter Schools at any time.

CWEB will strive to meet the needs of the students and families in order to offer a valuable school of choice. CWEB will be forming a Parent Advisory Council (PAC) to be responsible for parent involvement in school activities and fundraising, and advising the CWCS Board of Directors on any and all matters related to the strengthening of CWEB's community. Parent participation will play a vital role in the effectiveness of our program. A PAC representative will provide feedback to the Board of Directors on issues of concern to the parent community at large.

Throughout the year, CWEB Parents will engage in meaningful meetings that will center around discussions as to how the school can support student achievement and promote parent involvement. The PAC will assess student achievement at the meetings and be support to new CWEB families by providing information about the vendor partners who can support student learning. .To inform planning, we will assess the needs of the students and community members on an ongoing basis through parent and student surveys, Parent Advisory Council meetings, parent workshops, board meetings, and recruiting events. The parent and satisfaction surveys will be provided to the Board of Directors. The surveys will be developed specifically to assess parent and student input on effectiveness of all aspects of CWEB from their perspective, related to their experience. The results of the surveys will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

## **ELEMENT FIVE: EMPLOYEE QUALIFICATIONS**

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with CWEB.

CWEB's key staff members will meet the following qualifications:

### **Executive Director**

The Executive Director will be the school's fiscal and instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

**Required knowledge, skills, and abilities:**

- Understanding of independent study program implementation
- Understanding of teacher evaluation
- Excellent communication skills
- A record of success in developing teachers
- Knowledgeable in school finance
- Entrepreneurial passion
- Knowledge of school management
- Liaison between county and state.
- Knowledgeable in personnel and human resource functions and duties
- Support school-wide academic performance goals
- Develop a culturally responsive environment
- Communicates openly and honestly with Board and Leadership
- Monitors school and site safety issues
- Stays informed on current school laws and regulations
- Promotes professional development of teachers and parents
- Fosters and develops leadership in staff
- Self-motivated and results oriented
- Ability to lead and supervise others

**Required educational level:**

- Master's Degree and Administrative Credential required

**Experience**

- 14 plus years teaching/leadership experience

**Guidance Director**

The Guidance Director will collect, organize, and analyze information about individuals (usually teenagers or young adults) through multiple sources in order to advise on educational and vocational matters. May perform duties in an educational setting, a workplace environment, or as a private practitioner.

**Required knowledge, skills, and abilities:**

- Coordinates with advisors, teachers, administrators and the community to provide information to make informed decisions
- Monitor student progress to identify issues to increase student success
- Counsel students and parents as needed to promote academic, social, and emotional success
- Present information for the Career Technical Education Pathways
- Knowledge of resources to maintain student success and engagement
- Monitors student scholarship opportunities
- Strong interpersonal, oral and written skills to effectively communicate with teachers
- Ability to work effectively within an ethnic, cultural, and socially diverse student population
- Self-motivated and results oriented

**Required educational level:**

- Pupil Personnel Services Credential; Previous counseling experience

**Required experience:**

- 5 plus years teaching/leadership experience

**Academic Director**

The Academic Director will assess the needs of the department and report back to the Executive Director. The Academic Director is responsible for oversight of the Academic Department. Provides leadership and coaching to the team.

**Required knowledge, skills, and abilities:**

- Promotes the success of all students through class development
- Acts as liaison between Moodle teachers and administration
- Knowledge of academic programs
- Self-motivated and results oriented
- Demonstrate ability to facilitate groups
- Strong interpersonal, oral and written skills to effectively communicate with teachers

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential

**Required experience:**

- 5 plus years teaching/leadership experience

**Curriculum and Assessment Director**

The Curriculum and Assessment Director will be responsible for the planning and development of school curriculum and coordination of school assessments; coordinates the staff and assists Parent Support in parent development activities.

**Required knowledge, skills, and abilities:**

- Analytical skills to examine student test data and make recommendations for student success
- Effective written and oral skills
- Leadership skills and ability to coach teachers on effective instructional strategies
- Effective in professional development to all staff relative to effective methods for teaching.
- Assists the staff in reviewing and selecting appropriate assessment tools that are aligned with state standards and high stakes assessments.
- Provides professional development to all staff members relative to the use of assessment tools to drive instruction.
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Knowledgeable in school and state accountability measures

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential

**Required experience:**

- 5 plus years teaching/leadership experience

### **Education Specialist Advisor Training Director**

The Education Specialist Advisor Training Director will be responsible for training and mentoring all assigned Education Specialists. Provides leadership and coaching in all aspects of the Education Specialist job. Assists with handbook/video/PowerPoint training production as needed. Assists the Executive Director with Education Specialist disciplinary issues.

#### **Required knowledge, skills, and abilities:**

- Excellent communication skills including oral, written and presentation skills
- Identify the educational needs of others in order to develop training programs for teachers
- Ability to organize, plan , and prioritize in order to accomplish goals
- Excellent problem solver and able to analyze and evaluate results
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Provides guidance and expert advice to management
- Creatively develops, ideas, relationships and systems

#### **Required educational level:**

- Bachelor's degree in an education with a current teaching credential.

#### **Required experience:**

- 5 plus years teaching/leadership experience

### **Special Education Director**

The Special Education Director will coordinate and direct all phases of special education programs to ensure compliance with federally mandated law in the Individuals with Disabilities Education Act (IDEA, 2004), and portions of the California Education Code pertaining to students with exceptional needs.

#### **Required knowledge, skills, and abilities:**

- Demonstrates an advanced understanding of instructional strategies for students with special needs
- Excellent time management skills
- Demonstrate strong skills in partnering with parents
- Excellent interpersonal skills to establish effective working relationships with teachers and school administrators
- Extensive background with 504 need
- Extensive background with IEPs
- Stays current on Special Education Legal issues
- Excellent written and verbal skills

#### **Required educational level:**

Possession of appropriate special education credential(s); experience in the field showing a demonstrated understanding of special education law

#### **Required experience:**

- 5 plus years teaching/leadership experience

### **Principal**

The Principal will be responsible to assist the Executive Director in the operation of CWEB.

**Required knowledge, skills, and abilities:**

- Ability to supervise School employees
- Participate in the Evaluation the performance of school employees.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- Seeks to improve school communication
- Ability to train and provide orientation to new employees
- Maintains records of parent complaints, resolving conflicts between parent/Education Specialist/student under the direction of the Executive Director

**Required educational level:**

- Bachelor's degree in education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**Lead Teacher for Parent Support**

The Lead Teacher for Parent Support will be responsible to assist the Executive Director in promoting parent involvement.

**Required knowledge, skills, and abilities:**

- Ability to lead and encourage parents
- Self-motivated and creative thinker
- Ability to provide professional parent instruction
- Strong written and verbal skills to maintain communication with parents
- Coordinate services with other community programs
- Maintains records of parent issues
- Maintains strong communication between the parents and the school

**Required educational level:**

- Bachelor's degree in education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**Lead Teacher for Operations**

The Lead Teacher for Operations will be responsible to assist the Executive Director in the operation of CWEB.

**Required knowledge, skills, and abilities:**

- Demonstrate excellent leadership and organizational skills
- Ability to work with community vendors to promote partnerships with the school
- Demonstrate ability to work cooperatively with other departments in the school
- Demonstrate knowledge and understanding of curriculum and needed materials to support student success.

**Required educational level:**

- Bachelor's degree in an education with a current teaching credential.

**Required experience:**

- 5 plus years teaching/leadership experience

**California Teachers**

All CWEB shall hold an appropriate California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. CWEB and/or its selected vendor(s) may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction and support services. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. All staff of CWEB will have the necessary qualifications, skills, experience and credentials to fulfill their job description. These documents and job descriptions shall be maintained on file at CWEB's main administrative office and shall be subject to periodic inspection upon request by the chartering authority.

Candidates are evaluated using these standards:

- Committed to students and learning
- Experienced teaching
- Possession of appropriate credential(s) required for the position
- Understanding the mission and vision and practices of charter schools
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Collaborating with colleagues and administration
- Communicating and collaborating with parents
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

**ELEMENT SIX: HEALTH AND SAFETY PROCEDURES**

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of CWEB:

**Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education



Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by ACOE. The Charter School shall provide mandated reporter training to all employees annually.

### **Tuberculosis Risk Assessment and Examination Testing**

Faculty, staff, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

CWEB will adhere to all applicable laws pertaining to immunization records and documentation, as applicable to nonclassroom-based, independent study educational programs.

### **Medication in School**

CWEB will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

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

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

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

### **Emergency Preparedness**

CWEB will adhere to an Emergency Preparedness Handbook developed specifically for the needs of the facility. This handbook will include, but not be limited to, the following responses: fire, bomb threat, flood, earthquake, intrusion, hostage situation, and other disasters. The purpose of the handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. Instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Blood Borne Pathogens**

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

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

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

CWEB will maintain a drug, alcohol and tobacco free workplace.

### **Facility Safety/Orderly Environment**

CWEB will comply with Education Code Section 47610 by utilizing facilities that are either 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.

### **Comprehensive Anti-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 the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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 anti-discrimination and harassment policies.

## **ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE**

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

CWEB will actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the County. CWEB will conduct yearly evaluations to make sure it achieves this goal.

CWEB intends to conduct its student recruitment efforts throughout Alameda and adjacent counties.

Recruitment efforts of CWEB will include but not be limited to the following:

- Development of promotional and informational materials that appeal to the racial and ethnic groups represented in the County. CWEB will utilize both CDE data for county demographic profiles as well as CWEB Intake Phone Interview parent responses to help determine what languages are spoken at home and better ensure materials are available in different languages as necessary.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies. CWEB will utilize current parents and teachers, webinars, online Bay Area homeschool listserves, our school website and Facebook page, physical fliers, and electronic calendars at Alameda County Library branches to promote our school across diverse communities.
- Outreach meetings for prospective students, and parents, and teachers. CWEB will host open houses and information sessions for prospective families in various locations throughout Alameda and adjacent counties. Since 2010, CWCS has offered regular information sessions in the East Bay for interested families, providing "meet and greet" with teachers and current families, offering an overview of our school and why it is a unique educational option.

Student, parent and teacher satisfaction continue to be our most effective recruiting tools. Currently, CWCS's strongest marketing campaign is the high level of satisfaction of our families and staff currently enrolled in or employed by our school. The students, parents, and teachers share their experiences and successes with others, resulting in effective word-of-mouth advertising to populations gravitating toward an independent study, non-classroom based public charter school format.

## **ELEMENT EIGHT: ADMISSIONS REQUIREMENTS POLICIES AND PROCEDURES**

Governing Law: Admissions policies and procedures, consistent with [Education Code Section 47605] subdivision (d). ~~[~~Education Code Section 47605(b)(5)(H)

CWEB will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the

characteristics listed in Education Code Section 220.

CWEB shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into CWEB. CWEB 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, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Students admitted to CWEB must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to CWEB shall be open to any resident of Alameda County or the contiguous counties in accordance with Education Code Section 51747.3. Prospective students and their parents will be informed regarding CWEB's instructional, operational philosophy and student policies. Independent Study through personalized learning allows for flexibility in time management and instructional methods without regular teacher supervision. Students who enroll in CWEB must be properly motivated and have adequate home supervision and support. To ensure that parents clearly understand these requirements, all prospective students will participate in an intake process consisting of an orientation meeting.

1. Completion of a student application form
2. Parent and student attendance at an intake meeting

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

1. Completion of student enrollment packet
2. Immunization Record
3. Proof of minimum age requirements
4. Release of records

### **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 CWEB has received more applications than availability. In the event that this happens, CWEB will hold a public random drawing to determine admission, with the exception of existing students who are guaranteed admission in the following school year. All students currently enrolled in CWEB shall be exempt from the lottery. Admission preference in case of a public random drawing shall be granted in this order: 1) siblings of students admitted to or attending CWEB-students, 2) children of currently employed teachers and staff, and 3) residents of the New Haven Unified School District (NHUSD), and shall be consistent with the requirements of Education Code Section 47605(d)(2)(B)(i)-(iv).

CWEB and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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

Public random drawing rules, deadlines, dates and times will be communicated on CWEB's website. The lottery will be held in a public facility that is large enough to accommodate all who are interested. A disinterested party will conduct the lottery. Parents do not have to be present to participate in the lottery. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CWEB will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Students will be placed on a wait-list once all teachers have reached their caseload capacity. The lottery will be conducted prior to the last day of enrollment for the school year. Families selected through the lottery process will be called and/or notified in writing of their acceptance into CWEB. CWEB will create a timeline for accepting a spot.

#### **ELEMENT NINE: 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 CWEB will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The independent auditor will be experienced in charter school finance and will be on the State Controller's list of approved educational audit providers. The auditor will also hold a CPA certification. The books and records of CWEB will be kept in accordance with generally accepted accounting principles, and, as required by applicable law, 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 TK-12 Audit Guide.

The annual audit will be completed and forwarded to ~~the District,~~ the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director or designee will work with the auditor and ensure all timelines are met. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the CWEB Board of Directors with recommendations on how to resolve them.

There is money budgeted to cover the cost of the audit each year.

The Board will submit a report to ACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of ACOE along with an anticipated timeline for the same. 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 CWEB is a public record to be provided to the public upon request.

## **ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES**

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(j)

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with

legal requirements. 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 Executive Director's office.

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

A student identified as an individual with disabilities or for whom the 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

### **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.

### 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 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 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, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student ~~(s) 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. 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)(a)-(b).
- 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 student 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, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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.k.~~ Knowingly received stolen school property or private property, which includes but

is not limited to, electronic files and databases.

m.l. \_\_\_\_\_ 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.m. \_\_\_\_\_ 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.n. \_\_\_\_\_ 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.o. \_\_\_\_\_ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q.p. \_\_\_\_\_ 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.q. \_\_\_\_\_ Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s.r. \_\_\_\_\_ 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.s. \_\_\_\_\_ 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.t. \_\_\_\_\_ Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) rights—by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to

12, inclusive.

✓U. \_\_\_\_\_ 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.
  - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a

photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. 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-V.~~ 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 (43)(a)-(b).

~~X-W.~~ 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 student 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 Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

### **Suspension Procedure**

Suspensions ~~of fewer than 10 days for a single event~~ shall be initiated according to the following procedures:

#### **1. Conference**

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or CWEB personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 CWEB 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 of students under age 18 by telephone or in person. Whenever a student under age 18 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 CWEB 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 Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail



to attend the conference.

This determination will be made by the Executive Director 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.

~~For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).~~

### **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CWEB Board following a hearing before it or by the CWEB Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel ~~should~~ shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of CWEB's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **Expulsion Procedures**

~~No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.~~

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil-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 in open session three (3) days prior to the date of the scheduled 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 the mailing of 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 CWEB'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 CWEB to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/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.

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

CWEB 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 CWEB 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. CWEB 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, CWEB must present evidence that the witness' presence is both desired by the witness and will be helpful to CWEB. 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.

### **Students with a Section 504 Plan or IEP**

If the student who is subject to an evaluation as to whether remaining in independent study is in the best interest of the pupil has a Section 504 Plan or IEP, CWEB conduct a manifestation determination (MD) to evaluate whether the student's conduct is the result of:

1. The student's disability; or
2. The Charter School's failure to properly implement the student's Section 504 Plan or IEP.
  - I. If the MD finds that the student's conduct is a manifestation of the student's disability, the Charter School shall convene an IEP Meeting or Section 504 Meeting to determine whether the independent study program is in the best interest of the student and providing the student with an educational benefit or whether the student should be referred to an



alternative placement and educational program that would better satisfy the student's unique needs.

- II. The Charter School shall provide parent(s) with the applicable Procedural Safeguards.

### **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.

### **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.

### **Written Notice to Expel**

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

The Executive Director 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.

### **Disciplinary Records**

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

### **No Right to Appeal**

The pupil shall have no right of appeal from expulsion from CWEB as the Board's

decision to expel shall be final.

### **Expelled Pupils/Alternative Education**

Parents or guardians of 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. CWEB 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.

### **Rehabilitation Plans**

Students who are expelled from CWEB 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 CWEB for readmission.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from a school district or charter school shall be in the sole discretion of the Executive Director or designee following a meeting with pupil and/or parent/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 Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CWEB's capacity at the time the student seeks readmission.

## **ELEMENT ELEVEN: 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)

CWEB will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Certificated Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-certificated employees shall participate in the Public Employees' Retirement System (PERS) and federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made. CWEB will also provide health care benefits to its employees.

## **ELEMENT TWELVE: 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)

Attendance at CWEB is entirely voluntary on the part of the students who enroll and no student may be required to attend CWEB. If a student chooses not to attend CWEB, they have the option of attending a public school in their district of residence or other educational alternatives through the district's intra and inter district transfer policies. Parents and guardians of each student enrolled in CWEB will be informed on admissions forms that the students have no right to admission in a particular school or

program of a local education agency as a consequence of enrollment in CWEB, except to the extent that such a right is extended by the local education agency.

### **ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS**

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school-~~California~~. Education Code Section 47605-(b)(5)(M)

No public school district employee shall be required to work at CWEB. Persons employed by CWEB are not considered employees of the District for any purpose whatsoever. Employees of the District who choose to leave the employment of the District to work at CWEB will have no automatic rights of return to the District after employment by CWEB unless specifically granted by the District through a leave of absence or other agreement. CWEB employees shall have any right upon leaving the District to work in CWEB that the District may specify, any rights of return to employment in a school district after employment in CWEB that the District may specify, and any other rights upon leaving employment to work at CWEB that the District determines to be reasonable and not in conflict with any law.

All employees of CWEB will be considered the exclusive employees of CWEB 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 CWEB. Employment by CWEB provides no rights of employment at any other entity, including any rights in the case of closure of CWEB.

### **ELEMENT FOURTEEN: DISPUTE RESOLUTION**

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

The intent of this dispute resolution process is to (1) minimize the oversight burden on ~~the District~~ACOE, (2) insure a fair and timely resolution of disputes, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of CWEB and ACOE agree to resolve all disputes regarding CWEB including disputes related to provisions of the charter and including disputes between CWEB and the Board of Trustees of ACOE pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform to the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by CWEB and the Board of Directors pursuant to policies and procedures developed by the CWEB Board of Directors.

ACOE shall not intervene in any such internal disputes without the consent of the

Board of Directors of Connecting Waters Charter Schools and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of CWEB for resolution pursuant to the charter school's policies.

ACOE agrees not to intervene or become involved in the dispute unless the dispute has given ~~the District~~ACOE reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Connecting Waters Charter Schools has requested ~~the District~~ACOE to intervene in the dispute.

### **Disputes between the Charter School and ACOE**

In the event that CWEB and ACOE have disputes regarding the terms of this charter or any other issue regarding the CWEB, both parties agree to follow the process outlined below. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to ACOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

In the event of a dispute between CWEB and ACOE ~~the District~~, CWEB staff and Board of Directors of the school and ACOE agree to first frame the issue in written format ("dispute statement") and refer the issue to ACOE Superintendent, or his/her designee, and CWEB's Executive Director. In the event that ACOE Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

CWEB's Executive Director and the County Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the County and the Executive Director of Connecting Waters Charter Schools and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. The mediators shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and /or mediator. The costs of mediation shall be shared equally by all of the Parties.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of ACOE and the Charter School.

### **ELEMENT FIFTEEN: CLOSURE PROCEDURES**

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).

In the event that CWEB decides to cease operations, the following procedures will ensue:

1. The CWCS, Inc. Board of Directors shall adopt resolutions electing to close the charter school. The resolution shall identify the reason for closure and an entity or person(s) responsible for closure-related activities.
2. The Board of Directors will promptly notify parents/guardians and students of CWEB, ACOE, the Charter School's SELPA, the retirement system (s) in which CWEB's employees participate (e.g., 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.
3. The Board will ensure that the notification to the parents/guardians and students of CWEB of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CWEB.
4. 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.
5. As applicable, CWEB will provide parents/guardians, students and ACOE 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. CWEB will ask ACOE to store original records of CWEB students. All student records of CWEB shall be transferred ACOE upon CWEB's closure. If ACOE will not or cannot store the records, CWEB shall work with the County Office of Education to determine a suitable alternative location for storage.
6. 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.
7. As soon as reasonably practical, CWEB will prepare final financial records. CWEB will also have an independent audit completed within six months after closure. CWEB will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CWEB and will be provided to ACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CWEB.



8. CWEB will complete and file any annual reports required pursuant to Education Code section 47604.33.
9. On closure of the Charter School, all assets of CWEB, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CWEB, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from ACOE or ACOE property will be promptly returned upon CWEB closure to ACOE. 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.
10. On closure, CWEB shall remain solely responsible for all liabilities arising from the operation of CWEB.
11. As CWEB is operated by a non-profit 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 non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. CWEB will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

## **ADDITIONAL CONSIDERATIONS**

### **A. Revision/Amendments of the Charter**

This Charter may be amended by the written mutual agreement of the CWEB, Inc Board of Directors and ACOE. Material revisions to the charter may be made only with ACOE's approval and shall be governed by the Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to ACOE for approval. In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

### **B. Term of the Charter**

The term of this charter shall be five years commencing July 1, 2017, through June 30, 2022, and may be renewed for subsequent five-year terms by the County Board of Education.

### **C. Revoking the Charter**

The County Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

1. CWEB committed a material violation of any of the conditions, standards or procedures set forth in the charter or MOU.
2. CWEB failed to pursue any of the pupil outcomes identified in the charter.
3. CWEB failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
4. CWEB violated any provision of law.

#### **D. Administrative Services**

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The School will contract with a reputable back office provider chosen by the Board of Directors. The provider will perform Fiscal Services, Payroll Services/Risk Management, Purchasing, and Compliance/Reporting.

Details of any business or administrative services, costs, and funding between ACOE and CWEB shall be detailed in a separate MOU.

#### **E. Facilities**

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section ~~47606~~47605(g).

CWEB shall be located within the boundaries of New Haven Unified School District. As CWEB's population grows, CWEB will consider operating resource centers to serve students enrolled in its non-classroom-based independent study program. CWEB will comply with all laws related to the location of learning centers as applicable to charter schools. CWEB will operate from the following facilities/facility:

Union City Resource Center  
703 C Street  
Union City, CA 94587

#### **F. Budget and Finance Reporting**

Governing Law: The petitioner or petitioners also shall 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)

Attached as Appendix H please find the following documents:

- A projected first year budget including startup costs and a budget for the first 3 years of operation:
- Three Year Cash Flow
- Budget/Revenue Assumptions

These documents are based upon the best data available to the petitioners at this time

CWEB shall provide reports to the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CWEB's annual, independent financial audit report for the preceding fiscal year shall be delivered to ACOE, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report from the full prior year. The report submitted to ACOE shall include an annual statement of all CWEB's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of CWEB's current and projected financial viability to CWEB's Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

### **Insurance**

CWEB shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from ACOE insurers. The County Board of Education shall be named as an additional insured on all policies of CWEB.

### **CIVIL LIABILITY IMPACT**

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school District. (Education Code Section 47605(g))

CWEB shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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



Further, CWEB and ACOE shall enter into a memorandum of understanding, wherein the Charter School shall indemnify ACOE for the actions of CWEB under this charter.

The corporate bylaws of CWEB shall provide for indemnification of CWEB's Board, officers, agents, and employees, and CWEB will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

## **CONCLUSION**

By approving this charter, the Alameda County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to:

- a. Improve pupil learning.
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low- achieving.
- c. Encourage the use of different and innovative teaching methods.
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning programs.
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively, with ACOE to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with ACOE to answer any concerns over this document and to present ACOE with the strongest possible proposal for approval. CWEB shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2017, through June 30, 2022. The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

## **Appendix A: Independent Study Policy**

(This policy has been adopted for Connecting Waters Charter School (CWCS) and, upon approval of the charter for CWEB, the board will approve and finalize a policy for CWEB)

### **Independent Study Policy**

- A. This policy shall apply to all pupils enrolled in Connecting Waters Charter School (CWCS), an independent study charter school serving pupils in grades TK-12.
- B. Students who attend CWCS will be educated through individually designed curricula, which may include, but are not limited to: non-classroom based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects.
- C. The Charter School shall comply with all state and federal Charter School laws regarding independent study instruction.
- D. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees of the Charter School.
- E. The maximum length of time that may elapse between the times an independent study assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days, or as modified by an assigned credentialed teacher at the time the work is assigned to the pupil.
- F. Students who fail to demonstrate adequate and appropriate monthly progress toward the student standards, as determined by the professional judgment of the credentialed teacher assigned to that student will be subject to dismissal or expulsion in accordance with the terms of this Charter and the adopted policies of the School.

After one (1) missed assignment a review shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any review made pursuant to this subdivision shall be maintained in the pupil's permanent record. The review may consist of some or all of the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm - and criterion-referenced tests
- Student demonstrations
- Student grades
- Student work samples
- Student self-evaluation

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with

parents/guardians and students, and examinations of written work are the key to quality control.

- G. A current written master agreement for each independent study pupil shall be maintained on file for each participating student. Each written master agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Students must meet all elements of the written master agreement in order to remain enrolled in this charter school. The independent study agreement for the student must formulate a plan that represents the same amount of study that would be required of a student in a classroom, and additionally requires the student to have the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:
- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - The specific resources, including materials and personnel that will be made available to the pupil.
  - A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - The duration of the written master agreement, recognizing that no written master agreement shall be valid for any period longer than one school year.
  - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - The inclusion of a statement in each written master agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.
  - Each written master agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and all persons who have direct responsibility for providing assistance to the pupil.
- H. If a parent or student knowingly provides any false information on the student application, the student shall be immediately dismissed from the Charter School.
- I. The Charter School shall not provide any funds, or other things of value, to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.

J. The Charter School may only receive funding for the provision of independent study to pupils who are residents of Stanislaus County or who are residents of a county contiguous to Stanislaus County.

K. The Charter School must comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits.

Each enrolled student will be assigned to a credentialed teacher. Student participates with the credentialed teacher and parents or guardian in the design of an individualized learning plan that incorporates all aspects of his or her educational program and that serves as the student's learning contract with CWCS.

L. On a regular basis, consistent with the written master agreement, the assigned credentialed teacher and the parent or guardian shall evaluate the education program of the student and modify as necessary to maximize student success. The assigned credentialed teacher will have the final authority with regard to the education program of the student, and outcomes, with the exception of students who qualify for special education services whose services and outcomes will be determined by an Individual Education Plan ("IEP") team pursuant to the law. Each special education student is expected to access and meet the same grade level standards and curriculum that their grade level, general education counterparts are afforded through access to special services, supports, accommodations, and modifications provided to them and outlined on their Individual Education Plan (IEP).

M. Each student who qualifies for special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") shall be provided free and appropriate public education services as specified by law following a careful review of their current IEP.

As a public school, CWCS does not discriminate against identified special education students, or students guaranteed protections under a 504 Accommodation Plan regardless of their disability.

N. As described in the truancy policy, a "missed assignment" will also include the failure of student to attend scheduled tutorials, services, or assessments.

O. Acceptance into Connecting Waters Charter School:

A student may be accepted into the charter school upon the following terms and conditions:

- The student demonstrates the ability to work within the home-based, independent study model.
- The student and parent/guardian understand and agree to follow and meet independent study requirements.
- The student and parent/guardian agree to enter into and meet the requirements of a master agreement.
- The student demonstrates an age appropriate ability and willingness to work independently under the supervision of adults.

Parents who enroll their children in CWCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWCS will

support its students and parents both with appropriate educational materials, and with a team of well qualified California teacher credentialed Education Specialists, ES Advisors, and school administrators. CWCS Education Specialists and ES Advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Any parent or legally responsible entity may legally designate an alternate party to act in place of the parents. CWCS adult students do not require parental participation in educational or admission contracts, or performance evaluations.

P. Independent Study Roles

The credentialed teacher will:

- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
- Facilitate the completion of written master agreements.
- Supervise and assess approved coursework.
- Assign all grades and credits earned and report the information for inclusion in student's permanent record.
- Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance records.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines.
- Administer school and state mandated tests as required.
- Select and save representative samples of the student's completed and evaluated assignments.

The parents/guardians will:

- Understand that attendance at this school is entirely voluntary on the part of the students who enroll.
- Participate with the credentialed teacher in the development of the student's educational plan.
- Meet with their Education Specialists at least once every 20 school days to review and document attendance and the learning that occurs in that learning period.
- Transport their students to each school or state or local mandated assessment location
- Understand that all items supplied and/or obtained through a school purchase are the property of the school. Under the direction of the credentialed teacher, **the parent/guardian shall** assume responsibility for all items supplied and/or obtained through the school, including, but not limited to, books, materials, supplies, and equipment, and will reimburse the school for lost, stolen, or damaged items. **The parent/guardian shall** return all school provided/owned items to the school upon school request. Parents not returning requested items will be required to pay for those items.
- Understand that the renewal and ongoing operation of a charter school is contingent upon a charter school demonstrating student academic achievement and progress through state mandated standardized testing and/or local assessments. Parents/guardians understand that should they request a waiver of state mandated standardized testing that their student is still subject to all locally assigned assessments.

The student will:

- Be responsible for fulfilling the written master agreement components.

## Appendix B: Parent and Student Master Agreement and Acknowledgement of Responsibilities

(These agreements have been adopted for Connecting Waters Charter School and, upon approval of the charter for CWEB, the master agreement will be finalized for CWEB)



### Connecting Waters Charter School (CWCS) Master Agreement

**Student:**  
**Student Number:**  
**Address:**  
**Location:**  
**1st Phone Number:**  
**DOB:**  
**Program Placement:**

**Contract Term:**  
**Beginning Date:**  
**End Date:**  
**Year:**  
**2nd Phone Number:**  
**Grade Level:**  
**School for Classroom Option:**

**It is understood that:**

**Objectives:** The student will complete the courses listed below. The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

**Methods of Study:** Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Experiential Learning, Computerized Curriculum, Web/Internet Research, Learning Center Courses.

**Specific Resources:** The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, group courses, and community resources. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and incorporated herein.

**Methods of Evaluation:** Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Monthly Review of Work, Portfolios, Presentations, Parent and ES Observations, CAASPP. As Needed: norm and criterion referenced tests.

**Students are required to report to their teacher as scheduled:** Manner of Reporting: One-on-One, Small Group, Email, Fax, Online. Time: 1:00. Day: Tuesday. Frequency: at least once every 20 school days. Duration: Full Year. Location: School site or other agreed upon location.

**Voluntary Statement:** As an independent study program, enrollment in this charter school program is an optional educational alternative that is voluntarily selected; no child is required to attend. This student will remain eligible to enroll in a school located in the district in which he/she is enrolled in the charter school.

**Board Policies:** According to the Board Policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After one (1) missed assignments, as per Board Policy, an evaluation will be made to determine whether it is in the best interest of the pupil to remain in independent study.

**Additional Courses:** may be added for student and will reflect on his Student's Course File which is incorporated herein.

Student may be assigned a new supervising teacher or new subject matter teachers or vendors may be added to this Master Agreement with the signature of the new supervising teacher or subject matter teacher as applicable. The parent or guardian understands that courses or teachers may change throughout the year and may be done with parent notification and the signature of any applicable new teacher.

I have read the terms of this master agreement and agree to fulfill the terms herein.

**Signatures and Dates:** I, the undersigned agree that I have read this contract, the Acknowledgement of Responsibilities, the Independent Study Policy, the Truancy Policy and the Charter and understand the charter school's outcomes, philosophy, program, and requirements. As a parent, I accept FULL responsibility for my child's education.

\_\_\_\_\_  
**Student's Signature:**

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

\_\_\_\_\_  
**Parent/Guardian/Caregiver Signature:**

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

\_\_\_\_\_  
**Supervising Teacher Signature:**

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

\_\_\_\_\_  
**Other Signature:**

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

\_\_\_\_\_  
**Other Signature:**

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





## Acknowledgement of Responsibilities

**Student:**  
**Student Number:**  
**Address:**  
**Location:**  
**1st Phone Number:**  
**DOB:**  
**Program Placement:**

**Contract Term:**  
**Beginning Date:**  
**End Date:**  
**Year:**  
**2nd Phone Number:**  
**Grade Level:**  
**School for Classroom Option:**

### Students Agreement/Responsibilities

- I voluntarily request participation in this Independent Study Program and have read and understand the terms of the Master Agreement.
- I will complete course work outlined in the Master Agreement, and as assigned to me in the periodic Student Assignment and Work Record (AWR).
- I agree to conduct myself in a respectful, responsible, and safe manner in class, at school, and at all Connecting Waters Charter School functions. I understand that my participation in on-site classes is a privilege which can be revoked if my behavior is not acceptable.
- I will attend all scheduled meetings/appointments. If I am unable to attend a scheduled meeting/appointment (learning record meeting, class, tutoring, exam, etc.), I must notify the teacher, tutor, or ES within 24 hours of the scheduled meeting/appointment to make arrangements to reschedule and make up missed work. Failure to notify and excuse an absence will count as a truancy as defined by the school's truancy policy.
- I understand that meetings will not be rescheduled more than two times per school year. If this occurs an evaluation hearing with the Executive Director at the school office in Waterford will be held to discuss whether or not this is the appropriate strategy for this student.
- I acknowledge that the selection of curriculum materials, the giving of assignments and instruction, the evaluation of daily work and any arrangement of educational activities and cooperative learning projects will be a joint responsibility involving the Parent, Student and the Education Specialist (ES) and other school professionals as needed.

### Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the ES.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date or meeting with their ES, I will contact my ES 24 hours prior to the due-date (unless it is an approved school emergency) to make alternative arrangements.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date or meeting with the tutor or attending an online or site based class, I will contact the instructor 24 hours (unless it is an approved school emergency) prior to the due-date to make alternative arrangements.



- I understand that CWCS is responsible for showing academic progress and that my student(s) may be required to participate in, but are not limited to, any of the following: pre and post assessment, school adopted skills review program, tutors, online or learning center classes, monthly progress monitoring, Personalized Learning Team (PLT) process, and/or benchmark exams. Satisfactory academic progress for students in grades 9-12 is defined as attempting and completing at least 25 credits per semester.
- **SCHEDULED MEETINGS:** I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the ES Teacher. I have the right to appeal any decision about my child's placement in accordance with the schools policies and procedures.

**PARENTS WITH STUDENTS IN GRADES 3-11 CHECK ALL ITEMS IN THIS SECTION ACKNOWLEDGING AGREEMENT:**

- ☐ **Mandated State Standardized Testing, CA Assessment of Student Performance and Progress (CAASPP) for all students in grades 3-11 each spring.**

**Testing will take place in various geographic locations schoolwide. A portion of Student Instructional Funding will be spent on materials reviewing the State Standards in preparation for these assessments.**

**Physical Fitness Testing, (PFT)** will be administered in the spring for grades 5, 7, and 9 only. Does your student have any pre-existing medical conditions that would prohibit them from participating in any of the following physical fitness testing: one mile walk/run, shoulder stretches, body weight/height, curl-up, trunk lift, push-ups? Please list medical condition: [ ]

- ☐ **CWCS Required School Assessment for all students in grades 3-11 each spring.**

I understand that CWCS may choose in addition to current state mandated standardized assessments, to administer its own school wide assessment. School mandated assessments cannot be waived and failure to participate in such is deemed to be a "missed assignment" as defined by the school's truancy policy and could lead to an evaluation hearing as to whether independent study is the appropriate strategy for the student as required by California Code Section 51747, which could lead to a loss of continued enrollment in this charter school. This assessment takes place in Waterford and will take place over a 5 day period (all days are required) with transportation to and from Waterford to be provided by the parent/guardian.

- I understand that CELDT-ELPAC Assessments will be given to EL students TK-12 as required by law. You will be notified if this language assessment is required for your student. The test will be administered in a location given to you at the time the test is arranged for your student.
- I understand that an Assessment for students in grades 7-8, or younger will be given if students choose to take Algebra at an early age or as needed.

- I understand that a math placement will be administered within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress.
- All student in 10th and 11th grade who have not scored proficient on an online diagnostic assessment are required to participate in our high school Intensive program.
- I understand that for all in-person or online meetings I am required to attend, for example, an Individualized Education Plan (IEP) or Evaluation Hearing, that prior to the meeting I will read all documents given to me, I will be prepared for the meeting, and engaged in the meeting by giving my full attention to the meeting discussion.
- I agree to regularly attend all meetings that the school schedules where Special Education is present.
- I understand that if my child is required to attend on-site classes as directed by his/her teacher, then I will be responsible for transporting my student to and from these classes and making sure that assigned work for these classes is completed in a timely and thorough manner.
- I understand it is my responsibility to ensure that upon disenrollment, withdrawal, or the designated due date, all materials (curriculum, fiction, nonfiction, resources, audio-visual, CDs, et cetera), will be returned to CWCS in the same condition as checked out to my child. All materials are the property of CWCS and are only on loan to me as the parent. If any materials are damaged or lost, I agree to immediately pay the full replacement costs of such items.
- Assumption of Risk Connecting Waters Charter School shall permit students to use, as educational material, products available to the general public. Connecting Waters acts only as a purchasing/distribution mechanism for products selected by the student/parent and CWCS is in no way responsible for any product liability. The parent hereby acknowledges that the use of potentially hazardous products poses certain risks of injury even when operated/used properly.
- Parent and student are required to contact student's ES by the first day of each semester to confirm student's enrollment. Failure to do so will nullify this agreement, and the school will assign student's enrollment to another student on the school enrollment waiting list.
- Academic Probation Policy for students in grades 9 through 12: new students who are deficient 30 or more credits OR have not maintained satisfactory progress at the time of enrollment will be accepted and placed on academic probation as determined by the Guidance Department. Existing students who become deficient 30 or more credits OR have not maintained satisfactory progress may also be placed on Academic Probation. Students on Academic Probation may be dismissed after an Evaluation Hearing for any one of the following reasons: failing to pass all semester courses attempted with a 70% or better, failing to complete 25 credits per semester, or receiving one truancy.
- Students in Grade 12 only: all Grade 12 students will be deemed a Cal Grant Applicant with the California Student Aid Commission (Ed code 69432.9) The school will begin submitting grade point averages to the commission January 1 of the students Grade 12 year. Parents of students under 18 years of age

or students age 18 and older who would like to opt out can check the opt out box under the Student Cumulative File Contents area below.

**Student Cumulative File Contents:**

- ☐ Please complete a standard report card for my K-8 student  
(If box is not checked – Report Card is not requested).
- ☐ Please DO NOT place the results of the CAASPP test in this student's cumulative file.
  - I understand that if my student does not have a report card or CAASPP test scores that if my student returns to a traditional public school, a report card and CAASPP test scores might be requested but will not be provided by CWCS.
- ☐ My 12<sup>th</sup> grade student would like to opt out of the Cal Grant Application process.  
(check box if you wish to opt out as a Cal Grant Applicant).

The credentialed teacher will:

- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
- Facilitate the completion of written master agreements.
- Supervise and assess approved coursework.
- Assign all grades and credits earned and report the information for inclusion in student's permanent record.
- Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance records.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines.
- Administer school and state mandated tests as required.
- Select and save representative samples of the student's completed and evaluated assignments.

**We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study Acknowledgement of Responsibilities Agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian/Caregiver Signature:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Signature:

\_\_\_\_\_  
Date

## **Appendix C: Articles of Incorporation**

### **ARTICLES OF INCORPORATION OF CONNECTING WATERS CHARTER SCHOOLS**

#### **I.**

The name of the Corporation shall be Connecting Waters Charter Schools.

#### **II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

#### **III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Sherri Nelson  
12420 Bentley Street  
Waterford, CA 95386

#### **IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws

relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

**V.**

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

**VI.**

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

**VII.**

The initial street address and initial mailing address of the Corporation is:

12420 Bentley Street  
Waterford, California 95386

Dated:\_\_\_\_\_

\_\_\_\_\_  
Sherri Nelson, Incorporator

**AMENDED (01/12/2016)**

**DRAFT FOR ADOPTION UPON APPROVAL OF CHARTER FOR  
CONNECTING WATERS CHARTER SCHOOL, EAST BAY**

**BYLAWS  
OF  
CONNECTING WATERS CHARTER SCHOOLS**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is Connecting Waters Charter Schools.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 12420 Bentley Street, Waterford, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purposes of the Corporation are to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.



## **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter of any charter school operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws in accordance with Article XVII of these bylaws. The Board composition shall include parents of students currently attending Connecting Waters Charter School and at least two (2) members of the community. The Board may, but is not required to, appoint parents of students currently attending Connecting Waters Charter School, East Bay to serve as parent representatives or community member representatives on the Board of Directors. Directors shall be designated by the existing Board of Directors, except for a representative appointed a charter granting agency in accordance with Education Code Section 47604(b).

In order to establish staggered terms, the terms of the two (2) community member seats shall be staggered with one (1) seat serving a one (1) year term and one (1) seat serving a two (2) year term. Beginning June 30, 2016, the terms of the five (5) current directors shall be staggered as follows: three (3) parent representative seats shall serve a two (2) year term and two (2) parent representative seats shall serve a one (1) year term. Thereafter, the term of office of each director shall be two (2) years.

Section 4. 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 currently 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. After the expiration of the staggered terms, each director shall hold office for two (2) years and until a successor director has been designated and qualified. A director has the option to serve subsequent terms, if designated. However, a director may serve no more than two (2) consecutive terms. After serving two (2) consecutive terms, a director is eligible to serve as a director after a one (1) year hiatus from serving as Board member. Each director, including a director designated to fill a vacancy, shall hold office until the expiration of the term for which he or she is designated and until the designation and qualification of a successor, or until that director's



earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 6. NOMINATIONS. The Board of Directors will solicit nominations from the staff of the charter schools operated by the Corporation and the Board of Directors at least thirty (30) days before the date of any designation of directors. The Board of Directors shall compile a list of all candidates nominated to serve on the Board of Directors at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, the list of all candidates nominated to serve on the Board.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of a parent representative to have at least one child attending Connecting Waters Charter School; or (e) a director's unexcused failure to attend three (3) Board meetings during the school year.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the vacancy may be filled in accordance with Section 12 of this Article and a successor designated to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly designated director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for a representative appointed by the charter authorizer, 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 such removal 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). A representative appointed a charter granting agency in accordance with Education Code Section 47604(b) may be removed without cause by the charter granting agency or with the written consent of the charter granting agency. Any vacancy caused by the removal of a Board appointed director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a representative appointed a charter granting agency in accordance with Education Code Section 47604(b), may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of a representative appointed by a charter granting agency shall be filled by the charter granting agency.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agencies' boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board 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 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agencies in which the charter schools operate;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>10</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>11</sup>

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<sup>10</sup> 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.

<sup>11</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be designated; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors'

resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a Chairman of the Board, a Vice Chairman of the Board, a President, a Secretary, and a Treasurer. 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.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. The Chairman of the Board of Directors 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. 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 8. **PRESIDENT.** The President, also known as 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. The President shall also prepare the agendas for all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **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; the names of the directors 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 the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **TREASURER.** The Treasurer, also referred to 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 send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (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) unless all of the requirements in the Connecting Water Charter Schools Conflict of Interest Code have been fulfilled.

## **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 Connecting Water Charter Schools Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of



the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

**Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- 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 XII of these Bylaws.

## **ARTICLE XVII BYLAW AMENDMENTS**

**Section 1. BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter of any charter school operated as or by the Corporation, or make any provisions of these Bylaws inconsistent with the Charter or Charters, the Corporation's Articles of

Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Connecting Waters Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on June 26, 2014; and amended on [date].

Executed on [date] at Waterford, California.

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[Name], Secretary

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[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.

**DRAFT FOR ADOPTION UPON APPROVAL OF CHARTER FOR  
CONNECTING WATERS CHARTER SCHOOL, EAST BAY**

**CONNECTING WATERS CHARTER SCHOOLS CONFLICT-OF-INTEREST CODE**

The California Political Reform Act (Govt. Code § 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 CCR § 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 § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Connecting Waters Charter Schools, a California nonprofit corporation operating public charter schools.

Individuals holding designated positions shall file their Statements of Economic Interests ("Form 700") with Connecting Waters Charter Schools. Upon receipt of the Forms 700 for all designated positions (see Exhibit A), Connecting Waters Charter Schools shall make and retain copies and forward the originals to the Los Angeles County Board of Supervisors. Copies of all Forms 700 retained by Connecting Waters Charter Schools will be available for public inspection and reproduction. (Govt. Code § 81008.)

## Appendix E: Calendar

(This School Calendar has been adopted for Connecting Waters Charter School and upon approval of the charter for CWEB the board will approve and finalize a calendar for CWEB)

2016 - 2017 SCHOOL CALENDAR						
MONTH	MON	TUES	WED	THUR	FRI	Days EXPLANATION
AUGUST			17	18	19	11 First Day of School 8/17
	22	23	24	25	26	
	29	30	31			
SEPTEMBER				1	2	21 9/5 - Labor Day
		6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
OCTOBER	3	4	5	6	7	21
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
NOVEMBER		1	2	3	4	18 11/11 - Veterans Day 11/23-25 Thanksgiving Break
	7	8	9	10		
	14	15	16	17	18	
	21	22				
	28	29	30			
DECEMBER				1	2	14 12/7 and 12/8 a-g finals 12/20 End of 1st Semester 12/21-1/2 Winter Break 1st Semester = 85 days
	5	6	7	8	9	
	12	13	14	15	16	
	19	20				
JANUARY		3	4	5	6	20 1/3 2nd Semester Begins 1/5-2/26 Benchmark Window 1/16 - Martin Luther King Day
	9	10	11	12	13	
		17	18	19	20	
	23	24	25	26	27	
	30	31				
FEBRUARY			1	2	3	18 2/17 & 2/20 - Presidents Day (Observance)
	6	7	8	9	10	
	13	14	15	16		
		21	22	23	24	
	27	28				
MARCH			1	2	3	23 3/6-3/10 Mandatory school assessment 3/24-4/28- 3rd to 11th CAASPP Test window 3/24-4/29 - 5th, 7th, 9th PE Test window
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
APRIL	3	4	5	6	7	14 Spring Break 4/14-4/21
	10	11	12	13		
	24	25	26	27	28	
MAY	1	2	3	4	5	15 5/10 & 5/11 a-g finals 5/19- Last Day Of School 2nd Semester = 90 days
	8	9	10	11	12	
	15	16	17	18	19	
						175

## **Appendix F: Course Descriptions**

(These course descriptions have been adopted for Connecting Waters Charter School and, upon approval of the charter for CWEB, course descriptions will be finalized for CWEB)

### **Middle School - TK12 Curriculum Elementary and Middle School Course Descriptions**

#### English 6

At grade 6, students first encounter Collections with all the learning tools which will be available through grade 12. Here are some examples of what we will be working with during the year:

- types of literature and informational text
- analyzing literature and informational text
- reading skills and strategies
- vocabulary skills and strategies
- writing and revision
- conventions

For writing using the online tools, students will:

- generate, identify, and organize details
- determine main ideas and draw conclusions
- order and sequence events
- compare and contrast ideas
- chart causes and effects
- evaluate information and make decisions

#### English 7

This course will focus on reading and understanding the Common Core State Standards found in complex English literature and informational material, as well as writing and vocabulary skills. Students will learn to think, analyze, and write thoughtful essays about literary and informational texts. They are expected to complete assigned readings, essays, or other writing projects. For this reason, it is important that they attend class regularly, arrive to class on time, and come to class prepared to participate in meaningful discussions about literary and informational material.

#### English 8

This course will focus on reading and understanding the Common Core State Standards found in complex English literature and informational material, as well as writing and vocabulary skills. Students will learn to think, analyze, and write thoughtful essays about literary and informational texts. They are expected to complete assigned readings, essays, or other writing projects. For this reason, it is important that they attend class regularly, arrive to class on time, and come to class prepared to participate in meaningful discussions about literary and informational material.

#### MyAccess! Writing Class, Grades 5/6

CWEB will offer MyAccess! classes to support student learning in this area of your Language Arts curriculum. The MyAccess! Writing program, with guidance from your

teacher and with your participation, will help students plan, write, and use automatic instructional suggestions to revise their writing. Scoring is based on five domains: Focus & Meaning, Content & Development, Organization, Language Use, and Mechanics & Conventions. The assignments will incorporate Common Core State Standards with any applicable State Standards.

Using MyAccess! Students (guided by their teacher) will practice with a variety of tools to improve their writing. These tools may include interactive outlines, grammar and spell checkers, rubrics, and a "Writer's Guide" with online and printable activities.

#### My Access Grades 7-8

Students learn to use a variety of tools such as pre-writing graphic organizers, writer's models, and "My Editor" tutorials for grammar, mechanics, & style, and "MyTutor" goals for scores, feedback, and revision of the five domains.

\*\*\*Students will also receive one-on-one feedback and suggestions about how to improve their writing from the course teacher.

#### MyAccess Writing Class 9-12

Students learn to use a variety of tools such as pre-writing graphic organizers, writer's models, and "My Editor" tutorials for grammar, mechanics, & style, and "MyTutor" goals for scores, feedback, and revision of the five domains.

\*\*\*Students will also receive one-on-one feedback and suggestions about how to improve their writing from the course teacher.

#### Math 7

This course is designed to be a support to the homeschooling family. Even though the class meets only twice each week, completion of daily assignments will be expected. Math 7 is an important foundational Pre-Algebra course. The concepts lay the foundation for future courses, ~~and they are a large part of the CAHSEE (CA High School Exit Exam)~~. Each class period will focus on questions regarding the previous assignments, instruction new topics, and activities involving mathematical reasoning, assessments, and investigations or group work.

#### Math 8

This course is designed to be a support to the homeschooling family. Even though the class meets only twice each week, completion of daily assignments will be expected. Math 8 is an important foundational Pre-Algebra course. The concepts in this course complete the foundations for the first year of high school math, ~~and they are a large part of the CAHSEE (CA High School Exit Exam)~~. Each class period will focus on questions regarding the previous assignments, instruction of new topics, and activities involving mathematical reasoning, assessments, problem solving, and investigations or group work.

#### CA Math Standards (online)

Students should expect to spend time each day completing an assigned lesson. Much of the learning is done independently by the student with the guidance of parental instruction, as the class meets only once per week. Please take advantage of the online resources including the daily Math on the Spot video lessons and the online Personal Math Trainer Practice and Help. During the online sessions, an overview is given of the week's instruction, students work through practice problems, and time is

allowed for student questions. Students will receive weekly participation points for attending class, having a working microphone, and actively participating in class.

### Math 6

Students should expect to spend time each day completing the assigned lesson(s). Much of the learning is done independently by the student with the guidance of parents' instruction, as the class meets once per week. Weekly overview of the lesson(s) is recorded and can be viewed on the Moodle website every Monday prior to class on Friday. Students will complete the Independent Practice section(s) after viewing the recording. Friday's meeting time will be used to review and answer any questions on the lesson(s) and to reinforce the math concepts presented that week. Students will receive participation points for actively attending class.

### 7th Grade Life Science

We will be covering a lot of interesting topics. For semester 1, we will be covering cells, genetics and evolution. For semester 2, we will be studying the history of Earth and the human body. Please see the pacing guide for a detailed outline of the course.

### 8th Grade Physical Science

We will be covering many interesting topics including motion, forces, density and buoyancy, understanding the atom, the periodic table, acids and bases, our solar system and galaxies. For a detailed outline, please see the pacing guide in Moodle. Course work and assignments will be based on Next Generation Science Standards.

## **High School Course Descriptions**

### **Reading/Writing Courses**

#### a-g English 9

A college-preparatory course designed to foster advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

#### a-g English 10

A college-preparatory course designed to further develop advanced reading, writing, research, and critical thinking skills. Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

#### a-g English 11

A college-preparatory course that refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

#### a-g English 12



A college-preparatory course that further refines and extends students' reading, writing, and critical thinking skills. Students will analyze the work of British and world literature, as well as evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

#### a-g Science Fiction Literature 1

The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

#### a-g 20th Century Literature 1

The 20th Century American Literature course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Classic American authors by a rigorous study of novels representing 20th century America and the social challenges Americans faced. The class will analyze selected works, identifying universal themes, with emphasis on the standards, the American Dream, and how Americans faced the concept of disillusionment. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

#### a-g World Literature

The World Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore classic literature from around the world by a rigorous study of selected works. Students will analyze the literature and related artifacts, looking for universal themes as well as placing the work in context within the geographic area, social and political context in which it was written. Students will compare how different cultures have addressed essential questions such as creation and will focus on the concept of the hero across this body of literature. Students will develop their English skills via discussion and essays demonstrating textual analysis and interpretation. Students are expected to examine and articulate their ideas on various class assignments and topics. Students are expected to develop and refine critical thinking skills as they analyze a variety of discussion topics and literary devices.



### Advanced Placement English Language and Composition

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Course Description:<http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

### Advanced Placement English Literature and Composition

An AP course in English Literature and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Course Description: <http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

### American Literature

Students will read and respond to classical and popular American literature.

### Classic Literature

Students will read and explore classic literature from a variety of literary genres.

### English Literature

Students will read and evaluate various English novels, stories, poems, plays, and essays.

### Composition 1

A beginner's writing course where the writing process will be reviewed and used as students learn and write for various purposes.

### Composition 2

An intermediate writing course that will build and extend students' current writing skills. Students will compose a variety of narrative, reflective, expository, or persuasive pieces.

### Composition 3

An advanced writing course where students will write a variety of narrative, reflective, expository, persuasive or career document pieces. Emphasis will be placed on in-depth analysis and sophisticated writing techniques.

### English 9

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include

biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

#### English 10

Students will explore the elements and devices of dramatic literature as well as focus on career and technical informational material comprehension. Written genres include biographical narratives, responses to literature, research papers, persuasive essays, business letters, and technical documents.

#### English 11

Students will analyze the work of American writers in terms of literary, political, and philosophical perspectives and evaluate public documents. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

#### English 12

Students will analyze the work of British and world literature, as well as evaluate public documents. Emphasis will be placed on subgenres and how authors use literary devices to achieve a certain purpose. Written genres include narratives, response to literature, reflective compositions, historical investigations, and career documents.

#### ESL 1

This English course presents students with Basic English survival skills. Vocabulary and oral language are emphasized with an introduction to grammar, reading, and writing.

#### ESL 2

This course is designed to increase competency in the four language skills: reading, writing, speaking, and listening. Through multicultural readings, students will be able to increase their literary skills.

#### ESL 3

This course builds on students' written and spoken fluency. Emphasis is placed on writing, grammar, and vocabulary.

#### ESL 4

This course builds on students' written and spoken fluency, with an emphasis on writing, grammar, and vocabulary. Organizational skills and the utilization of technology will also be introduced.

#### Journalism

Students will study the elements of basic journalistic writing and layout.

#### World Literature

Students will read and evaluate various classical and popular world literatures from a variety of genres.

## **History and Political Process Government**

### a-g American Government

A college-preparatory course where students will study and evaluate the American political system and its institutions. Students will discuss U.S. political parties, elections, civil rights, the Constitution, and the structure of our government.

### U.S. Government

Students will study the Constitution and the structure of our government. Political parties, elections, civil rights, and the branches of government will be explored.

## **Economics**

### a-g Economics

A college-preparatory course where students will explore the U.S. economic system and discuss its nature, problems, and promise. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

### Economics

Students will explore the U.S. economic system. Topics to be studied include supply and demand, banking, money, investments, inflation/deflation, taxes, and labor.

Social Sciences / History

### a-g U.S. History

In this college-preparatory course, students analyze major turning points in American history in the twentieth century. Topics to be evaluated include the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

### a-g World History

In this college-preparatory course, students will analyze major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be evaluated include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

### U.S. History

In this course students examine major turning points in American history in the twentieth century. After a review of early American history, students will study the Progressive Era, the Jazz Age, the Great Depression, WWII, the Cold War, and the Postwar Era.

### World Studies 1

Students will study major turning points in the shaping of the modern world; from the late 18th century to the present. Topics to be studied include the unresolved problems of the Modern World, the Industrial Revolution, Imperialism & Colonization, World Wars

I and II, Totalitarianism, and Nationalism in the contemporary world. This course meets our 10 unit World Studies graduation requirement.

### Psychology

This course teaches students the fundamental concepts of psychology. During the one year course, students explore the following topics: the science of psychology, the biological basis of behavior, sensation and perception, states of consciousness, learning, memory, cognition and mental abilities, motivation and emotion, life-span development, personality, stress and health psychology, psychological disorders, therapies, and social psychology. Through course activities and resources, students acquire learning skills in critical analysis, research methods, and academic writing. Included are weekly thought-provoking, open ended questions answered in essay form. Students complete projects, midterms, and a final exam.

### a-g Visual Arts & General Visual Arts

This is a foundational art class for students in 9-12 grades. The class is one-year long. This course emphasizes the necessary skills to provide students a rich and informative understanding of artistic expression with hands-on activities.

#### Course Objectives:

Students gain an understanding of:

- Introduction to Art
- Collage and Watercolor Techniques
- Principles of Design – unity, variety, emphasis, rhythm and movement, balance, pattern, and proportion

### **Math**

#### a-g Algebra 1

A college-preparatory course required for UC/CSU entry. Symbolic reasoning and calculations with symbols will be central in this course. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

#### a-g Algebra 2

A college- preparatory course required for UC/CSU entry. This course expands on the mathematical content of Algebra and Geometry. Students will learn algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

#### a-g Calculus

A college-preparatory course with content comparable to college- level calculus. Differential equations, infinite sequences and series, and integral calculus are explored.

#### a-g Geometry

A college-preparatory required for UC/CSU entry. Geometry skills and concepts will be developed and practiced. Students will also construct formal, logical arguments and proofs in geometric settings and problems.

### a-g Integrated Math 1

This is the first course in a 3 course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, Probability and Statistics. Students taking this course can choose to continue in Integrated Math II and III or take the traditional Geometry and Algebra 2 as the second and third course.

### a-g Integrated Math 2 (pending UC approval)

If approved by UC, this will be a college-preparatory course required for UC/CSU entry. This is the second course in a 3 course program that includes Integrated Math I, II, and III. Includes topics from Algebra I, Geometry, Algebra 2, and Probability and Statistics. Students taking this course can choose to continue in Integrated Math III or take the traditional Algebra 2 as the third course.

### a-g Probability & Statistics (one semester only)

A one semester college-preparatory course which will provide students with a solid foundation in probability and facility in processing statistical information. Students will be introduced to probability, interpretation of data, and fundamental statistical problem solving.

### a-g Trigonometry / Pre-Calculus

A college-preparatory course that uses the techniques previously learned in algebra and geometry. Trigonometric functions studied are defined geometrically. Students will develop facility with trigonometric functions and the ability to prove basic identities regarding them.

### Algebra 1

This course emphasizes expressions, operations, and equations involving the real number system, polynomials, ratios, proportions, radicals, and integral exponents, as well as solutions and graphs of linear equations and inequalities, and linear systems.

### Algebra 2

Algebra 1 and Geometry concepts are reviewed and an emphasis is placed on abstract thinking skills, the function concept, and the algebraic solution of problems.

### Business Math 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

### Calculus

This course covers calculus and related topics similar to a college- level course. Topics include: elementary functions, analytical geometry, differential and integral calculus.

### Consumer Math 1

Please consult with your Credentialed Teacher regarding course content.

### Geometry

This class should be taken after successful completion of Algebra 1. Students will review and apply Algebra 1 skills, explore the principles of formal logic and their application to geometric proofs, and use problem-solving skills in the development of geometric concepts.

## Integrated Math 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

### Pre-Algebra

In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class.

### Pre-Calculus

This course blends together the concepts and skills that must be mastered prior to enrollment in a calculus course. Topics emphasized include the extension of trigonometric concepts, polar coordinates and vectors, mathematical induction, transformations and rotations, parametric equations, concept of limit, and characteristics of graphs or functions.

### Statistics/Probability

Students will explore and understand independent events, conditional probability, discrete random variables, standard distributions, standard deviation, variance, and be able to organize and describe distributions of data.

### Trigonometry/Pre-Calculus

## **Science**

### a-g Anatomy/Phys

This is a college-preparatory lab science “d” course. Students will explore the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Biology

This is a college-preparatory lab science “d” course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Chemistry

This is a college-preparatory lab science “d” course; it is recommended that students successfully complete Algebra before enrolling in this course. Students will study the composition, interaction, and transformation of elements, compounds, and mixtures. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES”.

### a-g Earth Science

Students will explore the Earth and the solar system, astronomy, plate tectonics, energy in the Earth system, biogeochemical cycles, and the structure and composition of the atmosphere. This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

### a-g Life Science

This is a college-preparatory science course. Students will explore topics such as cell biology, genetics, ecology, evolution, and physiology. This course counts toward the life science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

### a-g Physical Science

This course is not recommended for High School students, as the standards should have been covered during 8th grade general science. This is an introductory study of the properties of matter. It includes the study of motion, sound, light, electricity, magnetism, and the interactions of matter. The scientific process is emphasized.

This course counts toward the physical science graduation requirement and as a UC/CSU “g” elective, it does not count as a UC/CSU “d” lab science.

### a-g Physics

A college-preparatory lab science “d” course; it is recommended that students have successfully completed biology or chemistry and enroll concurrently in Algebra 2. This course studies energy in all its various forms. Topics include motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena. At least 20% of this course must include laboratory work with a qualified teacher. Options for taking the course include Community College or by taking supplemental labs from an approved vendor, approved lab providers are listed as “a-g lab YES” on this page.

### Aeronautics 1, 2, 3, 4

Please consult with your Credentialed Teacher regarding course content.

### Agricultural Science

Students will explore California Ag careers; plant, animal, and physical science; and agricultural management.

### Anatomy/Physiology

Students will study the human body; topics include the structures and functions of organ systems, the nervous system, the immune system, muscles, and the digestive system.

### Animal Science

### Astronomy

Students will study the solar system’s structure, scale, and change over time as well as study the structure, scale, and changes in stars, galaxies, and the universe over time.

### Biology 1, 2, 3, 4

### Botany

A course devoted to a branch of biology dealing with plant life. Students will study and/or grow various plant specimens.

### Chemistry 1, 2

Please consult with your Credentialed Teacher regarding course content

### Earth Science

Students will study plate tectonics, energy in the Earth's system, climate, and the Earth's structure and its surface.

### Environmental Science

### General Science

### Horticulture

This course will study the science and art of growing fruits, vegetables, flowers, or ornamental plants.

### Integrated Science 1, 2, 3, 4

### Life Science

Students will study cell biology, genetics, evolution, and plant and animal life.

### Physical Science

Students will study the concepts of motion, force, and the structure of matter.

### Physics

Students in this course will study energy in all its various forms.



## Appendix G: Vendors

(These vendors have been adopted for Connecting Waters Charter School and upon approval of the charter for CWEB vendors will be approved for CWEB)

Sample of CW Vendors	
Houghton Mifflin Harcourt	
Glencoe McGraw/Hill	
Art of Problem Solving	
Davis Publications	
Quantum Camp	
Teaching Textbooks	
Singapore Math	
Rockit Science	Santa Clara
Taskeen Fatehdin tutoring	Fremont
G. Devon Ingram / Ingram's Music Merced	Merced
Sarah Lynne Mero	San Ramon
Lotus Centre for Academic Excellence Inc./Aloha Mind Math	San Ramon
Diablo Valley College Bookstore	Pleasant Hill
David Hawkes / Valley Music Institute	Modesto
Club Z! In-Home Tutoring Santa Clara	Santa Clara
Cantabella Children's Choir	Livermore
ABC Music	Castro Valley
Matthew Highland / Hackington's	Pleasanton
Homeroom Education	Campbell
Book Sharks / InquisiCorp Corp	Littleton, CO
Pencil, LLC / Starfall Education	Boulder, CO
Moby Max, LLC	Potomac, MD
Sylvan Learning Center-Fremont / S5 Global Inc /	Fremont

Venkat Bussa	
Chrysallis Academy/ Joyce Ellen Langley	San Jose
Dandan Music Studio	San Leandro
Quality Science Labs, LLC	Lake George, CO
Sarah's Science / Sarah E. Shaffer	Castro Valley
Freshi Learning Online	Burbank
Guerilla Jiu-Jitsu Corportation- Pleasanton	Pleasanton
Kumon of Santa Clara Central / Kaeyun Kim	Santa Clara
Modern Recess	San Ramon
Brain-O-Magic	Fremont/Newark
Homeschool Spanish Academy	Stafford, TX
Pencil, LLC / Starfall Education	Boulder, CO
TPS Publishing	Valencia
School Technology Resources	Felton, CA
Jo Anne Yada	Alameda
Safety Driver's Ed. LLC.	Hayward
Bay Area Driving School	Hayward
Oam Studios / Omar Morineau	Pleasanton
Wowzers, LLC	Chicago, IL
Adventure to Fitness, LLC	Round Rock, TX
Karen Green Tutoring Services	Alameda
KnowledgeQuest, Inc. San Jose, CA	San Jose
Cayton Resources, LLC	Foster City
Tilden Preparatory	Albany
Kid Advance Co.	Ontario, CA
The Marvegots Fine Art School Inc,	Hayward
Curiosity Hacked	Oakland
Maesh Striking Arts	San Leandro

School of Rock San Jose	San Jose
Winsome Speaking	Morgan Hill
Guerilla Jiu-Jitsu Corporation- San Jose	San Jose
Capoeira Arts Foundation, Inc.	Alameda
Kim Camerson-Smith	Livermore
Raddish Kids / Kitchen Kids, LLC	Santa Monica
Kim Cameron-Smith	Livermore
Antoine Ata Amiri / Clarity Harbor Coaching	Fremont
Institute for Excellence in Writing	Locust Grove
Shaheen Rasheed / Soulful Studies	Alameda
Brain-O Magic - Pleasanton	Pleasanton
Dino Lingo Inc.	Fort Meyers, FL
Logic of English	Rochester, MN
Arshiya Khan	Fremont
Ofer Dallal	Pleasanton
Strut Performing Arts, Inc. / Hollie Bettencourt	Modesto
Rhonda L Gibbs / RLG Sports	Pleasanton
Music Time Academy	Livermore
Hip Hop Chess Federation	Fremont
Mueller's Tri Valley ATA Black Belt Academy	Pleasanton
Castro Valley School of Music	Castro Valley
Castro Valley School of Music	Castro Valley
TOPS Learning Systems	Watsonville
Jackson Chow / Communication Academy	Cupertino
Online G3	San Jose
Sunshine Dance and Cheer / Samantha Gaskin	Livermore
Sylvan Learning Center	
Rosetta Stone Foreign Language	

**Appendix H - Budget and Finance**

**Appendix I - Connecting Waters Charter School Parent Survey**

**Appendix J - CWCS Parent Survey (Responses) Alameda and Santa Clara County**

**Appendix L- Parent Petition Signatures**

**Appendix M-Teacher Petition Signatures**

**UNADOPTED MINUTES**  
**REGULAR MEETING OF THE**  
**BOARD OF DIRECTORS**  
**CONNECTING WATERS CHARTER SCHOOLS**  
**(A California Non-Profit Public Benefit Corporation)**  
**WUSD Board Room #17-319 N. Reinway Ave., Waterford, CA 95386**  
**Connecting Waters East Bay Resource Center**  
**Located at 703 C Street, Union City, CA 94587, and**  
**Connecting Waters Central Valley Resource Center**  
**Located at 2000 W. Briggsmore Ave. Suite A Modesto, CA 95350**  
**Monday, July 16, 2018**  
**5:30 p.m.**

This agenda is posted at Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386. This agenda was also posted at least 72 hours before the meeting at the Waterford Unified School District, 319 N. Reinway Ave., Bldg. 2, Waterford, CA 95386 and at the Connecting Waters Learning Center, 2000 W. Briggsmore Avenue, Suite A, Modesto, CA 95350, and the Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587.

**INSTRUCTIONS FOR PRESENTATIONS TO  
THE BOARD BY PARENTS AND CITIZENS**

Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California.

*In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order participate in Board meetings are invited to contact the Executive Director's office by calling 800-808-9895 as soon as possible prior to the meeting.*

**A. CALL TO ORDER** 5:34 p.m. by Laneshia Peters

**B. ROLL CALL**

	Present	Absent
Adams, Carol	<u>  X  </u>	<u>      </u>
Avila, Robert	<u>  X  </u>	<u>      </u>
Hash, Summer	<u>      </u>	<u>  X  </u>
Lynch, Margaret	<u>      </u>	<u>  X  </u>
Peters, Lanehsia	<u>  X  </u>	<u>      </u>
Sears, Jeana	<u>  X  </u>	<u>      </u>
Shipley, Megan	<u>  X  </u>	<u>      </u>

**C. APPROVAL OF AGENDA**

On motion duly made by Megan Shipley, seconded by Carol Adams.

Ayes:   5   Noes:   0   Abstained   0  

The Board approved the Board approved the July 16, 2018 Board of Directors Meeting Agenda.

**D. HEARING OF THE PUBLIC ON CLOSED SESSION ITEMS**

Members of the public may be heard on any Closed Session item. A person addressing the Board will be limited to 3 minutes, unless the Chairman of the Board grants a longer period of time.

**E. CLOSED SESSION**

E.1. Public Employee Discipline/Dismissal/Release

**F. RETURN TO OPEN SESSION DISCUSSION/ACTION ITEMS (To begin after closed session)** Return to Open Session at 5:54 p.m.

**G. REPORT ON CLOSED SESSION ACTIONS**

Report of closed session actions that are required to be disclosed pursuant to Government Code section 54957.1

**H. PLEDGE OF ALLEGIANCE** Led by Sherri Nelson.

**I. OATH OF OFFICE**

The Oath of Office was taken by all board members present.

**J. HEARING OF THE PUBLIC**

Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Complaints against specific School employees should be resolved through the School's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

**K. EXECUTIVE DIRECTOR'S REPORT**

Executive Director's Report: This is a presentation of information which has occurred since the previous Board meeting.

Mrs. Nelson reviewed her director's report and updates with the board of directors including an update from DL Smith Architecture and planning progress toward the Connecting Waters Central Valley site, IT updates, Modesto Learning Center updates and Malinda Miller shared updates on the Vendor Relations department.

**L. CONSENT ITEMS**

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member or a member of the public to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director recommends approval of all consent agenda items.

On motion duly made by Megan Shipley, seconded by Carol Adams.

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the Board approved the Consent Items L.1.-L.7.

**L.1. APPROVAL OF PREVIOUS MEETING MINUTES**

Motion to approve the Board of Directors minutes-June 19, 2018.

**L.2. ACCEPT LETTERS OF RESIGNATION**

Natalie Strock, Small Group Instructor.

**L.3. APPROVAL OF NEW HIRES**

Robin Richards Business Services II, Vendor Relations.

**L.4. APPROVAL OF THE JUNE 2018 WARRANT REPORT FROM DMS FOR CONNECTING WATERS CHARTER SCHOOL**

Motion to approve the June 2018 Warrant Report from DMS.

**L.5. APPROVAL OF THE JUNE 2018 WARRANT REPORT FROM DMS FOR CONNECTING WATERS CHARTER SCHOOL, EAST BAY**

Motion to approve the June 2018 Warrant Report from DMS.

**L.6. APPROVAL OF CONNECTING WATERS CHARTER SCHOOLS NEW VENDORS**

Motion to approve Connecting Waters Charter Schools new vendors.

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**L.7. APPROVAL OF CONNECTING WATERS CHARTER SCHOOL'S FUNDRAISING ACCOUNT QUARTERLY REPORT FOR FEBRUARY 2018 THROUGH JUNE 2018**

Motion to approve Connecting Waters Charter School's fundraising account quarterly report for November 2017 through January 2018.

**M. ITEMS SCHEDULED FOR CONSIDERATION AND/OR ACTION**

**M.1. REVIEW AND APPROVAL OF THE CONNECTING WATERS CHARTER SCHOOLS BOARD OF DIRECTORS 2018-2019 GOVERNANCE HANDBOOK**

Motion to approve the Connecting Waters Charter Schools Board of Directors 2018-2019 Governance Handbook.

On motion duly made by Carol Adams, seconded by Jeana Sears.

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the Board approved the Connecting Waters Charter Schools Board of Directors 2018-2019 Governance Handbook.

**M.2. BOARD RESOLUTION 18-19-100 RESOLUTION ESTABLISHING BOARD TERM**

Motion to approve Board Resolution 18-19-100 Resolution Establishing Board Term.

On motion duly made by Robert Avila, seconded by Megan Shipley.

The Board approved the Board approved the Executive's Director's Compensation Resolution 18-19-100.

This was a roll call vote:

	Yes	No	Abstained	Absent
Adams, Carol	<u>X</u>	_____	_____	_____
Avila, Robert	<u>X</u>	_____	_____	_____
Hash, Summer	_____	_____	_____	<u>X</u>
Lynch, Margaret	_____	_____	_____	<u>X</u>
Peters, Laneshia	_____	_____	<u>X</u>	_____
Sears, Jeana	<u>X</u>	_____	_____	_____
Shipley, Megan	<u>X</u>	_____	_____	_____



**M.3. REVIEW AND APPROVAL OF MOTION TO SUBMIT A MATERIAL REVISION TO ALAMEDA COUNTY OFFICE OF EDUCATION NOTING THE CHANGE IN THE BOARD OF DIRECTOR'S TERM LIMITS AND ADDITION OF ANY NEW APPLICABLE LAWS.**

Motion to approve and submit a material revision to Alameda County Office of Education noting the change in the Board of Director's term limits and addition of any new applicable laws.

On motion duly made by Carol Adams, seconded by Megan Shipley.

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the Board approved the submission of a material revision to Alameda County Office of Education noting the change in the Board of Director's term limits and addition of any new applicable laws.

**M.4. APPOINTMENT OF THE CONNECTING WATERS CHARTER SCHOOLS BOARD OF DIRECTORS CHAIRMAN**

Board President, Sherri Nelson, will call for nominations for Board of Directors Chairman. 1. Laneshia Peters

On motion duly made by Carol Adams, seconded by Megan Shipley.

Ayes: \_\_\_\_\_4\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_1\_\_\_\_\_

The Board approved the Appointment of the Connecting Waters Charter Schools Board of directors Chairman Laneshia Peters.

**M.5. APPOINTMENT OF THE CONNECTING WATERS CHARTER SCHOOLS BOARD OF DIRECTORS CO-CHAIRMAN**

Newly appointed Board Chairman will call for nominations for Board of Directors Co-Chairman. 1. Megan Shipley

On motion duly made by Carol Adams, seconded by Laneshia Peters.

Ayes: \_\_\_\_\_4\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_1\_\_\_\_\_

The Board approved the Appointment of the Connecting Waters Charter Schools Board of directors Co-Chairman Megan Shipley.

**M.6. REVIEW AND APPROVAL OF THE CONNECTING WATERS CHARTER SCHOOLS, FISCAL POLICIES AND PROCEDURE MANUAL, UPDATED 2017**

Motion to approve the Connecting Waters Charter Schools, Fiscal Policies and Procedure Manual, Updated 2017.

On motion duly made by Jeana Sears, seconded by Robert Avila.

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the Board approved the Connecting Waters Charter School, Fiscal Policies and Procedure Manual, Updated 2017.

**M.7. REVIEW AND APPROVAL OF UPDATED SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES POLICY FOR CONNECTING WATERS CHARTER SCHOOLS**

Motion to approve the Updated Sale and Disposal of Books, Equipment and Supplies for Connecting Waters Charter Schools.

On motion duly made by Robert Avila, seconded by Megan Shipley,

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the Updated Sale and Disposal of Books, Equipment and Supplies Policy for Connecting Waters Charter Schools.

**M.8. REVIEW AND APPROVAL OF SCHOOL EMPLOYEE TO SALE ITEMS LOCATED AT 2300 EAST BRIGGSMORE AVENUE, WITHOUT ADVERTISING AS LONG AS WORTH IS NO MORE THAN \$2500.00 AS NOTED IN THE SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES POLICY**

Motion to approve the School Employee to Sale Items located at 2300 East Briggsmore Avenue, without advertising as long as worth is no more than \$2500.00 as noted in the Sale and Disposal of Books, Equipment and Supplies Policy.

On motion duly made by Carol Adams, seconded by Jeana Sears.

Ayes: \_\_\_\_\_5\_\_\_\_\_ Noes: \_\_\_\_\_0\_\_\_\_\_ Abstained \_\_\_\_\_0\_\_\_\_\_

The Board approved the School Employee to Sale Items locate at 2300 East Briggsmore Avenue, without advertising as long as worth is no more than \$2500.00 as noted in the Sale and Disposal of Books, Equipment and Supplies Policy.

**N. ADJOURNMENT**

On motion duly made by Megan Shipley, seconded by Robert Avila and unanimously carried the Board approved the motion to adjourn

\_\_\_\_\_  
Margaret Lynch, Board of Director's Secretary

**LCAP/WASC Goals**

1. Increase percent of students who are on-track to graduate college and career ready
2. Close the achievement gap in the low performing students in English and Math
3. Increase the percentage of EL student who achieve proficiency in English Language Arts and Math



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 7.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Teresa Kapellas, Executive Director | Administrative Services  
**RE:** Public Hearing - Hayward Collegiate Charter School (HCCS) Petition Appeal from Hayward USD

**Background :**

Attached is an electronic copy of a Notice of Appeal from Hayward Collegiate Charter School. The charter school's petition was denied by the Hayward Unified School Board on June 6, 2018. The Notice of Appeal was received by ACOE staff on July 27, 2018 and deemed complete on July 30, 2018.

The public hearing is to give Hayward Collegiate Charter School and the District an opportunity to summarize their respective arguments and to make themselves available for questions.

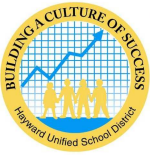
**Action Requested:**

**INFORMATION/ ACTION**

Hold a Public Hearing on the Hayward Collegiate Charter School's appeal from the Hayward Unified School District Board of Education's denial of the charter petition, in accordance with and Education Code Sections 47605 (b) and 47605(j)(1).

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Letter to ACBOE from HUSD
<input type="checkbox"/> Backup Material	Presentation from HUSD
<input type="checkbox"/> Backup Material	Hayward Collegiate Appeal to ACOE - Part 1
<input type="checkbox"/> Backup Material	Hayward Collegiate Appeal to ACOE - Part 2
<input type="checkbox"/> Backup Material	Hayward Collegiate Appeal to ACOE - Part 3



## HAYWARD UNIFIED SCHOOL DISTRICT

*Building a Culture of Success. All Means All*



**Dr. Matt Wayne**  
Superintendent

**Chien Wu-Fernandez**  
Associate Superintendent,  
Student & Family Services

**Dr. Peter Parenti**  
Assistant Superintendent,  
Educational Services

**Delia Ruiz**  
Assistant Superintendent,  
Human Resources

Date: August 14, 2018

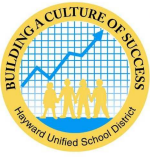
To: Members of the Alameda County Board of Education  
Joaquín Rivera, Amber Childress, Ken Berrick, Aisha Knowles, Fred Sims,  
Eileen McDonald, Yvonne Cerrato

From: Peter I. Parenti, Ed.D  
Assistant Superintendent

I am writing this letter in response to the charter petition appeal from the "Hayward Collegiate Charter School. After having reviewed the petition, I strongly recommend that you deny the charter petition appeal. In our comprehensive review, we found several important areas of concern that would adversely impact the lives of Hayward families and the education of students. The areas in which the petition *failed* to meet the established standards are:

- 1) Lacks a reasonably comprehensive description of the educational program;
- 2) Lacks a clear explanation of the alignment of disparate instructional program models that will result in significant student growth;
- 3) Lacks a description of how blended learning will be systematically implemented;
- 4) Lacks a description of the manner in which the school will prioritize the implementation of instructional strategies and pedagogies of the proposed educational program that will ensure likely achievement of program goals;
- 5) Lacks a plan for implementation of the program, as proposed;
- 6) Lacks a scope and sequence for any grade level;
- 7) Petition does not include relative performance measures or year-to-year matched cohort growth as part of Measurable Pupil Outcomes; performance levels are not considered annually and are not graduated over the term of the charter; some Measurable Pupil Outcomes are not measurable or do not provide specific targets;
- 8) Measurable Pupil Outcomes fail to contain any reference to applicable subgroups, as required by law;
- 9) The majority of the types of assessments cited are to be internally developed and no descriptions or samples were provided in the petition; there is not clarity around the various types of internal assessments listed (formative, summative, standards-based, benchmark, etc.)
- 10) Lacks a reasonably comprehensive description of the manner in which stakeholders will act upon and make use of pupil performance information;
- 11) Lacks a clear and comprehensive plan for recruitment, selection, development and evaluation of staff, including principal and teachers;
- 12) Lacks description of verifiable internal procedures and controls to ensure conformance with the approved budget;
- 13) Lacks a description of allocation of time, financial resources and personnel that is sufficient for planning and start-up prior to the school's opening;
- 14) Lacks a Community Complaint Process;
- 15) Lacks a contingency plan for facilities.

On June 6th, 2018, after considerate deliberations, the HUSD Board of Education unanimously voted to deny the petition. Our full report can be accessed by reviewing the minutes of the Hayward Unified School District Board of Education meeting held on June 6th, 2018. If you have further questions, please don't hesitate to contact me.



## HAYWARD UNIFIED SCHOOL DISTRICT

*Building a Culture of Success. All Means All*



-Peter I. Parent, Ed.D

24411 Amador Street □ Post Office Box 5000, Hayward, California 94540-5000 □ Telephone (510) 784-2600

[www.husd.us](http://www.husd.us)



# Hayward Unified School District's response to charter school petition appeal to Alameda County Board of Education

Presented by Dr. Peter I. Parenti,  
Assistant Superintendent, Hayward USD

## Timeline: Spring 2018

**May 9th:** Public Hearing at HUSD Board of Education Meeting

**May 14th:** Charter School Feasibility Meeting

**May 9th - June 1st:** HUSD Staff review of petition

**June 6th:** Board of Education votes unanimously NO.

## Summary of Findings Supporting Denial:

1. Lacking administrative experience
2. Less than reliable enrollment projections
3. Budget dependent on several assumptions with no contingency plans
4. Less than reliable staffing projections
5. No specific plans to educate students with special needs
6. No alternate plans for facilities specific to South Hayward



## Cal. Admin. Code tit. 5, s 119679(b)

(b) When filing a petition with the county board of education or State Board of Education for the establishment of a charter school, petitioner(s) shall provide the following:

- (1) A complete copy of the charter petition as denied, including the signatures required by Education Code section 47605.
- (2) A copy of the governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by Education Code section 47605(b).
- (3) A signed certification of compliance with applicable law.
- (4) A description of any changes to the petition necessary to reflect the county office or the State Board of Education as the chartering entity.



# Framing & Re-Framing Hayward USD

## 2018 Parent Engagement Survey:

- 86% agree/strongly agree that HUSD are helpful to parents.
- 87% agree/strongly agree that HUSD is supporting and inviting.
- 82% agree/strongly agree that HUSD provides high quality instruction.

## Programming Matters:

- Bilingual education beginning at Kindergarten, resulting in students who are academically literate in two languages.
- Nationally recognized community schools approach
- Award Winning Music Programs
- Career Pathways



**HAYWARD  
COLLEGIATE**

**Application for Hayward Collegiate Charter School**

**Submitted on appeal to  
Alameda County Office of Education**

**Submission Date: July 27, 2018**

**Requested Charter Term: July 1, 2019 – June 30, 2024**

**Lead Petitioner Contact Information:**  
**Email:** [ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)  
**Phone:** (650) 520-3915

**Respectfully submitted by:**  
**Founding Team & Proposed Executive Director**  
**(inclusive of founding families)**

- Neena Goswamy, Lead Petitioner and Proposed Executive Director
- Michael Cobb, Executive Director, St. Rose Hospital
- Janevette Cole, Community Engagement/Government Relations Representative, Hayward Promise Neighborhood
- Yichen Feng, Vice President, Exceed Capital Partners
- Michelle Hu, Director of Customer Success, LUCY
- Prasad Ram, Founder and CEO, Gooru
- Kenneth Ranella, Retired Superintendent of Menlo Park City School District
- Brittney Riley, Vice President of US Ventures, Village Capital
- Ke Wu, Associate, Carnegie Foundation for the Advancement of Teaching



JULY 27, 2018

Sent Via: Hand Delivery

Charter Schools Office  
Alameda County Board of Education  
313 West Winton Avenue  
Hayward, CA 94544

**Re: Hayward Collegiate Charter School Establishment Charter Petition Appeal to the Alameda County Board of Education**

Dear Superintendent Monroe, Board President Cerrato, and Members of the Alameda County Board of Education:

This letter is to inform you that Hayward Collegiate Charter School (“Hayward Collegiate” or the “Charter School”) hereby appeals the denial of its establishment charter petition by the Hayward Unified School District (“HUSD” or the “District”) to the Alameda County Board of Education (the “County”), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967.

**Overview of the District Petition and Timeline**

- Hayward Collegiate submitted its establishment charter petition electronically on April 6, 2018 and in person on April 10, 2018, to the Hayward Unified School District, seeking to open in the fall of 2019.
- On May 9, 2018, HUSD held a public hearing for Hayward Collegiate’s establishment charter petition.
- On June 3, 2018, HUSD released its Board of Education Summary Report and Staff Recommendation for denial of the Hayward Collegiate charter petition.
- On June 6, 2018, the District Board denied the Hayward Collegiate establishment charter petition by a vote of 4-0, with 1 absent, and adopted the District Staff’s factual findings in support of its denial.

Because not less than 180 days have elapsed since HUSD denied the establishment charter petition, the appeal to Alameda County Board of Education is timely, pursuant to Title 5, California Code of Regulations Section 11967(a).

**Contents of Appeal Submission**

Title 5, California Code of Regulations Section 11967(b) requires that a charter school whose establishment charter petition has been denied and that wishes to appeal its petition to the county board of education must send specific information, which is included herein.

The submission includes the following documents, pursuant to the Alameda County Office of Education's ("ACOE") Petition Appeal Submission Packet for the Establishment of a Charter School Following Denial by a School District:


1. Cover Letter
2. Table of Contents
3. ACOE Charter School Petition Review Checklist (**Binder Tab 1**)
4. Form A: Notice of Intent to Submit Application on Appeal of Denial (**Binder Tab 2**)
5. Original Charter Petition and Supporting Documents Considered by the District (**Binder Tab 3**)
6. Appeal Documentation (**Binder Tab 4**):
  - a. Copy of the District Board's Action of Denial of the Petition
  - b. Copy of the District's Written Factual Findings in Support of Denial of the Petition
  - c. Hayward Collegiate's Response to District Findings
  - d. Description of Changes to the Petition Necessary to Reflect the County Board of Education as the Chartering Authority
  - e. Charter Supplemental Information:
    - i. Special Education
    - ii. Financial Plan
    - iii. Impact Statement
    - iv. School Wellness Plan
    - v. Facilities
    - vi. Miscellaneous
7. Form B: Request for Information from Prospective Charter School Board Members, including resumes and questionnaires (**Binder Tab 5**)
8. Certification of Compliance with Applicable Law, as required by California Code of Regulations, Title 5, Section 11967(b)(3) (**Binder Tab 6**)

## **Conclusion**

At its June 6, 2018 meeting, the Hayward Unified School District Board denied the Hayward Collegiate establishment charter petition. We are therefore submitting this appeal of an establishment charter petition to the Alameda County Board of Education, pursuant to Title 5, California Code of Regulations Section 11967(a), for the County Board's decision to grant the establishment petition, pursuant to Section 11967(c).

By signing below, I confirm that I wish to submit this petition for appeal to the Alameda County Board of Education and certify that Hayward Collegiate Charter School, as petitioners, will comply with all laws applicable to charter schools in California. We look forward to working with the Alameda County Board of Education and Office of Education during consideration of the Hayward Collegiate establishment charter petition appeal. Please feel free to contact me via email ([ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)) or phone (650-520-3915) if you have any questions.

Sincerely,

A handwritten signature in black ink, reading "Neena Goswamy". The signature is written in a cursive, flowing style. The first name "Neena" is written with a large, stylized 'N' and the last name "Goswamy" follows in a similar cursive script.

Neena Goswamy, Executive Director  
Hayward Collegiate Charter School



## **Table of Contents**

Cover Letter

Table of Contents

**TAB 1:** ACOE Charter School Petition Review Checklist

**TAB 2:** Form A: Notice of Intent to Submit Application on Appeal of Denial

**TAB 3:** Original Charter Petition and Supporting Documents Considered by the District

**TAB 4:** Appeal Documentation, including:

- a. Copy of the District Board's Action of Denial of the Petition
- b. Copy of the District's Written Factual Findings in Support of Denial of the Petition
- c. Hayward Collegiate's Response to District Findings
- d. Description of Changes to the Petition Necessary to Reflect the County Board of Education as the Chartering Authority
- e. Charter Supplemental Information:
  - i. Special Education
  - ii. Financial Plan
  - iii. Impact Statement
  - iv. School Wellness Plan
  - v. Facilities
  - vi. Miscellaneous

**TAB 5:** Form B: Request for Information from Prospective Charter School Board Members, including resumes and questionnaires

**TAB 6:** Certification of Compliance with Applicable Law, as required by California Code of Regulations, Title 5, Section 11967(b)(3)

**TAB 1:**  
ACOE  
Checklist





# ALAMEDA COUNTY OFFICE OF EDUCATION

## CHARTER SCHOOL PETITION REVIEW CHECKLIST

☐ On Appeal

☐ Renewal  
Petition

Proposed Charter School: Hayward Collegiate Charter School

Proposed Location: Hayward, California (Hayward Unified School District)

Petitioner Contact Information		Denial Information	Petition Review and Presentation Timelines (Office Use Only)	
Name	Neena Goswamy	District Denying Petition:	Petition Presented to ACOE (Maximum of 180 days from denial)	Public Hearing (30 days from receipt)
Phone		Hayward Unified School District	Date July 27, 2018	Decision by Board of Education (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and ACOE)
(650) 520-3915	152 Nevada Street Redwood City, CA 94062	Date of Board Action:	Date Held	Date Due
Address		June 6, 2018		<input type="checkbox"/> 30 day extension to
Email	ngoswamy@buildingexcellentschools.org			Date of Board Decision

### Section below is for Office Use ONLY

Area of Review	Department(s) Responsible	Name of Reviewer
A. Education Program	Education Services	
B. Measurable Student Outcomes	Education Services	
C. Student Progress Measurement	Education Services	
D. Government Structure	Human Resources & Credentialing	
E. Employee Qualifications	Human Resources (reviewed by ALL)	
F. Health and Safety	Human Resources & Ed. Services (reviewed by ALL)	
G. Racial & Ethnic Balance	Education Services (reviewed by ALL)	
H. Admissions Requirements	Ed. Services/Human Resources (reviewed by ALL)	
I. Annual Financial Audits	Business Services	
J. Suspension and Expulsion	Ed. Services (reviewed by ALL)	
K. Staff Retirement System	Human Resources & Business Services	
L. Attendance Alternatives	Reviewed by ALL	
M. Description of Employee Rights	Human Resources (reviewed by ALL)	
N. Dispute Resolution Process	Business Services	
O. Closure Procedures	Business Services	
Supplemental Information		
Financial Plan	Business Services	
Impact Statement	Reviewed by ALL	
Facilities	Business Services	
Special Education	Ed. Services & Sp. Education	
Independent Study (if applicable)	SPAS & Ed. Services	

Charter Petition Name: \_\_\_\_\_

Petition Received: \_\_\_\_\_

**Instructions to Petitioner:** This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, the petition review team will rate the petitioner's response as Exceeds, Meets, or Fails to Meet the criteria required for each specific area.

Please write the page number where the information for each Evaluation Criteria can be located in the "found on page" column of the matrix document. Include a copy of this completed document with your charter petitions.

Ed Code 47605 A   Education Program				
Found on page:	Evaluation Criteria A-O	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<b>1. Targeted School Populations</b>			
18, 46	♦ Age, grade levels and number of students			
36-44	<input type="checkbox"/> Describe students whom the charter will attempt to educate			
	<b>2. Attendance</b>			
50, Appendix 7	♦ School year, academic calendar, number of school day and instructional minutes			
97, 109	♦ Attendance expectations and requirements			
	<b>3. What it Means to be an Educated Person in The 21<sup>st</sup> Century</b>			
35-36,	<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners			
35, 56-63	♦ Clear list of general academic skills and qualities important for an educated person			
35, 30-34, 63, 66-67	♦ Clear list of general non-academic skills and qualities important for an educated person			
	<b>4. Description of How Learning Best Occurs</b>			
56-68	♦ Persuasive instructional design			
56-68	♦ Broad outline (not entire scope and sequence) of the curriculum content			
56-68	♦ Description of instructional approaches and strategies			
56-68	♦ Description of learning setting (e.g. traditional, home-based, distance learning, etc.)			
17-24	♦ Proposed program strongly aligned to school's mission			
24,50	♦ Affirmation that, or description of, how curriculum aligned to California Content Standards			
69-71	♦ Outlines a plan or strategy to support students not meeting pupil outcomes			
9,17, 26-27, 51	♦ Instructional design or strategies based upon successful practice or research			
71 -88	♦ Describes instructional strategies for special education, Insufficient English proficient students, etc.			
	<b>5. Annual Goals and Actions</b>			
89-102	<input type="checkbox"/> Annual goals, and annual actions to achieve those goals, for all pupils and for each subgroup of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth) to be achieved in the state priority areas that apply for the grade levels served, or the nature of the program operated, by the charter school: ♦ Student achievement ♦ Student engagement			

**Legend:**

- ☐ Required to be included in charter petition and/or Memorandum of Understanding
- ♦ Strongly suggested to ensure that charter elements are reasonably comprehensive

rev. 3/15/2017

Charter Petition Name: \_\_\_\_\_

Petition Received: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>◆ Other student outcomes</li> <li>◆ School climate</li> <li>◆ Parental involvement</li> <li>◆ Basic services (teacher credentials, instructional materials, facilities)</li> <li>◆ Implementation of common core state standards</li> <li>◆ Course access</li> <li>◆ Additional school priorities, goals specific annual actions</li> </ul>			
<b>6. Additional Requirements for Charter Schools Serving High School Student</b>				
N/A	<input type="checkbox"/> How Charter School will inform parents about the transferability of courses to other public high schools			
N/A	<input type="checkbox"/> How Charter School will inform parents about the eligibility of courses to meet college entrance requirements			
<b>Education Program – Comments</b>				
<b>If Exceeds Required Standard, include Strengths:</b>		<b>If Fails to Meet Standard, include Concerns and/or Additional Questions:</b>		

Ed Code 47605 B   Measurable Student Outcomes				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
89-110	<input type="checkbox"/> Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome, aligned with state priorities and goals in Educational Program			
89-110	◆ How pupil outcomes will address state content and performance standards in core academics			
89-110	◆ Outcomes align with common core state standards			
89-110	◆ Outcomes and measures align with state priorities and goals identified in Educational Program			
89-110	◆ Lists school-wide student performance goals students will achieve over a given period of time: Projected attendance levels, dropout percentage, graduation rate goals, etc.			
89-110	◆ Describes academic achievement outcomes both Schoolwide and for all groups of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth)			
89-110	◆ Clearly stated exit outcomes include acquisition of academic and non-academic skills, that are specific, measurable and rigorous			
89-110	◆ Acknowledges that exit outcomes and performance goals may need to be modified over time			
89-110	◆ Affirmation that "benchmark" skills and specific classroom-level skills will be developed			
89-110	◆ Affirmation/description that exit outcomes will align to mission, curriculum and assessments			
n/a	◆ 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			
n/a	◆ If high school, graduation requirements defined and WASC accreditation addressed			
<b>Measurable Student Outcomes – Comments</b>				
<b>If Exceeds Required Standard, include Strengths:</b>		<b>If Fails to Meet Standard, include Concerns and/or Additional Questions:</b>		

**Legend:**

- ☐ Required to be included in charter petition and/or Memorandum of Understanding
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive

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**Ed Code 47605 C | Student Progress Measurement**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
89-110	<input type="checkbox"/> Assessments include multiple, valid and reliable measures using traditional/alternative tools			
89-110	<input type="checkbox"/> Assessment tools include all required state and federal assessments			
89-110	♦ At least one assessment method or tool listed for each of the exit outcomes			
89-110	♦ Chosen assessments are appropriate for standards and skills they seek to measure			
89-110	♦ Affirmation/description of how assessments align to mission, exit outcomes, and curriculum			
89-110	♦ Describes minimal required performance level necessary to attain each standard			
89-110	♦ Outlines plan for collecting, analyzing/utilizing and reporting student/school performance			
89-110	♦ Consistent with the way information is reported on the School Accountability Report Card			

**Student Progress Measurement – Comments**

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Ed Code 47605 D | Government Structure**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
111, 118-120	<input type="checkbox"/> Describes what role parents have in the governance and operation of the school			
111-117	<input type="checkbox"/> Describes key features of governing structure (usually a board of directors) such as:			
7, 111-120, Appendix 3	▪ Compliance with Brown Act, Public Records Act and Conflict of Interest Policy			
111-120, Appendices 3,4,5, and AB	▪ Size/composition of board, board committees and/or advisory councils			
111-120, Appendices 3,4, 5	▪ Board's scope of authority/responsibility			
112, Appendix 4	▪ Method for selecting initial board members			
111-120, Appendix 4	▪ Board election/appointment and replacement			
Appendix 4	♦ Affirms future development of, or has set of, proposed bylaws, policies or similar documents			

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112, Appendices 3,4,5, and AB	♦ Initial governing board members identified by name or the process to be used to select them			
111-112, Appendix 5 and AE	♦ Clear description of the legal status of the charter school			
111-112, 179	♦ Outlines other important legal or operational relationships between school and granting agency			

**Government Structure – Comments**

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Ed Code 47605 E | Employee Qualifications**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
121-131	<input type="checkbox"/> Identifies all key staff positions with the school			
121-131	<input type="checkbox"/> Describes specific key qualifications (knowledge, experience, education, certification)			
90-91, 123-130	<input type="checkbox"/> Defines core, college preparatory teachers & affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document as required by Law including ESSA.			
123-131	♦ Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications.			

**Employee Qualifications – Comments**

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Ed Code 47605 F | Health and Safety**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
123	♦ Affirms that each employee will furnish the school with a criminal record summary			
	<b>Outlines specific health and safety practices addressing such key areas as:</b>			
132	▪ Seismic safety (structural integrity and earthquake preparedness)			
132	▪ Natural disasters and emergencies			
134	▪ Immunizations, health screenings, administration of medications			

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133	▪ Tolerance for use of drugs and/or tobacco			
132	▪ Staff training on emergency and first aid response			
132; To be provided to ACOE per MOU	▪ References accompanied by a detailed set of health and safety related policies/ procedures or the date by which they will be adopted and submitted to the ACOE			

#### Health and Safety - Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

#### Ed Code 47605 G | Racial & Ethnic Balance

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
136-137	♦ Lists specific practices/policies designed to attract a diverse applicant pool/enrollment			
136-137	▪ Includes specific language access policy for attracting and achieving targeted racial and ethnic balance			
136-137	<input type="checkbox"/> Practices and policies appear likely to achieve targeted racial and ethnic balance			

#### Racial & Ethnic Balance – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

#### Ed Code 47605 H | Admission Requirements

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
138-141	<input type="checkbox"/> Mandatory assurances regarding non-discriminatory admission procedures			
n/a	♦ Admission preferences which are required for conversion charter schools, if applicable			
138-141	♦ Clearly describes admissions requirements, including any preferences			
138-141	♦ Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary			

#### Admission Requirements – Comments

**Legend:**

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If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

#### Ed Code 47605 I | Annual Financial Audits

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
142-143	<input type="checkbox"/> Procedure to select and retain independent auditor			
142-143	♦ Qualifications of independent auditor			
142-143	<input type="checkbox"/> Audit will employ generally accepted accounting procedures			
142-143	<input type="checkbox"/> The manner in which the audit will be conducted			
142-143	♦ Scope and timing of audit, as well as required distribution of completed audit			
142-143	<input type="checkbox"/> Process for resolving audit exceptions and deficiencies to the satisfaction of the Alameda County Office of Education			

#### Annual Financial Audits – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

#### Ed Code 47605 J | Suspension and Expulsion

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
144-167	<input type="checkbox"/> Detailed, step-by-step process by which student may be suspended or expelled			
144-167	♦ Reference to a comprehensive set of student disciplinary policies			
160; n/a	♦ Reference homework policy for students suspended less than 5 days			
144-167	<input type="checkbox"/> Describe the expulsion appeal process			
144-167	<input type="checkbox"/> Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students			
144-167	♦ Policies balance students' rights to due process with responsibility to maintain a safe learning environment			
144-167; n/a	♦ Explains how ACOE may be involved in disciplinary matters			

#### Suspension and Expulsion – Comments

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

#### Ed Code 47605 K | Staff Retirement System

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet

**Legend:**

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				Required Standard
168	<input type="checkbox"/> Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must participate)			
<b>Staff Retirement System – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 L   Attendance Alternative				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
169	<input type="checkbox"/> States that students may attend other schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence and/or description of other attendance alternatives			
<b>Attendance Alternatives – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Ed Code 47605 M   Description of Employee Rights				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
170; n/a	<input type="checkbox"/> States that collective bargaining contracts of ACOE will be controlling			
170	♦ Whether and how staff may resume employment within the district or ACOE, if applicable			
170	♦ Sick/vacation leave (ability to carry it over to and from charter school, if applicable)			
170	♦ Whether staff will continue to earn service credit (tenure) in district or ACOE while at charter school, if applicable			
<b>Description of Employee Rights – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**Legend:**

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**Ed Code 47605 N | Dispute Resolution Process**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
171-172	<input type="checkbox"/> Adopts the Alameda County Office of Education process to settle disputes relating to the provisions of the charter			
171-172	<input checked="" type="checkbox"/> Outline of how the charter school will resolve internal complaints and disputes with teachers, other staff and parents.			
<b>Dispute Resolution Process – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**Ed Code 47605 O | Closure Procedures**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
173-175	<input type="checkbox"/> Outlines a description of the process to be used if the charter school closes			
173-175	<input type="checkbox"/> Process includes the identification of the school individual/position responsible for closure activities, a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records			
<b>Closure Procedures – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**Likelihood that the Petitions Will be Able to Successfully Implement the Program of the Proposed Charter**

Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
<p>♦ The Petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school.</p> <p>** see Charter pp. 12-16, 111-112, and Appendices 9 and AB</p>			

**Legend:**

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Likelihood that the Petition will be able to successfully implement the program of proposed charter – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

## REQUIRED SUPPLEMENTAL INFORMATION

Financial Plan (For Initial Petitions Only)				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> Proposed first year operational budget			
Appendices 6 and AA	• Start-up costs			
Appendices 6 and AA	• Cash flow for first three years			
Appendices 6 and AA	• Financial projections for first three years			
Appendices 6 and AA	♦ Planning Assumptions			
Appendices 6 and AA	▪ Number/types of students			
Appendices 6 and AA	▪ Number of staff			
Appendices 6 and AA	▪ Facilities needs			
Appendices 6 and AA	▪ Costs of all major items are identified and within reasonable market ranges			
Appendices 6 and AA	▪ Revenue assumptions in line with state and federal funding guidelines			
Appendices 6 and AA	▪ Revenue from “soft” sources less than 10% of ongoing operational costs			
Appendices 6 and AA	▪ Timeline allows window for referenced grant applications to be submitted and funded			
Financial Plan – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Start-Up Costs (For Initial Petitions Only)				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard

**Legend:**

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Appendices 6 and AA	<ul style="list-style-type: none"> <li>Clearly identifies all major start-up costs</li> </ul>			
Appendices 6 and AA	<input type="checkbox"/> Staffing			
Appendices 6 and AA	<input type="checkbox"/> Facilities			
Appendices 6 and AA	<input type="checkbox"/> Equipment and Supplies			
Appendices 6 and AA	<input type="checkbox"/> Professional Services			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Assumptions in line with overall school design plan</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Identifies potential funding source</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Timeline allows for grant and fundraising</li> </ul>			
<b>Start-Up Costs – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Annual Operating Budget (Most Current Board Adopted Budget with any Variances or Material Changes Noted)				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Annual revenues and expenditures clearly identified by source</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Revenue assumptions closely related to applicable state and federal funding formulas</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure assumptions reflect school design plan</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure assumptions reflect market costs</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>“Soft” revenues not critical to solvency</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Strong reserve or projected ending balance (the larger of 3% of expenditure or \$25,000)</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure for sufficient insurance to name district as also insured/hold harmless agreement</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure sufficient for reasonably expected legal services</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure for Special Education excess costs consistent with current experience in the school district/county</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditure for facilities – if specific facilities not secured, reasonable projected cost</li> </ul>			
<b>Annual Operating Budget – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

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Cash Flow Analysis				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Monthly projection of revenue receipts in line with local/state/federal funding disbursements</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Expenditures projected by month and correspond with typical/reasonable schedules</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Show positive cash balance each month and/or identify sources of working capital</li> </ul>			
Cash Flow Analysis – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Long-Term Plan				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Projects revenues and expenditures for at least two additional years</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Revenue assumptions based on reasonable potential growth in local, state and federal revenues</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Revenue assumptions based on reasonable student growth projections</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Reasonable cost-of-living and inflation/funding reduction assumptions</li> </ul>			
Appendices 6 and AA	<ul style="list-style-type: none"> <li>Annual fund balances are positive or sources of supplemental working capital are identified</li> </ul>			
Long-Term Plan - Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**Legend:**

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Impact Statement				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
46-47	◆ Provides estimated numbers of students anticipated to enroll (Initial Petitions Only)			
177; n/a	◆ Identifies whether charter will request to purchase support services from ACOE or district (Initial Petitions Only)			
176-177, 179	◆ Describes suggested processes and policies between charter and ACOE including:			
176-177, 179	▪ Process, activities and associated fees for oversight of charter			
176-177, 179	▪ Regular, ongoing fiscal and programmatic performance monitoring and reporting as required by ACOE			
177; n/a	◆ Description of support service needs and suggested payments for services to authorizer, if applicable.			
n/a	▪ Clearly drafted contract(s)/agreement(s) or reference to contract(s) for services.			
178	○ Identify whether a request will be made for use of ACOE or district-owned facilities			
TBD	○ Reasonably detailed lease or occupation agreement for privately obtained facilities			
111-112, Appendix 5	◆ Proposed legal status of school is identified			
177	<input type="checkbox"/> Describes the manner in which administrative services of the charter school are to be provided			
179	◆ Identify whether school intends to manage risk independently or will seek to secure coverage other public agency			
179	<input type="checkbox"/> Addresses potential civil liability effects, if any, upon the school and the ACOE			
Impact Statement – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

Facilities				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
178 and Supp'l Info	<input type="checkbox"/> Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.			
178 and Supp'l Info; Appendices 6 and AA	<input type="checkbox"/> 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.			
Appendices 6 and AA	<input type="checkbox"/> Are reasonable costs for the acquisition or leasing of facilities to house the charter school reflected in budget (taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614)			
Facilities – Comments				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**Legend:**

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**Ed Code 47641 | Special Education**

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
71-83	<input type="checkbox"/> Petition specifies the means by which the charter school will comply with the provisions of Education Code section 47641			
Supp'l Info	<input type="checkbox"/> Has consulted with a SELPA agency concerning Special Ed. Services			
Supp'l Info	<input type="checkbox"/> Has contacted the special education director in district/LEA providing services			
Supp'l Info	<ul style="list-style-type: none"> <li>Discussed special education responsibilities of charter</li> </ul>			
Supp'l Info	<ul style="list-style-type: none"> <li>Discussed application of SELPA policies</li> </ul>			
71-83; Supp'l Info	<input type="checkbox"/> Describes how special education services will be provided consistent with SELPA Plan and/or policies and procedures			
Appendix AA	<ul style="list-style-type: none"> <li>Includes fiscal allocation plan</li> </ul>			
71-83	<input type="checkbox"/> Includes the process to be used to identify students who qualify for special education programs and services, including			
71-83	<ul style="list-style-type: none"> <li>Referral</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Assessment</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Instruction</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Due Process</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Agreements describing allocation of actual and excess costs</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Charter fiscally responsible for fair share of any encroachment on general funds</li> </ul>			
71-83	<input type="checkbox"/> The school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities			
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard

**If charter is LEA within SELPA**

71-83	<ul style="list-style-type: none"> <li>Notifies SELPA Director of intent prior to February 1<sup>st</sup> of the preceding school year</li> </ul>			
Appendix AA	<ul style="list-style-type: none"> <li>Provides current operating budget in accordance with Ed Code 42130 and 42131</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Responsible for any legal fees relating to application and assurances process</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of SELPA"</li> </ul>			
71-83	<ul style="list-style-type: none"> <li>Assurance Statement that Charter is fiscally responsible for fair share of any encroachment on general funds</li> </ul>			

**Petition includes the following assurances:**

71	<ul style="list-style-type: none"> <li>The charter will comply with all provisions of IDEA</li> </ul>			
71, 77, 82	No student will be denied admission based on disability or lack of available services			
80	<ul style="list-style-type: none"> <li>Will implement a Student Study Team process</li> </ul>			
71-72	<ul style="list-style-type: none"> <li>Any student potentially in need of Section 504 services will be the responsibility of the charter school</li> </ul>			

**Overview of how special education funding and services will be provided by:**

**Legend:**

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7, 80	<input type="checkbox"/> Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school			
7, 80	<input type="checkbox"/> Charter School			
7, 80	<input type="checkbox"/> Alameda County Office of Education			
7, 80	<input type="checkbox"/> SELPA			
81-82	<input type="checkbox"/> Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school			
<b>Special Education – Comments</b>				
If Exceeds Required Standard, include Strengths:		If Fails to Meet Standard, include Concerns and/or Additional Questions:		

**INDEPENDENT STUDY | Requirements in this section apply to petitions proposing to utilize a non-classroom based instructional strategy in the charter school.**

Ed Code 47612.5, 51745 and 51747   Independent Study				
Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> The petition verifies that the K-12 public school guidelines for independent study will be evident in the annual audit. 47612.5(b) Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, a charter school that provides independent study shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted there-under.			
	<input type="checkbox"/> The petition states that it will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under education code 51745.6(a). The ratio of average daily attendance for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other education programs operated by the school district. The ratio of average daily attendance for independent study pupils 18 years of age or less to county office of education fulltime equivalent employees responsible for independent study, to be calculated in a manner prescribed by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the high school or unified school district with the largest daily attendance of pupils in that county.			
<b>The petition includes Written Policies required for eligibility to receive apportionments for Independent Study per E.C. 51747:</b>				
	<input type="checkbox"/> The maximum length of time, by grade level and type of program that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.			
	<input type="checkbox"/> The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program.			
	<input type="checkbox"/> The requirement that a current written agreement for each pupil will be maintained in file, at a minimum, the following areas:			

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Charter Petition Name: \_\_\_\_\_

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<input type="checkbox"/>	The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.			
<input type="checkbox"/>	The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.			
<input type="checkbox"/>	The specific resources, including materials and personnel that will be made available to the pupil.			

**Ed Code 47612.5, 51745 and 51747 | Independent Study | *Continues***

Found on page:	Evaluation Criteria	Exceeds Required Standard	Meets Required Standard	Fails To Meet Required Standard
	<input type="checkbox"/> A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.			
	<input type="checkbox"/> The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.			
	<input type="checkbox"/> A statement of the number of course credits, or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.			
	<input type="checkbox"/> The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.			
	<input type="checkbox"/> Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.			
	<input type="checkbox"/> <b>Petition acknowledges that independent study will be supervised by an appropriately credentialed teacher per 51747.5(a)</b>			
	<input type="checkbox"/> <b>Petition acknowledges that school may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per 51747.5(b).</b>			

**Independent Study – Comments**

If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Legend:**

- ☐ Required to be included in charter petition and/or Memorandum of Understanding
- ♦ Strongly suggested to ensure that charter elements are reasonably comprehensive



**TAB 2:**  
**Form A**

# Form A

## Notice of Intent to Submit Application on Appeal of Denial For Establishment of a Charter

### CHARTER SCHOOL INFORMATION

Name of proposed charter school: Hayward Collegiate Charter School

General location (including district) of proposed school: Hayward Unified School District

Proposed grade levels: TK-6 Proposed total enrollment: 420 Proposed school opening date: August 12, 2019

### LEAD PETITIONER INFORMATION

Name of lead petitioner: Neena Goswamy

Position with proposed charter school: Executive Director

Address: 152 Nevada Street City: Redwood City Zip: 94062


Daytime Phone Number(s): (650) 520-3915 FAX: \_\_\_\_\_

Email address: ngoswamy@buildingexcellentschools.org

### LIST CHARTER DEVELOPMENT TEAM MEMBERS (name/position with proposed charter school)


### CERTIFICATION

I/we certify that we are interested in applying for a Charter School within Alameda County.

Print Name: Neena Goswamy Signature:  Date: June 18, 2018

*Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.*

### OFFICE USE ONLY

Received by: \_\_\_\_\_

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Articles of Incorporation and Bylaws:**

A copy of the Articles of Incorporation and Bylaws are attached as Appendices to the Charter Petition. See TAB 2B, Appendix 4 for the Board Bylaws, and Appendix 5 for the Articles of Incorporation.

**TAB 3A:**  
**Original Charter Petition**



## **Application for Hayward Collegiate Charter School**

**Presented to:  
the Hayward Unified School District**

**Submission Date: April 6, 2018**

**Requested Charter Term: July 1, 2019 – June 30, 2024**

**Lead Petitioner Contact Information:**  
**Email: [ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)**  
**Phone: (650) 520-3915**

**Respectfully submitted by:**  
**Founding Team & Proposed Executive Director**  
**(inclusive of founding families)**

- Neena Goswamy, Lead Petitioner and Proposed Executive Director
- Michael Cobb, Executive Director, St. Rose Hospital
- Yichen Feng, Vice President, Exceed Capital Partners
- Michelle Hu, Director of Customer Success, LUCY
- Scott Niehaus, Vice President, Genstar Capital
- Prasad Ram, Founder and CEO, Gooru
- Brittney Riley, Vice President of US Ventures, Village Capital
- Ke Wu, Associate, Carnegie Foundation for the Advancement of Teaching

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1. Teacher Signatures
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3. Conflict of Interest Policy
4. Board Bylaws
5. Articles of Incorporation
6. Budget Narrative, Budget, and Cashflow
7. 2019 – 2020 Draft Calendar
8. Technology Platforms Chart
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10. Staff, Parent, and Student Surveys
11. Professional Development Plan
12. Community Support and Interest Signatures
13. Marketing Flyers
14. Scope and Sequence for Core Curriculum, Grades TK-1

## Affirmations and Declaration

As the lead petitioner, I, Neena Goswamy, hereby certify that the information submitted in this petition for a California public charter school to be named Hayward Collegiate Charter School (“Hayward Collegiate” or the “Charter School”), and to be located within the boundaries of the Hayward Unified School District (“HUSD” 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. [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, including immigration status, 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. Hayward Collegiate, Inc. declares that it will be deemed the exclusive public school employer of the employees of Hayward Collegiate Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
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, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. 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)(i)-(iv). 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)(2)(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 and the Individuals with Disabilities Education Improvement Act of 2004.
9. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
10. 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, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
11. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
12. The Charter School shall comply with the Ralph M. Brown Act.
13. The Charter School shall comply with the Political Reform Act.
14. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
15. The Charter School shall comply with the Public Records Act.
16. The Charter School shall comply with the Family Educational Rights and Privacy Act.
17. 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).
18. 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
19. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

20. 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. Education Code Section 47612.5(a)(2)]
21. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
22. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
23. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
24. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
25. 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.

---

Neena Goswamy, Lead Petitioner

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Date

## Overview

Hayward Collegiate Charter School (“Hayward Collegiate”) hereby respectfully submits this new charter petition to Hayward Unified School District (“HUSD”). The term of the charter will be a five-year period, from July 1st, 2019 and ending on June 30th, 2024.

Hayward Collegiate will be an elementary school serving students in grades TK-6 in Hayward, CA. In alignment with state priorities to “use multiple measures to determine performance and progress and emphasize equity by focusing on student group performance,”<sup>1</sup> the mission of Hayward Collegiate is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence.<sup>2</sup> We are committed to working with the District to ensure that all students within its boundaries have a quality education.

We have built a unique and currently unavailable school model that takes into consideration our deep study of the needs of Hayward and the methods of some of the strongest schools in our state and across the nation serving a similar community of students. Our founding team, inclusive of our founding families, has had nearly 200 conversations with key community stakeholders in Hayward, including families, students, teachers, alumni of Hayward public schools, education leaders, pastors, Council officials, and community organizational leaders. Through the Building Excellent Schools Fellowship, our Lead Founder and proposed Executive Director Neena Goswamy has studied and visited nearly 40 high-performing urban schools here in California and around the country and has conducted extensive research on the educational practices that lead to academic and life success for a vulnerable community of students. Ms. Goswamy, a Hayward native, has also visited multiple district and charter schools in and around the Hayward community, and has completed leadership residency at Hollister Prep, a Navigator School.<sup>3</sup>

Through our conversations with families in Hayward, intense school-study of high-performing schools, and current educational research, we have developed a unique school model that responds directly to the needs of our community in Hayward and fully aligns with educational state priorities<sup>4</sup> and the intent of the Charter Schools Act, which is to allow groups of educators, community members, parents, or others to create an alternative type of public school.<sup>5</sup>

Hayward Collegiate is fundamentally different from other elementary schools in four important ways:

1. Teacher-subject specialization
2. Individualized supports for each student
3. Digital storytelling

---

<sup>1</sup> [www.cce.ca.gov](http://www.cce.ca.gov).

<sup>2</sup> “California Accountability Model & School Dashboard.” California Accountability Model & School Dashboard - Accountability (CA Dept of Education), [www.cde.ca.gov/ta/ac/cm/](http://www.cde.ca.gov/ta/ac/cm/).

<sup>3</sup> At Hollister Prep, 93% of third grade students met or exceeded standards in ELA and 72% met or exceeded standards in math in the 2015-2016 CAASP. Hollister Prep serves 83% minority students and 63% of their students are socioeconomically disadvantaged. <https://www.navigatorschools.org/>.

<sup>4</sup> See Education Code Section 52060(d).

<sup>5</sup> See Education Code Section 47600, *et al.*

#### 4. Expanded, comprehensive, and targeted professional development

##### **1. Teacher-subject Specialization**

We believe that teacher specialization delivers the most effective instruction. Students learn best when they are taught by teachers who are experts in their subject matter and prepared to deliver classroom instruction and supports that are aligned to the level of rigor outlined by the California Common Core State Standards (CCSS), beginning in the youngest grades. Teachers will specialize in literacy and social studies or in math and science so that students are receiving a stronger education from the beginning of their educational experience. Students will move between two teachers of the same grade level for the purpose of instruction in specific subjects. By supporting elementary teachers in the ability to become experts instead of generalists, we will be well positioned to meet the rigors of the CCSS, thus increasing student achievement.

##### **2. Individualized Supports for Each Student**

Students at Hayward Collegiate will benefit from having two adults in the classroom - one certified lead teacher and one paraprofessional to assist students in instructing reading, writing, and mathematics. Our school model also combines blended learning, which allows for highly individualized instruction through online adaptive technology. In the two TK and kindergarten classes, there will be two adults in each of the two classrooms throughout the day. One adult will be a lead certified teacher and the other will be a paraprofessional. This ensures that the individual needs of each of our youngest students are supported, and any academic gaps are efficiently closed. There are still two classes for each grade beyond TK and kindergarten, however, starting in grade 1, there will be only one paraprofessional for each grade-level. This paraprofessional will support the literacy and math lead teachers in each classroom so that each student receives support for their individual needs through individual re-teaching of the lesson or group-help after the lesson is taught by the lead teacher. Classroom schedules across the two classes which share that paraprofessional will coordinate to maximize the impact of the paraprofessional support for all students in the core subjects.

##### **3. Digital Storytelling**

Hayward Collegiate introduces digital stories starting in TK/K to amplify students' learning experiences so that they may communicate and lead with confidence. Our course will study the different parts that make up digital stories through tutorials, example stories, and readings. In TK and kindergarten, students will understand the fundamental process of creating a digital story, beginning with a voice-over and just one image. By 6th grade, students will create digital stories around topics that resonate with them, such as an innovative idea or experiment, a social justice issue, a debate with which they have been grappling through their readings and life. Students will self-select topics and develop a digital story that allows them to speak about it with conviction and it is through this deeper understanding of their own stance that they will begin to build a sense of confidence and ability to be a leader in our community.

##### **4. Expanded, Comprehensive, and Targeted Professional Development**

Teachers are the bedrock of student achievement. Multiple studies, including those from Harvard University, indicate that the impact of an excellent teacher is long lasting. Students who are “assigned to such high value-added teachers are more likely to go to college, earn high incomes,

and less likely to be teenage mothers.”<sup>6</sup> Hayward Collegiate respects the impact a high-quality teacher makes on delivering daily instruction to students and so will invest in recruiting, hiring, developing, and retaining excellent teachers who are equipped with the curricular and professional resources that will lead to student mastery. To ensure we have a strong team for the students of Hayward Collegiate, we will have 26 days of annual professional development, 2 hours of weekly professional development, and weekly individual coaching and support for every teacher. Every teacher at Hayward Collegiate will grow and be supported to ensure the success of every student.

Our school model includes other innovative elements that allow for a new, unique option currently unavailable to parents and families in Hayward. One feature that particularly stands out is our focus on building a sense of confidence for every student. The Stanford Graduate School of Education conducted a study of over 9,500 students that found students from lower income backgrounds or under-represented minority groups do worse than other students at the same school because they have internalized negative stereotypes about how members of their group have been less successful than others. For students to overcome this, they must be in a safe environment where they can trust and learn from one another, thus breaking negative stereotypes of failure and instilling the confidence to try new and challenging things.<sup>7</sup> This is among the reasons why it is our mission for each student that graduates Hayward Collegiate to communicate and lead with confidence. Our educational program develops a sense of trust and confidence through a robust Advisory program that uses digital storytelling to support students’ communication skills. Through this focus on communication and self-belief, we will provide the essential knowledge and life-skills needed for our students to be lifelong leaders in their community.

Other elements that we have included in our school model include the following:

- Extended school day and school year
- Robust Advisory program
- Use of blended learning
- Focus on math and literacy
- Discipline system rooted in Restorative Justice
- Use of trauma-informed practices
- Weekly community meetings to celebrate students and staff
- Regular and frequent communication with parents
- Systems that allow student and parent voice to be heard

Our team is deeply committed to collaborating with the Hayward Unified School District (HUSD) to ensure that every student receives an excellent education within the District’s boundaries. The areas in which we envision a collaborative partnership include, but are not limited to, strengthening professional development for teachers and serving a high-needs population. We look forward to working with the District in the service of all students.

---

<sup>6</sup> Chetty, Raj, John Friedman, and Johan Rockoff. *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood*. Cambridge, MA: Harvard University Press. 2011.

<sup>7</sup> “New Research Demonstrates How Specific Interventions Can Boost Success of First Generation and Minority Students in College.” Stanford Graduate School of Education, [ed.stanford.edu/news/new-research-demonstrate-how-specific-interventions-can-boost-success-first-generation-and](http://ed.stanford.edu/news/new-research-demonstrate-how-specific-interventions-can-boost-success-first-generation-and).

## Founding Team

Hayward Collegiate’s Founding Team, inclusive of Founding Families, is deeply committed to educating all students in grades TK-6 and ensuring the fulfillment of our mission, which is to ensure rigorous academics and individualized supports for every learner so that all students can thrive in the colleges of their choice and can communicate and lead with confidence. The team is diverse with respect to skill-set and background. With a founding team that is deeply committed to our community, Hayward Collegiate will be a responsive, accountable team that ensures the success of each student we plan to serve.

Our team encompasses educational, financial, community engagement, governance, legal, marketing, development, and technology expertise. We are deeply grateful for the support and insight that our Founding Families have provided, all of whom live and work in Hayward. Our team comes to this work with humility and has been intentional in connecting with key community members to shape our vision for Hayward Collegiate.

**Figure 1. Founding Team Expertise**

Name	Finance	Law	Marketing and Outreach	Development	Board Governance	Technology	Education	Hayward-Based
Michael Cobb				X	X			X
Yichen Feng	X		X	X	X	X	X	
Neena Goswamy			X			X	X	
Michelle Hu			X	X		X		
Scott Niehaus	X							
Prasad Ram				X	X	X	X	
Brittney Riley	X		X	X				
Ke Wu		X					X	
<b>Founding Families</b>								
Selena Lovano-Silva								X
Yolanda Manvo								X
Adolfina Lovano								X



Jessica Rivera								X
Mario Contreras								X

### Founding Team Biographies

As of April 2017, the Founding Team includes the proposed Executive Director and seven proposed members for the Board of Directors.

**Neena Goswamy, Proposed Executive Director** and Hayward native, is a Fellow with Building Excellent Schools, through which she has studied nearly 40 high-performing charter schools in our state and across the country to deeply understand their work in order to replicate best practices for our community. Ms. Goswamy began her career as a Teach For America corps member in Chicago in 2011 teaching 9th grade literature at Muchin College Prep, the highest performing Noble Network school. At Muchin College Prep, 82% of students come from low-income households and 87% of students are minorities. While leading the 9th Grade Multicultural Literature Department, 88% of her students grew 3 points in one year as measured by the Explore Test, a 9th Grade statewide reading comprehension exam. She was recruited to join KIPP: Bloom as a Founding Teacher in 5<sup>th</sup> grade Non-Fiction Humanities Literature, and she assumed the role of a traditional Dean of Student Culture and designed curriculum for Non-fiction Literature. Nearly 93% of KIPP:Bloom students are African-American, and a majority of students come from low-income households. There she successfully raised 82% of students' reading scores by two years as measured by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) norm-referenced reading assessment. After four years of teaching, Ms. Goswamy transitioned to Director of Growth at Edpuzzle, an online video platform for teachers and students, where she designed the Online Professional Development platform for educators. Ms. Goswamy graduated with honors from University of Washington.

**Michael Cobb, Proposed Board Member**, serves as the Executive Director of the St. Rose Hospital in Hayward, CA. He is responsible for providing daily leadership in all planning and administering of development programs for the Foundation. Mr. Cobb has always had a passion for building relationships and has been active in the community to create positive change. This is reflected in his commitment to strengthening our local community through his service on the Board of Directors for the Eden Area YMCA. His passion for healthy living, youth development, and mentorship is highlighted in his role as the Head Softball Coach at Bishop O'Dowd High School. Mr. Cobb is also an active member on the Board of Directors of the Hayward Rotary Club as well and member of the Hayward Chamber of Commerce. As evidenced by his extensive experience in Hayward, Mr. Cobb is committed to working with families in Hayward and strives to work with the city to make a stronger community.

**Yichen Feng, Proposed Board Member**, is Vice President of Exceed Capital Partners, a venture capital and growth equity firm. Prior to Exceed Capital Partners, she worked as an investment banker at Goldman Sachs where she was on the core global education technology team. A native of Los Angeles and an alumna of the Los Angeles Unified School District, Ms. Feng is passionate about securing resources for all students to ensure they have access to every opportunity and live

a successful life. She has served on the board for DreamWakers, a nonprofit organization that connects classrooms to career role models over video chat, focusing on improving the lives of underserved children. Additionally, she has dedicated time to do pro-bono work for public schools in Oakland, CA. Ms. Feng graduated from Harvard University with a Bachelor of Arts in Social Studies, Visual and Environmental Studies and holds a Master of Business Administration from the Darden Graduate School of Business Administration at the University of Virginia.

**Michelle Hu, Proposed Board Member**, is Director of Customer Success at LUCY, a pregnancy benefits company that provides support to expecting parents. At LUCY, Ms. Hu works with human resource (HR) leaders to ensure that their employees feel supported during some of the most vulnerable times. Prior to LUCY, she worked as Customer Success Manager at tech startups in Austin and San Francisco. She enjoys the innovation and exciting energy at fast-growing technology companies. A native of Hong Kong, Ms. Hu has always understood the importance of education and values the opportunity she was given to pursue a college education in the United States. She believes that every child deserves a high-quality education and can succeed with support. To impact this mission, Ms. Hu volunteers at various education-related non-profit organizations and serves as a mentor to young women in tech, helping them navigate the industry and providing support along the way. Ms. Hu graduated from the University of Southern California with a Bachelor of Science in Business Administration.

**Scott Niehaus, Proposed Board Member**, is a San Francisco resident and serves as Vice President at Genstar Capital, a \$4 billion private equity firm based in San Francisco, helping to identify and evaluate investment opportunities. Prior to his work with Genstar, Mr. Niehaus served as Associate at Summit Partners, a growth equity investment firm in Menlo Park, CA, and Investment Banking Analyst at Deutsche Bank in New York, NY. He is passionate about providing underprivileged children with promising education opportunities, previously working with organizations such as Student Sponsor Partners in NYC and Breakthrough SF in San Francisco. Mr. Niehaus holds a Bachelor of Arts from Dartmouth College with a degree in Economics and Master's in Business Administration from Harvard Business School.

**Prasad Ram, Proposed Board Member**, is Founder and CEO of Gooru, a 501(c)(3) education technology non-profit. Previously, as an engineer, he was the head of Google Books for Education and, prior to that, the CTO of Google India R&D where he led project teams that developed Google Maps, Google News, language technologies and Search and Ads products. Mr. Ram created the prototype of a Learning Navigator - a "GPS for Learning" as his "20% project" at Google. The central approach is that we "locate" the learners with high-precision to navigate them to their learning destination. Navigator offers a route based on student's profile and reroutes them based on their performance until they reach their learning goal. Gooru brings the simplicity and the assured success of "Google Maps" to learning. Gooru has been supported by Google, the Hewlett Foundation, Cisco, NSF, DoD, and Gates Foundation. Prior to Gooru, Mr. Ram has led engineering at Google, Yahoo, and Xerox PARC. He is a Council Member and Chair of the Education Committee at the California Council of Science and Technology (CCST). He is also a Board member at Leadership Public Schools (LPS) - a network of high schools in San Francisco

East-Bay<sup>8</sup>. Mr. Ram has a Ph.D. in Computer Science from UCLA, and a B.Tech. in Computer Science from Indian Institute of Technology-Bombay, India.

**Brittney Riley, Proposed Board Member**, is a Bay Area resident whose work has centered around growing, investing, and supporting early-stage startups. She is currently advising companies that support underrepresented founders and ideas. Previously, she served as Vice President of US Ventures at Village Capital. After first leading their work in India, she built out the US team to find new startups around the country and ran dozens of programs to support and invest in them. Over those four years, Ms. Riley developed tools to decrease bias in the investment process, built an award-winning "peer-review" curriculum, and aligned major corporate partners such as PayPal, Kaiser Permanente, and UBS to bridge the innovation gap. Prior to supporting early-stage startups, she worked to launch and grow them, most notably helping to launch Snapguide (acquired), building its user growth, and leading growth and marketing at Zipongo for their first product launch. Ms. Riley graduated with a Bachelor of Arts from the Jackson School of International Studies at the University of Washington and completed a fellowship in Impact Investing from Middlebury Institute of International Studies at Monterey.

**Ke Wu, Proposed Board Member**, is Associate in Networked Improvement Science at the Carnegie Foundation for the Advancement of Teaching, located in Stanford, CA. Through her work, Ms. Wu currently supports education organizations across the country using improvement science in networked communities to tackle problems that disproportionately affect minority and low-income students. Ms. Wu believes that all children deserve the right to a quality education. To that end, she has collaborated with the New York City Department of Education as part of a continuous improvement researcher-practitioner engagement while completing her legal studies at New York University School of Law, advocated alongside parents seeking education resources for their children, taught high school chemistry in Los Angeles Unified School District, worked on youth empowerment programs in Arizona, and researched education initiatives focused on disadvantaged youth while circumnavigating the world. Along with a Juris Doctorate, Ms. Wu holds a Bachelor of Science in Biochemistry from Arizona State University and a Master of Philosophy in Education from the University of Cambridge.

**Founding Families:** We are grateful for the insight and support that our founding families have given Hayward Collegiate. All founding family names are listed above in **Figure 1**. Their support to help raise awareness for Hayward Collegiate, host informational sessions in their homes, and speak to community members has strengthened our ability to create a high-quality school that responds to the specific needs of our community.

## External Partners

Hayward Collegiate will draw upon the expertise and experience of external partners to ensure our mission is fulfilled. **Appendix 2: Letters of Support** represent formal partners from whom we intend to receive resources or support. Each of the following partners have outlined the nature of our partnership.

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<sup>8</sup> At Leadership Public Schools -Hayward, 84.4% of students met or exceeded standards in ELA and 58.45% met or exceeded standards in math. Hollister Prep serves 70.8% minority students and 58% of their students are socioeconomically disadvantaged. <http://www.leadps.org/hayward/>.

## **Building Excellent Schools**

Building Excellent Schools (“BES”) is a national non-profit that trains high capacity leaders to take on the demanding and urgent work of leading high-performing charter schools. Hayward Collegiate’s Lead Founder, Neena Goswamy, is currently a BES Fellow. By the end of the Fellowship, she will have visited and studied nearly 40 high-performing charter schools across the country, undergone intensive leadership coaching and development, and completed two leadership residencies at Hollister Prep, a Navigator School, which is a local high-performing charter network. Letters of Support from Navigator and Building Excellent Schools are attached in **Appendix 2: Letters of Support**. Following authorization, BES will provide Follow On Support during the school’s planning year and first two years of operation in the form of dedicated leadership and governance coaching. BES coaches make a minimum of three visits to the school each year, have weekly check-ins with the Executive Director, and provide direct training in governance to the school’s Board of Directors.

## **EdTec**

EdTec is an established back office support provider for more than 325 charter schools and charter developers, supporting over 90,000 students across 60 districts in over 40 counties and seven states. It is widely used throughout California and has been recommended to our founding team by multiple charter school operators in Hayward Unified School District, and Hayward, specifically. EdTec lends its expertise in a variety of ways, including supporting the development of this charter petition, school launch and operations, board governance, strategic planning, student/school performance, and charter renewal.

## **Young, Minney & Corr, LLP**

Young, Minney & Corr, LLP is California’s most experienced, knowledgeable, and respected firm working in the unique area of charter school law, since the passage of California’s Charter Schools Act of 1992. The firm represents more than half of the charter schools in the state, offering expertise in all aspects of charter school creation, expansion, and operation.

## Element 1: The Educational Program

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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).*

*The annual goals for the charter school 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).*

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

### Mission

Hayward Collegiate Charter School ensures rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence.

### Educational Philosophy

Hayward Collegiate Charter School (“Hayward Collegiate”) is grounded by a set of six core beliefs that drive our team to relentlessly pursue our mission and vision and which serve as the bedrock of our educational philosophy. These beliefs are all shared by the Founding Team, inclusive of our Founding Families, and will be shared by all staff to ensure a fiercely positive school culture focused on student achievement. They are built upon best practices from the in-depth study of 40 high-performing schools both locally and nationally, including but not limited to, Alpha: Cornerstone Academy Preparatory School in San Jose, CA (BES school), Navigator Schools in Hollister, CA, and Purpose Preparatory Academy in Nashville, TN (BES school).<sup>9</sup> The

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<sup>9</sup> At Alpha: Cornerstone Academy, 82% of third grade students met or exceeded standards on the SBAC Exam in math and 72% met or exceeded standards in ELA in the 2016-2017 school year, significantly exceeding the school’s surrounding district as well as California state averages. Cornerstone serves primarily minority students, primarily Asian and Hispanic students. Cornerstone was founded through Building Excellent Schools in 2006 and has been supported by BES continuously since that time. <https://www.alphapublicschools.org/school/cornerstone-academy/> At Hollister Prep, a Navigator School, 93% of third grade students met or exceeded standards in ELA and 72% met or exceeded standards in math. Hollister Prep serves 83% minority students and 63% of their students are socioeconomically disadvantaged. <https://www.hollisterprep.org/>.

core elements of design that drive outcomes of these schools are consistent with the vision and objectives set forth by the Hayward Unified School District in its *Board of Education Summary Report*.<sup>10</sup> In execution, these elements of school design, aligned to the core beliefs of Hayward Collegiate, ensure advancement of the mission and vision of Hayward Collegiate – students thriving in the colleges of their choice and communicating and leading with confidence.

Hayward Collegiate believes that all students - regardless of race, socioeconomic status, home language, special education need, or zip code - have the fundamental right to a quality education and fulfilling that right allows students to access lives of opportunity and choice. Fulfilling that right is not only our community's most pressing challenge, but also should be our highest priority. In the City of Hayward, there are observable and measurable gaps in academic achievement that begin in kindergarten and have life-long repercussions for (a) future academic success, (b) access to college or other professional opportunities, and (c) the economic implications for our city.

Hayward Collegiate believes that achieving our mission will establish our Charter School as an anchor for the community by creating 420 high-quality TK-6 seats by 2024-2025 with a foundation for college and life success and an ability to communicate and lead with confidence. As a result, Hayward Collegiate alumni will become the next generation of business, political, educational, and community leaders in the Bay Area. In founding Hayward Collegiate, and in alignment with the Charter Schools Act, California Department of Education State Priorities<sup>11</sup>, and Hayward Unified School District's long-term goals<sup>12</sup>, we aim to offer the highest quality education for the most underserved students in Hayward, CA.

### **1. Creative & critical thinking is a mindset that must be intentionally taught.**

In *Most Likely to Succeed*, Tony Wagner illustrates how as adults, the skills that are essential to career and citizenship are the ability to ask great questions, communicate effectively, collaborate, critically analyze information, and form independent opinions.<sup>13</sup> These are skills that push students from being strong individual contributors in society to leaders of their own learning. For this to manifest, a school must be intentional in prioritizing teaching students *how* to think, how to ask relevant questions and how to synthesize information in addition to achieving strong content mastery. In this way, students will develop the multi-faceted skills needed to thrive and live lives of opportunity. Hayward Collegiate is designed in response to this research, with educational elements that challenge students to understand and communicate complicated, engaging, multi-day assignments, which will be achieved through a combination of our extended school day and having two adults in core classes that allow for individualized supports for each student. Examples of these assignments include engaging in evidence-based debate in science or confidently delivering the multi-step approach to a mathematical problem without a single solution. Research indicates that higher levels of critical thinking occur when instruction is focused on active learning that intentionally prioritizes higher-order thinking, consideration of alternatives, writing, and an

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Purpose Preparatory Academy Charter School students are in the top 90<sup>th</sup> percentile in reading and math nationally. Purpose was founded through Building Excellent Schools in 2012 and has been supported by BES continuously since that time. <http://www.purposeprep.org/>.

<sup>10</sup> Wayne, Matt. "Board of Education Summary Report." 24 Apr. 2013.

<sup>11</sup> Please see Education Code section 52060(d)).

<sup>12</sup> "Goals for the School District." Hayward USD: Goals for The School District BP 0200, Gamut Online, [www.gamutonline.net/district/hayward/DisplayPolicy/910657/0](http://www.gamutonline.net/district/hayward/DisplayPolicy/910657/0).

<sup>13</sup> Wagner, Tony, and Ted Dintersmith. *Most Likely to Succeed: A New Vision for Education to Prepare Our Kids for Today's Innovation Economy*. New York, NY: Scribner, 2015. Print.



audience for students to display and communicate their work.<sup>14</sup> At Hayward Collegiate, we know this level of rigor will lead our students to become creative and critical thinkers in society. This cannot be done without highly skilled teachers, whom we will equip throughout the school year with the right support to ensure that students are engaging in meaningful work and are successful at every level of academic rigor.<sup>15</sup>

## **2. Excellent teaching is the foundation of student success.**

As stated by Stanford Professor Eric Hanushek, “The quality of teachers in our schools is paramount: no other measured aspect of schools is nearly as important in determining student achievement.”<sup>16</sup> In addition to individual teacher coaching and observations, teachers participate in both summer professional development and targeted weekly professional development, which includes peer collaboration, and 26 full professional development days each year targeted specifically to instructional planning, differentiated learning, and data analysis. During this time, teachers will be introduced to and practice the processes and routines needed for a high-functioning team teaching model that provides the foundational skills needed in math and literacy for every student.

Hayward Collegiate (TK-6) will be structured differently from a traditional K-8 school. Teachers will hold multiple-subject credentials and we will use a teaming approach with our instructional staff so that they are able to specialize in specific subjects. Students will move to two teachers of the same grade level for the purpose of instruction in specific subjects. Each day, students will have a teacher that focuses primarily on literacy instruction who is integrating social studies instruction and a separate teacher who focuses primarily on math instruction who is integrating science instruction. Teachers with a multiple-subject credential are authorized to teach any subject, K-12, as long as the teacher teaches “two or more” subjects to the same students. In our case, one teacher who teaches literacy also teaches social studies and one teacher who teaches math also teaches science. Teacher subject specialization has many advantages, including but not limited to, improved teacher retention, easier transition to high school, flexibility in student grouping, and better collaborative focus.<sup>17</sup> At Hayward Collegiate, we believe that subject specialization will allow teachers to focus on their subject matter and students and more effectively intervene and support struggling students in their core content area. Certificated staff will provide the core instruction while being supported by paraprofessionals who are monitored at all times by a certified teacher.

At Hayward Collegiate, we recognize that recruiting, hiring, developing, and retaining outstanding teachers will be priorities, as improving the quality of teachers is the most important data point in ensuring a student’s performance in school.<sup>18</sup> We have outlined our strategic approach to each element below.

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<sup>14</sup> Darling-Hammond, Linda. *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. NY: Teachers College, 2010. Print. p. 69.

<sup>15</sup> Lewis, Catherine C., et al. "Improving Teaching Does Improve Teachers." *Journal of Teacher Education* 63.5 (2012): 368-75. Web.

<sup>16</sup> Hanushek, Eric. "Valuing Teachers." *Education Next* (Summer: 2011).

<sup>17</sup> Williams, Marlie. Teacher Collaboration as Professional Development in a Large, Suburban High School. University of Nebraska, [digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1094&context=cehdsdiss](https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1094&context=cehdsdiss).

<sup>18</sup> Sanders, William L., and June C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

**Recruitment:** We have identified several local teacher education programs to recruit certified, mission-aligned staff, including but not limited to, the Stanford Teacher Education Program, the UC Berkeley Developmental Teacher Educational Program, and Teach For America.

**Development:** We recognize that as a part of our mission-aligned selection, some teachers will join Hayward Collegiate in novice stages of their professional practice. Our teacher development program focuses on developing core skills in behavior and classroom management as well as content knowledge and instructional delivery to drive rapid skill and content growth. Demonstration of swift and strong growth over the first year with a school are a bellwether for an effective career teacher. It is our mission to provide students with the most rigorous academics, which is only delivered via effective instruction.<sup>19</sup>

More specifically, we believe that teachers deserve regular, specific, and actionable feedback regarding their performance. Research indicates that effective coaching sessions center around weekly meetings with the coach who focuses on delivering one to two specific elements for improvement.<sup>20</sup> Feedback is focused on targeted and immediate interventions that the teacher can use, and their evaluation is tied to how they use the information and other data sources to target specific practices that lead to greater student achievement.<sup>21</sup> These individual meetings may take place during or after class and can comprise of the instructional coach modeling techniques, whispering prompts to teachers in real time, or audibly prompting the teacher over the class. Currently, almost one third of teachers leave the teaching profession after three years.<sup>22</sup> It is therefore critical that new teachers have a positive first experience in education so that they feel developed, coached, and supported. Our feedback loop and coaching for teachers lead to high quality teaching, which ensures academic mastery and student success at Hayward Collegiate.

**Retention:** A Project of Scholastic and the Bill and Melinda Gates Foundation partnered to ask nearly 40,000 of America's educators what factors best allows schools to retain top teachers: 96% expressed the importance of supportive leadership in their decision to remain at a school site; another 88% described quality professional development as a crucial deciding factor in teacher retention along with efficient use and time for peer-to-peer collaboration.<sup>23</sup> We believe that training our teachers in exemplary practices and being strategic about professional development will be key levers for student achievement. To this end, we will ensure that Hayward Collegiate teachers will have the necessary support and development they need to ensure high-quality instruction in every classroom.

Hayward Collegiate will only be as strong as the quality of performance by our educators, and this belief drives all decisions and strategy behind teacher selection and development.

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<sup>19</sup> "LEAP YEAR Assessing and Supporting Effective First-Year Teachers." TNTP. 17 Apr. 2017. <https://tntp.org/publications/view/leap-year-assessing-and-supporting-effective-first-year-teachers>.

<sup>20</sup> Darling-Hammond, Linda. "Creating a Comprehensive System for Evaluating and Supporting Effective Teaching." <https://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf>.  
<sup>21</sup> Bambrick-Santoyo, Paul. *Get Better Faster: a 90-Day Plan for Developing New Teachers*. Jossey-Bass, A Wiley Brand, 2016.

<sup>22</sup> Stansbury, Kendyll, and Joy Zimmerman. "Lifelines to the classroom: Designing Support for Beginning Teachers." [https://www.wested.org/online\\_pubs/tchrbrief.pdf](https://www.wested.org/online_pubs/tchrbrief.pdf).

<sup>23</sup> Bill and Melinda Gates Foundation. *College-Ready Education. "40,000 Teachers Give Their Views on Education Reform in "Primary Sources: America's Teachers on America's Schools"* Gates Foundation.org. 2013. [https://www.digitalarchives.wa.gov/GovernorGregoire/o eo/educators/scholastic\\_gates\\_report.pdf](https://www.digitalarchives.wa.gov/GovernorGregoire/o eo/educators/scholastic_gates_report.pdf).



### **3. Individualized student support propels student mastery and is enhanced by the intentional use of technology.**

Through the strategic use of blended learning and deep, thoughtful analysis of students' academic data embedded into our weekly schedule and annual calendar, Hayward Collegiate will close students' academic and behavioral skill gaps and accelerate learning for all students with precision across all identified subgroups. We firmly believe that technology cannot be used as a substitute for direct instruction, however we do believe in its power to allow teachers to design targeted instruction that can immediately address students' individual learning needs. To this end, our academic program incorporates two adults in math and literacy instruction that allows students to receive instruction from a teacher, get targeted support from a paraprofessional if needed, and engage in blended learning that pushes student achievement through adaptive learning software. Thirteen schools serving low-income communities and families were part of a study that found consistency in teacher satisfaction, student productivity, and the use of data to inform instruction among the schools that implemented blended learning.<sup>24</sup> Similarly, WestEd published results of a study that evaluated a well-executed, blended learning math program that improved students' math scores significantly in 212 California elementary schools.<sup>25</sup> In one classroom, the average grade reached the 50th percentile, yet the average blended learning grade's score would be at the 56th percentile for a difference of 6 percentile points.<sup>26</sup>

Hayward Collegiate has identified educational-technology programs that have historically shown success in content delivery, student data management, and increasing student practice for specific skill gaps. For more detail on our use of technology, please see **Appendix 8: Technology Platforms Chart** of this petition. In classrooms, a blended learning model allows time for one-on-one instruction and smaller teacher to student ratios. To execute this programming at a high level, teachers will be trained during summer professional development on each software program that their students will use. Each program will come with a teacher certification program or online-web series that ensures teachers are well-equipped to execute the program and analyze standards-aligned student data reports. This will allow teachers to give targeted and individualized support to increase student achievement. Teachers will also facilitate goal-setting dialogue with students around their blended learning goals so that they begin to take ownership of their own learning, thus building their skills to be articulate self-advocates and independent learners as they continue on to middle school, high school, and selective colleges.

### **4. Communication is the bedrock of student leadership.**

A demonstrated capacity to communicate confidently is crucial to accessing leadership opportunities in college and beyond. A study that asked 354 managers to rank the core competences they look for when hiring college graduates indicated that oral communication as the most important.<sup>27</sup> Businesses and employers stated that employees who can express themselves clearly have a competitive advantage across any business department or industry.<sup>28</sup>

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<sup>24</sup> Murphy, Robert, et al. "Blended Learning Report." <https://www.edweek.org/media/msdf-blended-learning-report-may-2014.pdf>.

<sup>25</sup> Wendt, Stacy, et al. "Evaluation of the MIND Research Institute's Spatial-Temporal Math (ST Math) Program in California." <https://files.eric.ed.gov/fulltext/ED559645.pdf>.

<sup>26</sup> Ibid.

<sup>27</sup> Mark, Patricia. "Redefining Business Communication Courses to Enhance Student Employability". B>Quest. Pdf.

<sup>28</sup> Ibid.

The skills required to speak and lead confidently in public are directly transferable to those needed to succeed in college. Due to the strong impact of communicating confidently on future success, and because the foundation of that skill lies in the elementary grades, every student at Hayward Collegiate will be taught, supported, and challenged to develop their thoughts, ideas, and words for a variety of social, political, and personal topics. They will learn the key elements of narrative storytelling and practice speaking publicly about their research-informed ideas. Starting in TK, students will build confidence by managing their posture and voice before a group of people, making intentional eye contact, and engaging the audience with clarity and conviction.<sup>29</sup> During a student's time at Hayward Collegiate, s/he will engage in a multi-faceted approach to strengthening his or her communication skills – narrative storytelling and original speeches. Public speaking will be integrated throughout a student's day in core content areas, with students leading presentations, engaging in fruitful and well-reasoned debate, and leading class discussions. We have aligned with the California State Common Core Standards to prepare our students with the skills that allow them to collaborate, listen and express ideas, and develop broad and useful oral communication skills.<sup>30</sup> By the time our students matriculate from 6th grade, each will be a capable, confident speaker for a variety of settings.

## **5. Students thrive in a structured and joyful community.**

Students like school when they experience success at school. Growth and achievement that are supported and celebrated by peers and adults bring joy to a school community. Sustaining this joy within a structured environment is an indispensable element of a school culture that drives academic achievement. To that end, every decision at Hayward Collegiate will be made to continually build a school culture that celebrates student success and builds towards our college preparatory mission for all students.

Hayward Collegiate will ensure a safe and structured environment, a necessary prerequisite to fostering joy in the classroom. Research shows that students thrive and take necessary risks to learn when they have clear behavioral expectations, clarity in academic systems and procedures, and develop trust through reinforcement that the school community supports their growth. Dr. Lorraine Monroe writes, “[S]o many children today – and not just poor children – come from chaotic and unpredictable homes”<sup>31</sup> and thus champions the combination of structure and joy to provide the emotional and intellectual safety and predictability our students need and the inspiration and engagement they need as well. Furthermore, students who grow up in high-stress environments such as those we intend to educate at Hayward Collegiate, cognitively come in with neurological infrastructure in need of extended clarity, structure, and support. Research shows that “[w]hen a child's executive functions aren't fully developed, those school days, with their complicated directions and constant distractions, become a never-ending exercise in frustration.”<sup>32</sup> To this end, all school-wide systems and structures will be constructed from elements that are predictable and consistent and common across the school. These elements include, but are not limited to, a fierce commitment to safety, effective non-verbal redirects as needed, visual cues

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<sup>29</sup> Massengale, Jeremiah. “Reasons Everyone Should Take a Public Speaking Course in College.” *USA Today*. 16 January 2014. Web.

<sup>30</sup> “Common Core State Standards.” Common Core State Standards - Resources (CA Dept of Education), [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/).

<sup>31</sup> Monroe, Lorraine. “A” Is for Audacity: Lessons in Leadership from Lorraine Monroe - Educational Leadership, [www.ascd.org/publications/educational-leadership/apr04/vol61/num07/A-Is-for-Audacity@-Lessons-in-Leadership-from-Lorraine-Monroe.aspx](http://www.ascd.org/publications/educational-leadership/apr04/vol61/num07/A-Is-for-Audacity@-Lessons-in-Leadership-from-Lorraine-Monroe.aspx).

<sup>32</sup> Tough, Paul. *Helping Children Succeed: What Works and Why*. Boston, MA: Houghton, Mifflin Harcourt, 2018.

delineating the path of least resistance, and call-and-response transitions when appropriate. When students can enter these kinds of predictable learning environments, it increases their ability to modulate stress and self-regulate.<sup>33</sup> These skills will be critical in achieving success in transitional kindergarten and beyond and thus are part of our core design elements.

Joy at Hayward Collegiate will come from celebrating growth, engaging with fellow peers, and curriculum that is developmentally appropriate, challenging, and enjoyable. Our teacher-subject specialization model in literacy and math will facilitate strong differentiation and a high level of interaction with every student in subjects shown to be key predictors of life success.<sup>34</sup> Additionally, every week the entire school will gather for a Community Circle held to celebrate students and staff who have exhibited our creed value of the month and to engage in community building activities. These include student storytelling performances, game-based academic competitions between grades, college chants, and when appropriate, the agenda for the meeting can be responsive to current events.

To ensure that we build positive relationships with parents and that 100% of our students are firmly on the path to thriving in middle school and high school and on their way to college, staff will visit the home of every incoming student enrolled in Hayward Collegiate. The purpose of these home visits will be to nurture the school and family relationship by having a shared sense of understanding for our mission, vision, and all expectations for individuals in the Hayward Collegiate community (staff, families, and students). This is also an opportunity for families to share their hopes for their child, their fears, and to bring forward any questions or suggestions they may have for us and Hayward Collegiate. During the academic year, we will hold a Collegiate Coffee once per month and have parent conferences each trimester. Research indicates that when parents are partners in the work, students have higher grade point averages, better performance on standardized exams, higher attendance rates, and better behavior in school.<sup>35</sup> We are aligned with the California Department of Education's priority<sup>36</sup> to promote family participation in the education process for all students as well as with Hayward Unified School District's goal of maintaining positive relationships with parents.<sup>37</sup> These initiatives are collectively designed to reflect the deep respect we have for family presence, participation, and voice.

## **6. College preparatory curriculum is relevant and rigorous.**

At Hayward Collegiate, we ensure our students have the foundational skills needed to succeed academically and socially in middle and high school, enroll in meaningful postsecondary degree programs, and demonstrate agility within a continually changing professional career landscape. Students will be engaged in college preparatory work daily, and we will actively engage their families in all aspects of their progress on the road to middle school, high school, and college. We will align our end-of-year and trimester benchmark assessments to match the depth and breadth of the California Common Core State Standards ("CCSS"). In line with the CCSS, students will

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<sup>33</sup> Ibid.

<sup>34</sup> Ritchie, S.J., and T.C. Bates. "Enduring Links from Childhood Mathematics and Reading Achievement to Adult Socioeconomic Status." *Psychological Science*, U.S. National Library of Medicine, 1 July 2013, [www.ncbi.nlm.nih.gov/pubmed/23640065](http://www.ncbi.nlm.nih.gov/pubmed/23640065)%20.

<sup>35</sup> Henderson, Anne, and Karen Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." Web. <https://www.sedl.org/connections/resources/evidence.pdf>

<sup>36</sup> Please see Education Code Section 52060(d).

<sup>37</sup> Hayward USD: Goals for The School District BP 0200, Gamut Online, [www.gamutonline.net/district/hayward/DisplayPolicy/910657/0](http://www.gamutonline.net/district/hayward/DisplayPolicy/910657/0).

consistently read complex fiction and non-fiction texts, communicate arguments using text-based evidence, solve multi-step word problems, and test hypothesis using scientific research and data.

We expect that most students who enroll will come from traditionally underserved populations, thus our extended school day and school year best ensure that all students and all subgroups of students will have access to college preparatory curriculum for additional minutes and additional days in all years. This extra time will be devoted to increasing the quality and quantity of time spent in Literacy and Mathematics instruction, robotics or computer science, as well as daily intervention time that will provide individualized support to all students. Over the six years of attending Hayward Collegiate, students will receive more hours dedicated to instruction through the extended day model. By the time our students reach 6th grade, they will be academically prepared for the rigor of middle school, advanced placement in high school, and on their way to graduation from the colleges and universities of their choice.

## **How Learning Best Occurs**

At Hayward Collegiate, we respect each student's capacity to learn. To this end, students will receive rigorous work that is on par with that provided at the highest performing schools in the state, starting on day one of TK/K. We define academic rigor as the mastery of foundational concepts needed for each grade level, as well as the capacity for each student to think critically and creatively about challenging problems and topics. In this way, all students, by the time they matriculate from 6th grade, will be academically prepared to be successful in middle school, graduate from selective high schools, and thrive in the college of their choice.

### **Creative and critical thinking is a mindset that must be intentionally taught.**

Our curriculum is strategically developed to make sure all students are firmly and measurably on the path towards college by the end of each grade level. We will closely and consistently examine the national standards that have been aligned to postsecondary success, as well as align our programming tightly to California's adoption of the Common Core State Standards. Our curriculum will be structured and revised continually so that students have the elementary foundation that will allow them to consistently perform in the 75<sup>th</sup> percentile or better on nationally normed assessments. We will take a backwards-planning approach to our instructional content by first making sure we have framed what mastery of each standard looks at that grade level and aligned to specific standards by creating an exemplar for each assessment. We then will plan our curricular sequence so that all unit plans, weekly assessments, and daily exit tickets are aligned to the exemplars, which will place our students on or above grade level at the end of each school year, and ultimately on the trajectory to college.

Research has outlined an urgent call for us to establish strong foundational literacy for the students at Hayward Collegiate. According to recent studies, for example, by the time students from low-income households enter kindergarten, they are frequently a year or more behind in national language and pre-reading norms.<sup>38</sup> A prevalent and pressing phenomenon called the "word gap" has been observed in children from low-income families when, upon assessment, they

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<sup>38</sup> "Poverty Can Jeopardize the Development of Literacy and Early Reading Habits." The Urban Child Institute, 30 Aug. 2012. <http://www.urbanchildinstitute.org/articles/research-to-policy/policy/poverty-can-jeopardize-the-development-of-literacy-and-early>.

demonstrate having heard a staggering 30 million fewer words *less* than their more affluent peers by the time they are three years old. This has serious consequence for their school- and reading-readiness and thus the foundation for academic success, as students with poor reading skills in third grade are four times more likely to drop out of high school.<sup>39</sup> Currently, as measured by state assessments, 28% of third grade students can read at or above grade level in Hayward.<sup>40</sup> It is estimated that dropping out of high school lowers a child's earning potential as an adult and costs an estimated \$260,000 in lost taxes, productivity, and earnings.<sup>41</sup> This spiral maintains a cycle of poverty for children as they are not granted the tools, specifically literacy, that can lead them to a life of opportunity and choice. The students that Hayward Collegiate will educate come from low-income households and for this reason all elements of our school are intentionally designed to address and fill all gaps in literacy skill for every student in their first two years with us.

We know that an early focus on literacy is critical for college and career readiness. The National Research Council writes, for example, that “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3<sup>rd</sup> grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”<sup>42</sup> For this reason, among others grounded in moral and ethical responsibility, we have designed a unique educational model that will allow all students at Hayward Collegiate to develop a strong foundation of phonemic awareness, vocabulary, reading fluency, and reading comprehension beginning in TK/K and continuing on every year with us through our teacher-subject specialization model, our ability to have two adults—one lead teacher and one paraprofessional—active during the literacy block, and blended learning model. One BES school, Purpose Preparatory Academy, a K-4 elementary school in Nashville that has particularly influenced our school design, implements this model and, in 2016, 100% of kindergarteners, 95% of first graders, and 94% of second graders were reading at or above grade level as measured by Strategic Testing of Educational Progress (STEP) national literacy assessment of fluency and comprehension.<sup>43</sup> At Hayward Collegiate, at any given moment, students are either swiftly and efficiently developing or receiving support on phonemic awareness with a teacher and/or paraprofessional, building discrete reading skills within small group guided-reading, or working on differentiated literacy instruction using technology. Following their model, Hayward Collegiate will dedicate 155 minutes of targeted literacy instruction every day so that students strengthen their literacy skills by the end of the year and can thrive in middle school, high school, and the colleges of their choice.

Students at Hayward Collegiate will build foundational skills in literacy and numeracy not only through our intentionally designed literacy curriculum and instruction, but also through a spiraled review approach to homework and everyday class lessons. Spiral review will incorporate all content covered to date in a school year and will be a chance for students to recall, revisit, and

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<sup>39</sup> Ibid.

<sup>40</sup> “Smarter Balanced Assessment Test Results for Hayward Unified School District District.” 2016 Hayward Unified School District District Results – CAASPP Reporting (CA Dept of Education), [caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000](https://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000).

<sup>41</sup> “Learning to Read, Reading to Learn.” Center for Public Education, Mar. 2015, pp. 1–15. Pdf. Currently only 26% of Hayward students are graduating from high school according to City-Data.com.

<sup>42</sup> Snow, Catherine, et al. “Preventing Reading Difficulties in Young Children.” National Research Council, National Academy Press Washington, DC. 1998.; see also Carter, Samuel No Excuses: Lessons from 21 High Performing, High-Poverty Schools. ERIC 2000. (concluding that a laser focus on literacy and math in early years is a commonality among high-performing elementary schools).

<sup>43</sup> “Purpose Prep Results.” Purpose Prep Results | Purpose Preparatory Academy, [www.purposeprep.org/purpose-prep-results](http://www.purposeprep.org/purpose-prep-results).

activate that prior knowledge throughout the school year to deeply internalize and automate skills necessary for higher-level thinking. Spiral reviews will allow students to have additional opportunity to strengthen areas they have not mastered completely. Homework assignments will be designed to be a blend of spiraled review from previous units in the year and a series of questions that are identical to the problems reviewed during class so that students have additional opportunities for practice and application.<sup>44</sup>

Hayward Collegiate believes that foundational literacy and numeracy skills are critical, but insufficient to ensure that all students can be successful in college and beyond. Students need to also be equipped with creative and critical thinking skills that they can apply to complex problems in and outside of school. The CCSS are aligned to this belief, with their focus on helping students form opinions based on the information they gather, applying concepts in math to actual situations, and an emphasis on thoughtful questioning.<sup>45</sup> The standards are meant as a way for students to move away from rote memorization and actually develop their critical thought, however research suggests that most teachers are not prepared for this shift in their classrooms.

The Center for Public Education has highlighted this issue in “Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability” and has outlined effective professional development strategies that lead to effective professional development, which then leads to high-quality teaching and student success. Hayward Collegiate will adopt these following best-practices for effective professional development to ensure students are building important critical and creative thinking skills that prepare them for the 21<sup>st</sup> century.

**Expanded, comprehensive, and targeted professional development sessions that allow teachers to learn a new strategy and be coached on implementing the skill in their classrooms.**

For this reason, we have dedicated 2 hours of professional development every week for our entire staff, along with 26 full day professional development days every year.

**A scope and sequence of skills for teachers, so that they grow swiftly in instructional practices.**

Studies indicate that coaching teachers on a new practice in their classes ensures that they continually use that skill throughout the school year. We dedicate meaningful time for teachers to not only be coached during the weekly professional development but incorporate a one-on-one coach throughout the school year that observes and provides actionable feedback to drive specific, high leverage skill development.

**Interactive professional development that allows teachers to participate meaningfully and actively to make sense of the new practice or skill.**

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<sup>44</sup> Pashler, Harold, et al. “Organizing Instruction and Study to Improve Student Learning.” doi:10.1037/e607972011-001.

<sup>45</sup> Gulamhussein, Allison. “Effective Professional Development in an Era of High Stakes Accountability.” 2013. Web. [http://www.centerforpubliceducation.org/system/files/2013-176\\_ProfessionalDevelopment.pdf](http://www.centerforpubliceducation.org/system/files/2013-176_ProfessionalDevelopment.pdf).



For this reason, our professional development includes various activities to spark engagement such as: readings, role playing techniques, open-ended discussion of what is presented, and live modeling during classroom observations.

### **Incorporate modeling of new practices to ensure teachers internalize the practice or skill.**

We have dedicated time in every professional development and weekly coaching session to allow for modeling priority skills and allowing that teacher to demonstrate the skill in practice drills monitored by instructional leaders.

### **Professional development content differentiated by grade-level.**

At Hayward Collegiate, we will provide professional development that is relevant to each teacher and differentiated by grade-level and subject throughout the year.

In *Most Likely to Succeed*, Wagner and Dintersmith argue that student success is no longer tied to rote memorization but will actually be tied to their ability to innovate, or what they call becoming a “smart creative” that concentrates on creative problem-solving, an element that also underpins the Common Core State Standards. Research calls for an urgent need for this intellectual preparedness as modern-day “technology is turning our economy upside down...[c]areer options for creative problem solvers will become ever more abundant, while options for hoop-jumpers will be dismal.”<sup>46</sup> For students to thrive in college and access lives of opportunity, it is a civil imperative for us to deliver a school model that responds to this need. For this reason, our school and curriculum will rest on the following elements:

- Students will attack meaningful and multi-day challenges in their coursework.
- Students and teacher will have open access to resources.
- Students will be challenged by problems and ideas and learn to bounce back from failures or mistakes.
- Students will develop their own identity and point of view.
- Students will engage in constructive dialogue and debate.
- Students will learn the critical skills of being a team-player and collaborate often with peers.
- Staff will display students’ accomplishments publicly.
- Students and teachers will work hard because they are intrinsically motivated to do so.<sup>47</sup>

### **Excellent teaching is the foundation of student success.**

Improving the quality of teachers is one of the most important predictors of student performance in school.<sup>48</sup> At Hayward Collegiate, we will conduct a national, regional, and local search for the best teachers – teachers who are committed to refining their craft as often as needed and an ability to develop deep relationships with their students. They will be willing to put in the necessary time to achieve our mission, have effective classroom management, positively collaborate with other

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<sup>46</sup> Wagner, Tony, and Ted Dintersmith. *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*. NY: Scribner, 2016. Print. p. 62.

<sup>47</sup>Ibid. p. 205.

<sup>48</sup> Sanders, William L., and June C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

adults, become experts in instructional methods, and remain intellectually alive and open for growth. Our teachers will receive 26 days for professional development and coaching, fostering a staff culture of feedback and growth so that we can ensure all students are achieving mastery throughout their elementary education. We know that offering competitive salaries will allow us to recruit and develop the best talent so our salaries for teachers and admin are competitive with that of the District.

Teachers at Hayward Collegiate will be in school from 7:15am to 4:30pm and for 18 days during the summer. We invest heavily in our professional development with 26 professional development days during the school year (inclusive of summer training) and an additional two days of coaching each week to guarantee teachers are supported around the basics, such as establishing a positive classroom culture and creating a sustainable classroom management style along with more advanced skills, like calling on students' higher-order thinking skills and creating engaging lessons. Our professional development will consistently embody the five critical elements previously outlined.

Some of our teachers will be new to education so we will focus on training and developing our teachers for them to provide strategic and rigorous instruction to all students. Our teachers will be trained, supported, coached, and expected to be strategic about every minute of instruction through thoughtful planning and preparation. Our weekly coaching session will allow teachers to receive weekly feedback along with our 26 days of professional development every year, six of which will be all day professional development days during the school year devoted to data analysis. It is imperative that students receive appropriate instruction, that develops their higher-order thinking skills, so that they are college and career ready in the 21st century.<sup>49</sup>

Driven by our belief in rigorous academics for every student, teachers are given all unit plans by the Charter School Administration, which includes daily lesson plans and weekly formative assessments. In Year 1, the Charter School Administration includes the Executive Director, Manager of Operations, and Student Services Manager. (See **Element 5: Employee Qualifications** for more details.) During professional development, teachers will be taught to synthesize the curriculum and identify any individual student needs, so that they can assess how to make the learning objectives explicit to their students, thereby creating a meaningful lesson for students - one that is personalized *and* pushing academic mastery. All teachers will be taught, supported, coached, and then expected to do this intellectual preparation for their lesson plans during all day "Data Days" and weekly professional development. During this time, with the support of the Charter School Administration, teachers will build student exemplar responses and address critical questions that will allow them to individually support the needs of each student.

Apart from individualized meetings regarding curriculum planning, instructional practice, and data analysis, all teachers will participate in weekly professional development as a team. These sessions will be designed to introduce and reinforce instructional techniques, facilitate the internalization of content and curricular materials, and design, and/or behavioral management techniques identified as high-leverage priorities for all staff by the Charter School Administration. Topics for professional development will be chosen based on academic and behavioral gaps that

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<sup>49</sup>"Raising Student Achievement Through Professional Development." Generation Ready, 2010.pdf.



school leaders noticed that week in their weekly school walk-throughs during which they go into each classroom and assess classroom culture and instructional rigor. During professional development, the addressed gaps will be taught to teachers who then work with the Charter School Administration to script and practice the new skill multiple times ensuring consistent tone and execution across the team.

Moreover, Hayward Collegiate fosters high-quality teaching for every student by investing deeply in making sure we have the proper resources and training to improve the English language skills of our EL students so that they are highly proficient in reading, writing, speaking, and listening. Our teachers receive training throughout the year by the Charter School Administration on ELD and SDAIE strategies so that the progress of our EL students can be accelerated.

### **Individualized student support propels student mastery and is enhanced by the intentional use of technology.**

Every student at Hayward Collegiate will receive challenging work as well as daily individualized support as part of their daily school schedule within our extended day program to ensure that they are reaching academic mastery. One recent study that spanned over three years found that “differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction.”<sup>50</sup> Aligned with this research and the needs of our target community, the key to our academic approach in literacy and numeracy will be our teacher-subject specialization model and ability to have two adults, one lead teacher and one paraprofessional, in core classes. During math and literacy instruction, our students will benefit from one lead teacher and one paraprofessional that target their instruction and support to meet students where they are and to close gaps and propel mastery most efficiently for that student. Within each classroom, students will be grouped by skill level, allowing the teacher and paraprofessional to navigate the room to provide individual support or pull out smaller groups for targeted instruction. When students reach mastery of a particular standard, they will be re-grouped for further targeted support and instruction.

At Hayward Collegiate, assessments will be tools for us to gather the information needed to help students succeed academically. Therefore, we will implement a culture of frequent assessments to improve instruction and push students to the next academic level. Teachers will be taught, supported, and expected to strategically evaluate daily exit tickets, weekly exams, and yearly tests to know and identify any skills gaps for each student in the same analytical method seen in high-performing schools such as Hollister Prep, a Navigator School.<sup>51</sup> Once we review the data and ascertain where students are and where they need to be, we then will implement a variety of learning modalities to push students to the next level.

We will provide personalized and differentiated instruction to all students through the strategic use of technology. We believe that our students will need small focus groups to guide and support

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<sup>50</sup> Huebner, Tracy. “What Research Says About . . . / Differentiated Learning.” *Meeting Students Where They Are*, vol. 67, no. 5, Feb. 2010. <http://deniscousineau.pbworks.com/w/file/67666028/DI.pdf>.

<sup>51</sup> At Hollister Prep, a Navigator School, 93% of third grade students met or exceeded standards in ELA and 72% met or exceeded standards in math.

higher order thinking for foundational mastery of literacy and math.<sup>52</sup> Therefore, we will utilize a blended learning approach so that students are learning at their own pace and becoming self-driven, independent learners. Our teachers will be trained and well-versed in a multitude of technological platforms so that they can strategically assign instant response systems or instructional video-creation software to increase student mastery. Students will use software such as IXL and ST Math to work at their own pace and current skill level. This will be one way that students will be able to navigate their own academic support with autonomy *and* support provided by their teacher who works alongside students to create goals around their personalized learning journey. We believe that personalized learning will be a way to create an environment in which students are able to adjust the pace and materials for their learning to ensure they can reach academic mastery.<sup>53</sup> While some students are on blended learning software, teachers can work with smaller groups, which are especially critical for English Learners (“ELs”).

### **Communication is the bedrock of student leadership.**

Central to our mission and aligned with the Department of Education’s 2nd priority to ensure the proper implementation of academic content and performance standards, Hayward Collegiate is committed to helping students communicate and lead with confidence. For students to be strong communicators and thriving young people ready for middle school, high school, and on the way to college and a life of leadership, they need to be grounded in a strong sense of confidence. In fact, one study that collected data from over 600 students found that confidence is a better predictor of student achievement than any other non-cognitive measure. Examples of other non-cognitive measures include perseverance, self-control, and motivation. A separate study that assessed confidence concluded that among non-cognitive skills, confidence was the most accurate predictor of math and English proficiency.<sup>54</sup> Hayward Collegiate acknowledges the importance of developing a strong sense of confidence within each of our students, starting in TK/K, so that they are firmly on the path to engaging in rigorous academics and ultimately thriving in the colleges and universities of their choice.

We also believe that confidence is developed through an established sense of belonging and connection to one’s community. Being part of a social group that respects and supports every member of that community ultimately will equip our students with the sense of confidence to try something they have never done or explore new ideas knowing that if they fail then that negative experience will be curbed and that when bad things do happen, they will not be alone nor will be it a permanent feeling. Research finds that confidence, fostered through a strong sense of belonging, is tied to strong academic outcomes, lower dropout rates, and high academic performance.<sup>55</sup> To this end, we will implement an Advisory program that ensures each student feels a strong sense of belonging at our school and a Digital Storytelling program, which ultimately will equip them to communicate and lead with confidence.

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<sup>52</sup> Horn, Michael B., Heather Staker, and Clayton M. Christensen. *Blended: Using Disruptive Innovation to Improve Schools*. San Francisco, CA: Jossey-Bass, 2015. p. 80.

<sup>53</sup> Strauss, Valerie. “‘Personalization’ of Learning: Genuine or slick marketing?” *The Washington Post*, WP Company, 17 Apr. 2013. <https://www.washingtonpost.com/news/answer-sheet/wp/2013/04/17/personalization-of-learning-genuine-or-slick-marketing/>.

<sup>54</sup> “Self-Efficacy: How Self-Confidence Improves Learning.” *InformED*, 5 July 2014. <https://www.opencolleges.edu.au/informed/features/self-efficacy-and-learning/>.

<sup>55</sup> Enayati, Amanda. “The Importance of Belonging.” *CNN*, 1 June 2012. <https://www.cnn.com/2012/06/01/health/enayati-importance-of-belonging/index.html>.

Hayward Collegiate will implement a robust Advisory program so that each student can develop a secure relationship within their grade-level cohort, as well as foster positive messages about their backgrounds, families, culture and language to develop a sense of pride in who they are. This is particularly meaningful for minority students and first-generation college students who typically perform lower than their peers academically. This is the case when looking at subgroup population data for Hayward Unified School District, as 20% of African American and 25% of Hispanic or Latino third-grade students are proficient in ELA, as compared to 42% of White third-grade students.<sup>56</sup> Professor Gregory Walton at Stanford attributes this in part to the negative stereotypes and messaging these students have internalized about how people from their community have been less successful in college than others.<sup>57</sup> In his extensive studies in the context of minority students in “A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students,” the results were staggering, and concluded that “social belonging is a psychological lever where targeted intervention can have broad consequences that lessen inequalities in achievement and health.”<sup>58</sup> Each student at Hayward Collegiate will belong to an Advisory, led by a teacher, where students come together twice per day to engage in activities including, but not limited to, team-building exercises, data debriefs as a cohort,<sup>59</sup> class-led reflection of the topic of the week, parent-advisor communication and updates, Digital Storytelling, and active engagement with the social-emotional curriculum. Research concludes that Advisory programs where children and teachers build strong relationships result in higher scores on assessments, higher classroom engagement, and lower chance of retention.<sup>60</sup> Students from high-poverty urban schools benefit even more from the relationships built during Advisory, more than their wealthier counterparts, and have significantly higher scores on math achievement.<sup>61</sup>

One component of Advisory unique to Hayward Collegiate will be our focus on using Digital Storytelling as a way for students to discover their voice, communicate with others, and view themselves as literate and capable citizens in their community<sup>62</sup>. A digital story uses digital media, such as photos, audio, and video, to create a story. It is an opportunity for students to share their personal experiences and culture so that they can grow confident and proud of who they are. The benefits of digital storytelling in the classroom are as follows:

**Promotes Digital Citizenship:** Digital citizenship is the ability to use technology conscientiously to influence the community and communicate ideas. At Hayward Collegiate, students will connect their digital stories to social justice topics so that they are empowered to participate in their community. An example includes, but is not limited to, discussing access to health care, the

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<sup>56</sup>“Smarter Balanced Assessment Test Results for: Hayward Unified School District District.”*2016 Hayward Unified School District District Results – CAASPP Reporting (CA Dept of Education)*. Web.

<sup>57</sup> “New research demonstrates how specific interventions can boost success of first generation and minority students in college.” *News Center*, Stanford Graduate School of Education, 13 May 2016. Web.

<sup>58</sup> Walton, Gregory, and Geoffrey Cohen. “A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students.” *A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students*, Stanford School of Business.

<sup>59</sup> Data debriefs are when student’s gather to review their academic and behavior goals. They analyze where they are individually and as a team in relation to these goals and re-set goals and discuss strategies and incentives for reaching them.

<sup>60</sup> Christi, and David Bergin. “Attachment in the Classroom.” *Educational Psychology Review*, vol. 21, no. 2, 2009, pp. 141–170., doi:10.1007/s10648-009-9104-0.

<sup>61</sup> Gallagher, Emily. “Department of Applied Psychology.” *The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students - Applied Psychology OPUS - NYU Steinhardt*, New York University. Web. <https://steinhardt.nyu.edu/appsyh/opus/issues/2013/fall/gallagher>.

<sup>62</sup> Foley, Leslie. “Digital Storytelling in Primary-Grade Classrooms.” May 2013.

benefits and setbacks to it, and any regulations that might discriminate a group from the same resources based on differences unique to that group.

**Empowers English Learners:** Digital storytelling has a significant benefit for English Learners in their communication and writing skills. Digital storytelling allows students to communicate an idea that they might not be able to do so easily through oral or written communication, allowing every child to communicate with confidence. Creating a digital story is similar to the writing process as students are required to brainstorm, plan, outline, draft, edit, and share. To this end, digital storytelling helps students who typically struggle with writing familiarize with the writing process and help them understand that writing is a doable task.

**Teaches the Art of Storytelling:** Students begin a Digital Story by writing a script for that story and expanding on that by finding digital content pieces that support the overall main idea or emotional tone of the story. Students creatively adapt digital resources to make the stories come to life and are simultaneously gaining proficiency in research skills, critical thinking, and collaboration while doing so.<sup>63</sup>

**Invokes a High Level of Critical Thinking and Creativity:** Creating a Digital Story requires using multiple skills with high proficiency such as evaluating digital media, editing and building the story, and managing the timeline of the digital story. Skills that students utilize include, but are not limited to, writing, public speaking, design and collaboration. Balancing each of these elements and deciphering when to leverage each is a complicated skill that requires critical and creative thinking. At Hayward Collegiate, we know that critical and creative thinking is a mindset that must be explicitly taught so our Advisors will teach and support each student as they build their digital story.

A Digital Story is a multimedia movie that uses multiple mediums such as photographs, video, animation, sound, text, and even a narrative voice to tell a story. Academically, for our students to be successful in constructing a digital story, they must master the ability to:

- Know their facts about the story;
- Make decisions about key elements and construct a story-board;
- Shape those elements within the parameters of telling a story using multiple digital mediums; and
- Invoke a high level of critical thinking and creativity.<sup>64</sup>

Once the student has completed the Digital Story, they will have a unique and authentic product of their own knowledge and imagination, thereby becoming leaders of their own learning. Students will work on Digital Storytelling during their Advisory time, which will follow a curriculum that is developmentally appropriate for their grade level. For example, students in TK/K will develop stories about who they are and include images of their family, environment, and school while using their voice to record a personal narrative. By the end of 6th grade, we will expect students to develop digital stories in collaboration with their peers that highlight relevant

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<sup>63</sup> “Using Digital Storytelling to Amplify Your Students’ Voices.” *The Tech Advocate*, 20 Jan. 2018, [www.thetechadvocate.org/using-digital-storytelling-amplify-students-voices/](http://www.thetechadvocate.org/using-digital-storytelling-amplify-students-voices/).

<sup>64</sup> Ibid.

social issues, innovative practices, or entrepreneurial ventures about which they are passionate. For example, if students research the role that invasive exotic plant species play in the death of butterflies in Brisbane, they will be able to highlight the problem and build a digital story about their role in garnering signatures to support a petition asking for the destruction of invasive exotic plant species in Brisbane. Generating an idea that has a positive impact on the world will allow each student at Hayward Collegiate to engage deeply with their work and become communicators that lead with confidence.

### **Students thrive in a structured and joyful community.**

Just as we will intentionally create tight systems to alleviate student frustration and enhance student learning, so, too, will we strategically create a joyful, celebratory culture of growth and learning that recognizes students for exhibiting strong character traits in word and action. At Hayward Collegiate we believe that educating the whole child is critical to student success. This connection is clarified by the California Department of Education as they have shown that “school attendance went up while school suspensions decreased when character education was integrated with existing school and district programs and curriculum.”<sup>65</sup> Other studies indicate that teaching social and emotional skills, a critical part of character education, has shown an increase in 10 percent in elementary school students as measured by national standardized math and reading tests.<sup>66</sup> It is our mission to not only provide rigorous academics to students, but also help them access lives of opportunity, and teaching character education will be critical in that endeavor. All members of Hayward Collegiate, staff and students, learn and work by our creed values of moving **FORWARD** (Focus, Optimism, Resilience, Wonder, Ambition, Respect, Diversity).

**Focus:** Graduating from college is our primary goal. We spend every minute making sure we are relentlessly working in pursuit of this goal. Students will demonstrate focus by knowing their academic goals and where they are in relation to those goals every day. Teachers will be self-aware of their own professional status in relation to their goals, engaged in teaching 100% of the time they are in school and own up to any mistakes.

**Optimism:** An optimist adjusts their perspective to see the opportunity in every difficulty. Students will reflect on the lessons they can learn from their challenges and be ready for a new day. Teachers will remain fiercely positive with every student and bounce back from any setbacks that day.

**Resilience:** A resilient student at Hayward Collegiate is one that pushes through obstacles and asks for help in times of distress, rather than give up. Students are encouraged to and consistently demonstrate the acceptance of challenge because they are committed to achieving their goals. Teachers will work relentlessly to make sure each child is achieving academic mastery.

**Wonder:** Hayward Collegiate students are curious about others’ thoughts and the world around us. Problem solving excites us. Students will ask critical questions and be open to different ways

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<sup>65</sup> “The Role of Character Education in Public Schools.” *The Role of Character Education in Public Schools - Character Education (CA Dept of Education)*, <https://www.cde.ca.gov/ls/ys/ce/charactered.asp>.

<sup>66</sup> “What Works.” *Character.org*, [character.org/key-topics/what-is-character-education/what-works/](http://character.org/key-topics/what-is-character-education/what-works/).



of thinking and learning. Teachers will be eager for knowledge and research as to the best ways to engage and educate our students.

**Ambition:** Students at Hayward Collegiate set strong goals for themselves and maintain high standards for academic and professional success. Teachers are determined to become masters of their craft and continually strive to enhance their intellectual capacity.

**Respect:** Hayward Collegiate students know that respecting others is a form of respecting oneself and the community as a whole. Students will develop and demonstrate high social intelligence and professionalism in all that they do. Teachers will maintain professionalism and respect each student and their learning process.

**Diversity:** At Hayward Collegiate we believe in the spirit of collaboration and know that we are better when we are together. Students will demonstrate teamwork by listening to each other, sharing and building on others' knowledge, and supporting one another during challenging times. Teachers will collaborate often, hold each other to high expectations by being honest and open, and resolving conflict quickly and with grace.

Hayward Collegiate will host a weekly Community Circle every Friday to celebrate our **FORWARD** values and highlight those students who have done an exemplary job at reflecting those values. Students will present their Digital Stories, engage in game-based academic competitions between grade-levels, and recite their Advisory chant to the rest of the school community.

At Hayward Collegiate, we believe that high expectations yield exceptional results. Research indicates that when students believe that teachers and society have higher expectations for their achievement they end up achieving more.<sup>67</sup> For this reason, all staff will hold students to the level of expectations we know they can developmentally and intellectually meet with clarity and adequate supports. For example, teachers will employ the “no opt out” strategy during which a student cannot exempt him/herself of answering a question or thinking through a challenging problem; instead, students will be expected to demonstrate full effort and contribute a thoughtful response using their work, other peers, or the teacher for more support. At Hayward Collegiate, it will always be acceptable to be wrong or inaccurate, but it will not be acceptable to not try. Teachers will expect students to not only provide answers in complete sentences, but to answer tougher questions to extend their knowledge and stretch their abilities of critical thinking and problem solving.<sup>68</sup> Teachers will always have high expectations for our students in general, but also provide catered support to each individual, so that they can thrive in our structured and rigorous learning community.

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<sup>67</sup> Farr, Steven, et al. *Teaching as Leadership: The Highly Effective Teachers Guide to Closing the Achievement Gap*. Web.

<sup>68</sup> Stout-Kreuk, Liesbeth. *Teach Like a Champion*. CED-Groep, 2016. Web.

## The Educated Person in the 21st Century

There are hard and soft skills that an educated person in the 21st Century requires, and which inform a clear goal of our unique school design informed by this future orientation.

**Goal: Hayward Collegiate students will develop strong technical and analytical skills.**

Automation has increased productivity, economic growth, safety, and convenience for many citizens. For our students, the rise of automation means that they will be graduating college and entering an ever-changing social and economic landscape with increasing demand to keep up with the changing nature of professional work. To be successful, students must be equipped with the hard and soft skills needed to keep up with the many opportunities such changes provide. In recent study produced by McKinsey, “40 percent of employers said lack of skill was the main reason for entry-level job vacancies...sixty percent said that new graduates were not adequately prepared for the world of work.”<sup>69</sup> Below is LinkedIn’s 2017 study revealing the top 10 emerging positions of 2017; analysis of the two emerging roles on the list will shed insight into the hard and soft skills required to be an educated and successful person of the 21<sup>st</sup> century:

1. Machine Learning Engineer
2. Data Scientist
3. Sales Development representative
4. Customer Success Manager
5. Big Data Developer
6. Full Stack engineer
7. Unity Developer
8. Director of Data Science
9. Brand Partner
10. Full Stack Developer<sup>70</sup>

Two roles, Full Stack Engineer and Brand Partner represent a broader overview of the necessary technical and interpersonal skills students must be equipped with to access these opportunities: strong technical subject degrees, such as computer programming, along with the ability to communicate and collaborate efficiently in the case of a Brand Partner. In the case of hard skills, not knowing the language of software will soon be just as much an obstacle to success as being illiterate or innumerate. We intend to close these gaps of opportunity through our coding and robotics course.

Our world is a digital world where computer software underlies nearly every industry. It is critical for students to feel comfortable utilizing technology as a tool to communicate, acquire, and disseminate information in a responsible way. Students at Hayward Collegiate will be prepared to acquire new skills to manipulate as well as apply emerging technologies to solve problems in our nation and world. For this reason, every student will complete a robotics or computer science sequence at Hayward Collegiate. Part of this program is created for students to use self-paced

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<sup>69</sup>Manyika, James. “Technology, jobs, and the future of work.” *McKinsey & Company*, [www.mckinsey.com/global-themes/employment-and-growth/technology-jobs-and-the-future-of-work](http://www.mckinsey.com/global-themes/employment-and-growth/technology-jobs-and-the-future-of-work).

<sup>70</sup> “The Fastest-Growing Jobs in the U.S. Based on LinkedIn Data.” *Recent Posts*, [blog.linkedin.com/2017/december/7/the-fastest-growing-jobs-in-the-u-s-based-on-linkedin-data](http://blog.linkedin.com/2017/december/7/the-fastest-growing-jobs-in-the-u-s-based-on-linkedin-data).

technology to master these core technological skills that are almost a requirement for when they graduate college. Research indicates that an early exposure to computer programming and robotics leads to an increase in:

- Sequential thinking
- Visual memory
- Motor skills and hand-eye coordination
- Computational thinking
- Fewer gender-based stereotypes regarding STEM careers<sup>71</sup>

These skills are beneficial to careers in nearly every industry and will ultimately allow students at Hayward Collegiate to thrive in and beyond the colleges of their choice. For example, computational thinking is the ability to take an active role in thinking through problems and creating solutions, which is important for students who enter any industry.

Apart from understanding the complexities of computer programming, students must be ready to parse out relevant information and analyze data intentionally to use as evidence to defend an argument. Our curriculum for students emphasizes deep classroom discourse and writing, something that is enhanced through our Digital Storytelling program. Text-based analysis is the critical component of our literacy and writing classes. Students read seminal texts and analyze key elements of the work through class discussion that is grounded in text-based dialogue. Through their writing, literacy, and digital storytelling blocks, students know how to communicate and defend an argument with intellectual validity and gusto.

## **Population To Be Served By The Charter School**

Hayward is locally referred to as “the Heart of the Bay” and is the third largest city in Alameda County. The Hayward Unified School District (“HUSD”) enrolls 20,771 students in preschool through twelfth grade and provides an Adult Education Center. There are 31 schools and 5 charter schools operating across 63.7 square miles.<sup>72</sup> According to the most recent California Assessment of Students Performance and Progress (“CAASPP”) results from the 2016-2017 school year, HUSD demonstrated some growth in the percentage of students meeting or exceeding standards by two to four percent. More specifically, students who met or exceeded standards in ELA rose from 32% to 36%, and students who met or exceeded standards in Math rose from 21% to 23%. However, HUSD has acknowledged that there is “still...much work to do to ensure that all students master the state standards.”<sup>73</sup> Currently, two thirds of HUSD students are not meeting or exceeding ELA standards for their grade and approximately three quarters are not meeting or exceeding standards in math. The district performed below the county average, with 36% proficiency rates in English versus 55% countywide, and 23% proficiency rates in mathematics

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<sup>71</sup> Sullivan, Amanda, and Marina Bers. “Robotics in the early childhood classroom: learning outcomes from an 8-Week robotics curriculum in pre-Kindergarten through second grade.” 9 Mar. 2015.

<sup>72</sup> “Demographics.” *Demographics*, July 2017, [www.husd.us/Demographics](http://www.husd.us/Demographics). Accessed 25 Mar. 2018.

<sup>73</sup> “Hayward Unified School District Students Make Gains in State Assessment.” *Hayward Unified School District*, 23 Aug. 2016.



versus 49% proficiency rates countywide. Similarly, the District falls behind the State of California, which has 49% proficiency rates in English and 37% proficiency rates in math<sup>74</sup>.

Home to 150,000 residents, Hayward is the second-most diverse city in California with an industrial focus on manufacturing.<sup>75</sup> On a macro-level, the City of Hayward is facing many challenges. Currently, the median household income is \$65,096, which falls more than 20% below Alameda County's threshold for being considered a low-income household (\$80,400).<sup>76</sup> In regards to educational attainment, while 81% of students in Hayward graduated from high school in 2017, only 26% graduated from college and earned a bachelor degree.<sup>77</sup> Ethnically diverse and with significant poverty, 57% of Hayward residents do not speak English at home and 66% of HUSD students are eligible for free or reduced lunch.<sup>78</sup> **Figure 2** illustrates the key racial demographics of Hayward below.

**Figure 2: Hayward Racial Demographics**

Race	Percent %
White	40.8%
Black	11.6%
American Indian and Alaskan Native	0.7%
Asian	25.2%
Pacific Islander	2.4%
Some other race	13.3%
Two or more races	6.1%
Hispanic or Latino of any race	40.4%

On a micro-level within Hayward, the highest density of poverty is in South Hayward. While the area of South Hayward is not uniformly defined, we are identifying our target community within the general South Hayward Area, which includes the Jackson Triangle and Harder-Tennyson neighborhoods. The geographical location of this area is outlined below in **Figure 3**.

<sup>74</sup> "Smarter Balanced Test Result Comparison." 2016 Results – CAASPP Reporting (CA Dept of Education), [caaspp.cde.ca.gov/sb2016/CompareReport?ps=true&lstTestYear=2016&lstTestType=B&lstGrade=13&lstGroup=1&lstCds1=01611920000000&lstCds2=00000000000000&lstCds3=01000000000000&lstCompType=table](https://caaspp.cde.ca.gov/sb2016/CompareReport?ps=true&lstTestYear=2016&lstTestType=B&lstGrade=13&lstGroup=1&lstCds1=01611920000000&lstCds2=00000000000000&lstCds3=01000000000000&lstCompType=table).

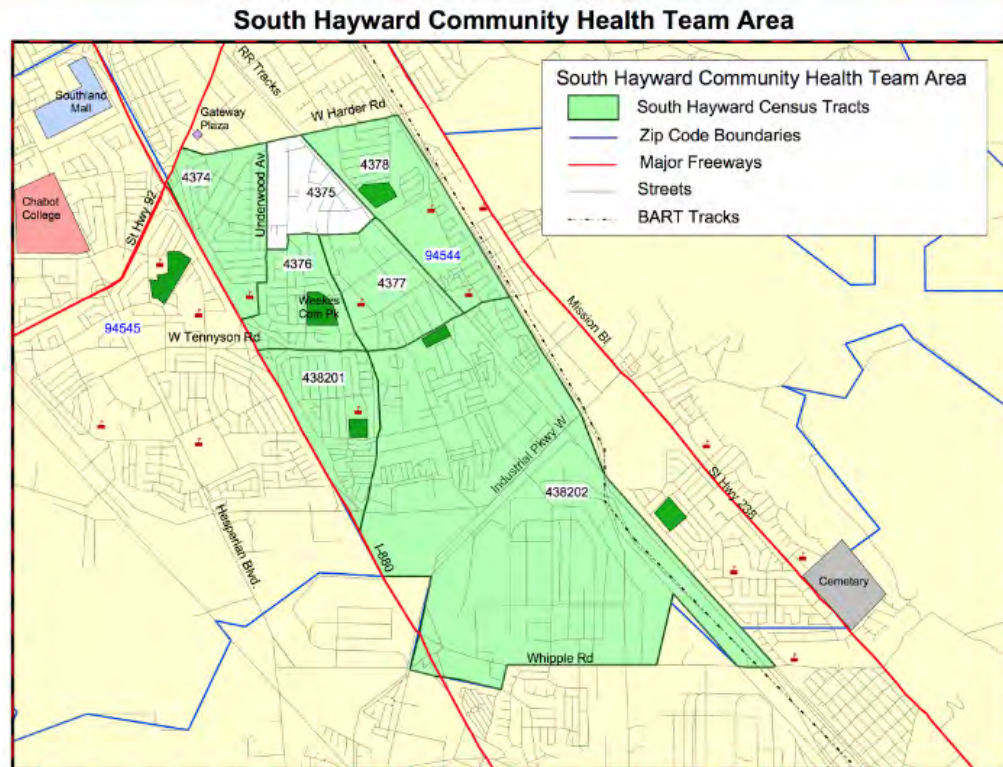
<sup>75</sup> "Hayward History." *Hayward History | City of Hayward - Official website*, [www.hayward-ca.gov/discover/hayward-history](http://www.hayward-ca.gov/discover/hayward-history).

<sup>76</sup> Sciacca, Annie. "In Costly Bay Area, Even Six-Figure Salaries Are Considered 'Low Income'." *The Mercury News*, 25 Apr. 2017, [www.mercurynews.com/2017/04/22/in-costly-bay-area-even-six-figure-salaries-are-considered-low-income/](http://www.mercurynews.com/2017/04/22/in-costly-bay-area-even-six-figure-salaries-are-considered-low-income/).

<sup>77</sup> "Hayward, California Education Data." *Hayward CA Education Data*, [www.towncharts.com/California/Education/Hayward-city-CA-Education-data.html](http://www.towncharts.com/California/Education/Hayward-city-CA-Education-data.html).

<sup>78</sup> "District Profile: Hayward Unified." *District Profile: Hayward Unified* (CA Dept of Education), [www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000](http://www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000).

**Figure 3: Target Area South Hayward**



While Hayward is facing challenges with college graduation, income levels, and other educational attainment demographics, the case is most severe in South Hayward. As indicated, the South Hayward area is not uniformly defined; for purposed of academic analysis, we have used the Hayward Unified School District's School Site Locator to identify the seven elementary schools that encompass the area to provide a snapshot of the percentage of socio-economically disadvantaged and English language learner students in South Hayward.<sup>79</sup> The figures for this are outlined in **Figure 4**.

**Figure 4: South Hayward Elementary School Demographic Data<sup>80</sup>**

South Hayward Elementary Schools	Socio-economically Disadvantaged	English Language Learners
Bowman Elementary	71.6%	44.5%
Eldridge Elementary	70.2%	32.1%
Glassbrook Elementary	83.1%	71.8%
Harder Elementary	78.4%	52.7%
Ruus Elementary	65.8%	45.0%
Schafer Park Elementary	77.7%	49.2%
Tyrell Elementary	85.7%	59.7%

<sup>79</sup> "Hayward Unified School District." *SchoolSite Locator*, [apps.schoolsitelocator.com/index.html?districtCode=41834](https://apps.schoolsitelocator.com/index.html?districtCode=41834).

<sup>80</sup> "California Department of Education: School Profiles." California Department of Education: School Profiles, [www.cde.ca.gov/](https://www.cde.ca.gov/).

After comparing the same demographics, percentage of socio-economically disadvantaged, English language learner population, and poverty rates, with the greater Hayward area and Alameda County, it is clear that a high-quality school is needed in South Hayward. All three comparisons are highlighted in **Figure 5**.

**Figure 5: Comparison of Target Community to Hayward and Alameda County**

Region Comparison	South Hayward <sup>81</sup>	Hayward <sup>82</sup>	Alameda County <sup>83</sup>
Socio-economically Disadvantaged	76.07%	66.5%	56.4%
English Language Learner	50.71%	29.8%	32.6%
Percentage of total individuals living below the poverty line	24.5% <sup>84</sup>	13.2% <sup>85</sup>	10.7% <sup>86</sup>

We know that education is inextricably linked to income, and research has shown that college graduates earn more money than their counterparts and are less likely to be unemployed.<sup>87</sup> College graduates also are unique in other ways – they are more likely to “vote, to volunteer, to have healthy life practices, and even to have better mental health.”<sup>88</sup> These values are critical to what make a great citizen and what will alleviate the gaps in poverty in Hayward as more of our students have the elementary foundation to grow into citizens with strong characteristics and attributes.

College graduation as a prerequisite to many career or job opportunities is steadily rising, making our students highly ill-equipped for the 21st century workforce.<sup>89</sup> Marie Lynch, the CEO of Skills for Chicagoland’s Future, articulates this concern when she states that “the other worrisome factor is the cascading effect this could have on youth trying to obtain entry-level jobs...this trend means we have to increase attention and resources on this problem of unemployment, especially among African-American youth, who have the highest unemployment rates of any group.”<sup>90</sup>

Adequate academic preparation for college programs and the workforce demands ensure that students can transition smoothly into adulthood and independent living, earn higher annual salaries, and contribute in meaningful ways, both economically and socially, to their family and

<sup>81</sup> We averaged the percentages of all the seven schools listed in Figure 4 to get the averages for the percentage of socio-economically disadvantaged and English language learner population.

<sup>82</sup> “District Profile: Hayward Unified.” District Profile: Hayward Unified (CA Dept of Education), [www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000](http://www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000). This information was used to collect averages for the percentage of socio-economically disadvantaged and English language learner population.

<sup>83</sup> “Alameda County.” Ed-Data, [www.ed-data.org/district/Alameda/Alameda-County-Office-of-Education](http://www.ed-data.org/district/Alameda/Alameda-County-Office-of-Education). This information was used to collect averages for the percentage of socio-economically disadvantaged and English language learner population.

<sup>84</sup> This is an average of the Jackson Triangle and Harder-Tennyson poverty rates. This information was retrieved from city-data.com

<sup>85</sup> “Hayward, California (CA) Poverty Rate Data Information about Poor and Low-Income Residents.” Hayward, California (CA) Poverty Rate Data - Information about Poor and Low-Income Residents Living in This City, [www.city-data.com/poverty/poverty-Hayward-California.html](http://www.city-data.com/poverty/poverty-Hayward-California.html).

<sup>86</sup> “QuickFacts.” U.S. Census Bureau QuickFacts: Alameda County, California, [www.census.gov/quickfacts/fact/table/alamedacountycalifornia/PST045216](http://www.census.gov/quickfacts/fact/table/alamedacountycalifornia/PST045216).

<sup>87</sup> Haycock, Kati. “Higher Ed’s Pivotal Role in Breaking the Cycle of Poverty.” *The Education Trust*, 4 June 2015. <https://edtrust.org/the-equity-line/higher-eds-pivotal-role-in-breaking-the-cycle-of-poverty/>.

<sup>88</sup> Ibid.

<sup>89</sup> Rampell, Catherine. “The college degree has become the new high school degree.” *The Washington Post*, WP Company, 9 Sept. 2014.

<sup>90</sup> Elejalde-Ruiz, Alexia. “No college degree? That’s a growing hurdle to getting hired.” *Chicago Tribune*, 21 Mar. 2016.

community. This foundation begins as early as TK/K and encompasses all elementary grades TK/K-6. Students attending low-performing schools are more likely to enter high school significantly behind grade level.<sup>91</sup> Moreover, students who fail to read by the end of third grade are unlikely to graduate from high school, losing the ability in the vast majority of instances to access and graduate from college.<sup>92</sup>

In South Hayward specifically, the urgency for strong, high performing academic programs that prepare each of our students for college starting at the elementary level is critical. The English and math proficiency rates for the seven schools that encompass South Hayward are highlighted in **Figure 6**. It is important to note that of all 22 elementary schools, 21 local schools that serve similar grade-spans that Hayward Collegiate proposes to serve received lower proficiency scores in math than Alameda County's average (53.64% in third grade; 44.8% in fifth grade). Further, 22 local schools received lower proficiency scores in ELA than Alameda County's average (49% in third grade; 55% in fifth grade).

**Figure 6: 2016-2017 Hayward Unified School District Elementary Proficiency**

School Name	3 <sup>rd</sup> Grade ELA	3 <sup>rd</sup> Grade Math	5 <sup>th</sup> Grade ELA	5 <sup>th</sup> Grade Math
Bowman	16.00%	14.00%	16.00%	3.00%
Eldridge	34.20%	34.2%	38.00%	9.80%
Glassbrook	18.31%	16.00%	25.71%	11.43%
Harder	12.63%	34.92%	7.37%	7.94%
Ruus	31.31%	31.31%	32.65%	10.20%
Schafer Park	23.76%	33.66%	23.91%	11.96%
Tyrrell	19.64%	23.68%	39.47%	19.83%
Burbank	33.80%	37%	58.7%	28.9%
Cherryland	25.40%	23.90%	22.00%	8.4%
East Avenue	34.90%	32.50%	18.30%	8.3%
Eden Gardens	37.00%	27.70%	46.20%	26.8%
Fairview	30.80%	26.00%	18.60%	3.90%
Fairview School of Arts and Science	41.18%	23.53%	36.36%	9.09%
Highland	n/a	n/a	n/a	n/a
Longwood	16.25%	13.75%	17.78%	9.89%
Lorin Eden	25.71%	25.71%	40.23%	28.74%
Palma Ceia	50.65%	36.36%	32.32%	13.13%
Park	15.58%	13.92%	24.64%	5.88%
Southgate	48.81%	62.64%	54.55%	35.71%
Stonebare	39.00%	35.00%	46.85%	30.63%
Stronbridge	24.24%	15.15%	43.42%	10.00%
Treeview	20.63%	28.57%	36.05%	19.54%

<sup>91</sup> Palardy, G. J. (2008). "Differential school effects among low, middle, and high social class composition schools: A multiple group, multilevel latent growth curve analysis." *School Effectiveness and School Improvement*, 19, 21-49.

<sup>92</sup> "Students Who Don't Read Well in Third Grade Are More Likely to Drop Out or Fail to Finish High School." The Annie E. Casey Foundation, [www.aecf.org/blog/poverty-puts-struggling-readers-in-double-jeopardy-minorities-most-at-risk/](http://www.aecf.org/blog/poverty-puts-struggling-readers-in-double-jeopardy-minorities-most-at-risk/).

The lack of high-quality schools in South Hayward is one element that has caused particularly low college graduation rates in this community as compared to rates within the greater City of Hayward. The Harder-Tennyson and Jackson Triangle college graduation rates are 16.1% and 13.5% respectively, compared to a 26% college graduation rate for HUSD.<sup>93</sup> **Figure 7** highlights the severity of difference between educational attainment and socioeconomic inequality in South Hayward, the greater city of Hayward, and the County of Alameda.

**Figure 7: Education and Income Comparison**

	South Hayward <sup>94</sup>	Hayward	Alameda County <sup>95</sup>
Bachelor's degree	14.8%	26%	44%
Median household income	\$63,132	\$65,096	\$97,400

With 26% of students graduating college, Hayward students, especially African-American students, are ill-equipped for the workforce and need a different, uniquely designed, and currently unavailable option for high-quality education, starting in TK, which we propose to provide through our proposal for Hayward Collegiate. HUSD has also recognized this concern, as African-American students “are one of the lowest performing student groups in the district.”<sup>96</sup> **Figure 8** illustrates the academic proficiency among subgroup populations in Hayward and **Figure 9** illustrates the percentage of each group served within Hayward. Hayward Collegiate will work alongside HUSD to provide the individualized support and standards-aligned curriculum that will ensure all students, including our subgroup populations, can meet the ambitious goals set out by the State of California.

<sup>93</sup> Neighborhood information regarding college graduation rates for the Harder-Tennyson and Jackson Triangle was retrieved from city-data.com.

<sup>94</sup> This is an average of the graduation rates of Jackson Triangle, 16.1%, and Harder-Tennyson, which is 13.5%. Similarly, this is an average of the median income of Jackson Triangle, \$57,110, and Harder-Tennyson, which is \$69,154.

<sup>95</sup> “Alameda County, California Education Data.” Alameda County CA Education Data, [www.towncharts.com/California/Education/Alameda-County-CA-Education-data.html](http://www.towncharts.com/California/Education/Alameda-County-CA-Education-data.html).

<sup>96</sup> Charles, Candese. “School initiative seeks to help those underperforming.” *The Pioneer*.

**Figure 8: 2016-2017 Academic Proficiency Among Subgroup<sup>97</sup>**

Subgroup	3 <sup>rd</sup> Grade ELA	5 <sup>th</sup> Grade ELA	3 <sup>rd</sup> Grade Math	5 <sup>th</sup> Grade Math
Students with Disabilities	7%	7%	9%	5%
Economically Disadvantaged	24%	30%	23%	12%
English Learners	11%	7%	13%	18%
Hispanic or Latino	25%	31%	24%	13%
Black or African American	20%	25%	14%	12%
White	42%	47%	42%	25%
Asian	48%	55%	46%	31%
Filipino	55%	61%	48%	35%

**Figure 9: HUSD Enrollment Demographics<sup>99</sup>**

Ethnicity	Total Enrollment	%
Hispanic or Latino of Any Race	13,382	64.4%
African American, Non- Hispanic	1,937	9.3%
Asian, Not Hispanic	1,617	7.8%
Filipino, Not Hispanic	1,478	7.1%
White, not Hispanic	973	4.7%
Pacific Islander, Not Hispanic	686	3.3%
Two or More Races, Not Hispanic	598	2.9%
American Indian or Alaska Native, Not Hispanic	65	0.3%
Not reported	35	0.2%
Socio-economically disadvantaged	17,237	75.4%
English Learners <sup>100</sup>	7,291	31.9%

Students in the subgroups outlined in **Figure 8** have even lower proficiency rates in math and reading than the student population of the District as a whole. African-American and Hispanic or Latino students are showing flat or very modest gains in 3rd and 5th grade proficiency. Significant work remains to ensure that all students, especially those who are from disadvantaged subgroups, are prepared for high school and college. This work should be done in the elementary years of a student's life, as research shows that a student who cannot read by third grade is four times less likely to graduate high school by the age of 19. That number increases to 13 times less likely if that student is economically disadvantaged.<sup>101</sup> It is imperative that we bring a high-quality,

<sup>97</sup> "Smarter Balanced Assessment Test Results for: State of California." 2016 State Results – CAASPP Reporting (CA Dept of Education), [caaspp.cde.ca.gov/sb2016/ViewReport?ps](https://caaspp.cde.ca.gov/sb2016/ViewReport?ps).

<sup>98</sup> "Smarter Balanced Assessment Test Results for Hayward Unified School District District." CA Assessment of Student Performance and Progress, [caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=5&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000](https://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=5&lstCounty=01&lstDistrict=61192-000&lstSchool=0000000).

<sup>99</sup> *Demographics*. Hayward Unified School District, July 2017, [www.husd.k12.ca.us/Demographics](http://www.husd.k12.ca.us/Demographics).

<sup>100</sup> "Hayward Unified." *Ed-Data*, [www.ed-data.org/district/Alameda/Hayward-Unified](http://www.ed-data.org/district/Alameda/Hayward-Unified).

<sup>101</sup> Sparks, Sarah D. "Study: Third Grade Reading Predicts Later High School Graduation." *Education Week - Inside School Research*, 8 Apr. 2011, [blogs.edweek.org/edweek/inside-school-research/2011/04/the\\_disquieting\\_side\\_effect\\_of.html](https://blogs.edweek.org/edweek/inside-school-research/2011/04/the_disquieting_side_effect_of.html).



uniquely designed public school option for our elementary students in Hayward where there are only five charter schools, none of which are exclusively TK-6.<sup>102</sup>

Hayward Collegiate is a high-quality school option uniquely designed to address the needs of its students and gives children, including those born into poverty, access to academic programs and careers that will allow them to pursue and live lives rich with opportunity. It is urgent that there be a college preparatory school that starts in TK/K for South Hayward

In accordance with Education Code Section 47605(b)(G), at Hayward Collegiate, we intend to enroll a racial and ethnic balance among our pupils reflective of the general population residing within the territorial jurisdiction of the District. We will enroll all demographics for a student body that matches HUSD with respect to English Learners, students who are socio-economically disadvantaged, and students with special needs.

The Local Agency Plan outlined goals for Hayward Unified School District to increase academic proficiency among grade levels.<sup>103</sup> The most pressing relating to student achievement were:

1. Increase by 10% the number of students who score at proficient or advanced every year in reading/language arts.
2. Increase by 10% the number of students who score at proficient or advanced every year in math.
3. Increase by 5% the number of EL students who are reclassified every year.

The lack of academic achievement is more pronounced when examining subgroup data. Performance among historically underserved minorities, African American and Hispanic or Latino students, from economically disadvantaged households, and English Learners is far less than that of the general student population. Hayward Collegiate is dedicated to supporting the academic achievement of all students and to the broader efforts within the Hayward Unified School District to boost the achievement for all. We support the District's Evaluation Goals that target English proficiency so that all "ELLs will make steady progress in developing academic English."<sup>104</sup>

Based on this data, to stimulate economic prosperity, and to increase access to quality options in South Hayward, the need for a high-performing elementary school TK/K-6 that addresses the needs of all learners and provides an education that allows every student to thrive in college and life is clear.

We have also learned through conversations and informational sessions with parents in Hayward that a demand for a high-quality Transitional Kindergarten program is high, and it has been our conversations with families that have informed our model and design of our TK program.

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<sup>102</sup> Of the five charter schools. Leadership Public Schools and Silver Oak Montessori are grades 9-12, Impact Academy of Arts and Technology is 6-12, and Golden Oak Montessori of Hayward and KEY Academy are grades K-8.

<sup>103</sup> Wayne, Matt. "Board of Education Summary Report." 24 Apr. 2013.  
[http://www.husd.us/groups/news\\_item?d=x&id=1471332232708&group\\_id=1285481586048&return\\_url=1500108692622](http://www.husd.us/groups/news_item?d=x&id=1471332232708&group_id=1285481586048&return_url=1500108692622).

<sup>104</sup> "ELL Master Plan." *Hayward Unified School District*. [www.husd.us/cms/block\\_view?d=x&piid=1340791276745&block\\_id=1339847467610](http://www.husd.us/cms/block_view?d=x&piid=1340791276745&block_id=1339847467610).

The design of Hayward Collegiate is directly informed by intense study of the strongest instructional models and practices observed at high-performing schools, such as Alpha: Cornerstone Prep in San Jose, California (BES school), where 82% of third grade students met or exceeded standards on the Smarter Balance Assessment Consortium (“SBAC”) Exam in math and 72% met or exceeded standards in ELA in the 2016-2017 school year. This school educates communities who reflect similar populations when compared to those listed above. Extra instructional time in literacy and math in conjunction with personalized intervention via technology prove uniquely supportive for all our students, ensuring they receive the education they deserve.

## **Community Support For The Proposed School**

We propose a school model that respects and responds to our community. We acknowledge the critical nature of family and community engagement in the founding of Hayward Collegiate. In the design process, we have engaged with a diverse set of community stakeholders utilizing multiple strategies for our outreach. Our plan for outreach and engagement was planned to effectively and equitably communicate the vision of Hayward Collegiate, to listen deeply to the community’s needs and desires and to incorporate those within the proposed elementary school design, and to explicitly ask for their support for this petition and the Charter School.

During our time engaging with the community and raising awareness for the proposed school, we have connected with teachers who are meaningfully interested in joining the staff of Hayward Collegiate and parents who are meaningfully interested in enrolling their children at Hayward Collegiate. Teacher signatures, in compliance with Education Code Section 47605(a), are included as **Appendix 1: Teacher Signatures**. Signatures of parents interested in enrolling their children at Hayward Collegiate, along with names of parents who attended Information Sessions about the Charter School are also included to demonstrate the strong community interest in the Charter School. (See **Appendix 12: Community Support and Interest Signatures**.) Through our outreach, we have been fortunate to invite and engage community stakeholders in conversations about the mission and vision for the Charter School. Through these conversations, we have affirmed, added, or abbreviated elements of Hayward Collegiate, including but not limited to, providing a TK program as well as offering coding and robotics to our students during enrichment.

Hayward Collegiate has proactively communicated with key stakeholders throughout Hayward, including parents, alumni, teachers, school leaders, churches, local elected officials, leaders of community organizations, libraries, and students. Our communication has taken on many forms, including:

- Hosting information sessions for parents and community stakeholders
- Tabling events led by Hayward Collegiate Representatives
- Facebook advertisements curated for Hayward community members for the Hayward Collegiate Facebook Page, Instagram, and Charter School website
- Presence at local events by the Hayward Collegiate founding team
- One-on-one meetings with parents, community leaders, school leaders, and other community stakeholders in Hayward



- Distribution of flyers to community members and organizations

The Hayward Collegiate Founding Team is dedicated to continuing to build strong partnerships and relationships within and around Hayward to ensure a strong foundation during our school's first year of operation and beyond. This includes reaching out to teachers, locally and nationally, so that we can solicit input from educators and to build a pipeline for teacher talent. We have been fortunate that many school leaders have shared their experience and expertise to our Founding Team to ensure a strong start for Hayward Collegiate.

## **Transitional Kindergarten**

Hayward Collegiate will comply with all applicable requirements for transitional kindergarten, including alignment to the four domains outlined in the California Preschool Learning Foundations.<sup>105</sup>

We have designed and will deliver a rigorous transitional kindergarten (TK) program. Our TK program will be the first year of a two-year kindergarten program that will use a modified kindergarten curriculum that is age and developmentally appropriate. Our program will meet the social needs for each student and individualize instructional needs for each student whose fifth birthday falls between September 1st and December 1st. Studies have shown the immense value of TK as those students are prepared to meet the challenges of a traditional kindergarten program regarding to social-emotional development and content-area instruction.<sup>106</sup> We will ensure that we have a strong implementation of early childhood development such as language and motor development, positive student-teacher relationships, foundational knowledge of mathematics, science, and social studies. TK and kindergarten will be offered in a combined classroom setting where differentiated instruction will be used to meet the wide range of developmental needs of both groups of students. Our teachers will be observing and collaborating with each other so that they can appropriately plan and meet the needs of each student, respective to their skill and ability levels. In this way, TK and kindergarten students will be supported in mastering their relevant standards.

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<sup>105</sup> "California Preschool Learning Foundations." California Preschool Learning Foundations - Child Development (CA Dept of Education), [www.cde.ca.gov/sp/cd/re/psfoundations.asp](http://www.cde.ca.gov/sp/cd/re/psfoundations.asp).

<sup>106</sup> Governor's State Advisory Council on Early Learning and Care (2013). Transitional Kindergarten IMPLEMENTATION GUIDE: A Resource for California Public School District Administrators and Teachers. <https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>.

## Enrollment

Hayward Collegiate will open in August 2019 with 120 students, 60 students in TK/kindergarten and 60 students in 1st grade. Each year, we will enroll 60 new students in TK/kindergarten and backfill open seats for all grades and continue this slow growth until we are at full scale in 2024-2025. Hayward Collegiate will backfill seats at the beginning of each school year, which is consistent with the practice of traditional schools in Hayward Unified School District.

The decision to implement a slow growth model permits us to tactically train instructional staff and develop our curriculum to ensure quality execution and product at every level driving strong results in student achievement. Our enrollment plan ensures we can fulfill the following:

- Grow a strong school culture and staff training strategically over time
- Develop standards-driven curriculum strategically every year and focus on quick revision for higher quality iterations
- Build strong assessments system that monitors student achievement for every grade level.
- Maintain financial viability

Starting small and growing slow is a proven strategy and indicator for a strong inaugural school year, which delineates success in future school performance. According to the CREDO report out of Stanford University, slow growth is a core component of schools that open successfully, which is an indicator of strength over time, as 80% of charter schools that open in the bottom quantile in performance remain there five years later, while 94% of schools that open in the top quantile remain there over the same period.<sup>107</sup>

**Figure 10: Hayward Collegiate 5-year Enrollment Plan**

Grade	2019	2020	2021	2022	2023
TK/K	60	60	60	60	60
1 <sup>st</sup>	60	60	60	60	60
2 <sup>nd</sup>	0	60	60	60	60
3 <sup>rd</sup>	0	0	60	60	60
4 <sup>th</sup>	0	0	0	60	60
5 <sup>th</sup>	0	0	0	0	60
6 <sup>th</sup>	0	0	0	0	0
Total	120	180	240	300	360

**Figure 11: Hayward Collegiate Full-Scale Enrollment Plan**

Grade	2019	2020	2021	2022	2023	2024
TK/K	60	60	60	60	60	60
1 <sup>st</sup>	60	60	60	60	60	60
2 <sup>nd</sup>	0	60	60	60	60	60
3 <sup>rd</sup>	0	0	60	60	60	60
4 <sup>th</sup>	0	0	0	60	60	60

<sup>107</sup>"Charter School Growth and Replication." Center for Research on Educational Outcomes(n.d.): n. pag. CREDO, 30 Jan. 2013.

5 <sup>th</sup>	0	0	0	0	60	60
6 <sup>th</sup>	0	0	0	0	0	60
<b>Total</b>	120	180	240	300	360	420

## Daily Schedule

Hayward Collegiate operates with an extended school day and an extended school year in accordance with the best practices observed in high performing urban charter schools around the country and designed to meet the needs of our target community. This is supported by conversations with founding families and other community input. The school doors open at 7:30am, with students being considered tardy at 8:00am. The day ends at 4:00pm for four days and ends at 1:50pm one day per week (Friday). Each abbreviated day allows for staff professional development for two hours every week school is in session. The minutes students are in school on abbreviated days still exceed the required minimum and (1) for each fiscal year, offer, at a minimum, the following number of minutes for instruction: (a) to pupils in TK/K, 36,000 minutes; (b) To pupils in grades 1 to 3, inclusive, 50,400 minutes; (c) to pupils in grades 4 to 8, inclusive, 54,000 minutes.<sup>108</sup>

By age 3, researchers have observed a 30 million word gap between children from low-income and high-income households.<sup>109</sup> The implications of this mean a lack of school- and reading-readiness. Based on this, the additional instructional time includes double periods of literacy and math to address this gap, as we are anticipating that a large portion of students will enroll and begin the school year below grade level. Our schedule replicates components observed within schedules of BES school Purpose Preparatory Academy in Nashville, TN and Navigator Schools in Hollister, CA.<sup>110</sup> Both schools have demonstrated results that surpass their local traditional district counterparts as well as state averages annually on the Northwest Evaluation Association (“NWEA”) Measures of Educational Progress (“MAP”) and/or PARCC and SBAC assessments, respectively. Both schools enroll student populations that reflect similar demographics and academic needs of the students currently living and attending school in Hayward.

Our schedule uniquely supports each student’s academic development of foundational skills in math and literacy and the individualized needs of all students across all subgroups. In doing so, our students can engage in higher-order thinking and demonstrate skills at or above grade-level in literacy and math every school year and have the personalized supports and interventions needed. In addition to allotting additional time in literacy and math, the extended school day allows for an Advisory period, Computer Science and Robotics, and Choice Time and Intervention. The soft skills developed in each of these will allow each student to develop skills, habits, and content beyond a traditional academic curriculum and allows students to develop strong relationships with adults, while also receiving personalized instruction. **Figures 12 and 13** outline a sample school schedule for a kindergarten (or TK) and first grade student in our first year of operation.

<sup>108</sup>“Instructional Time Table.” *California Department of Education*, [www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp](http://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp).

<sup>109</sup> Colker, Laura J. *The Word Gap: The Early Years Make the Difference*. National Association for the Education of Young Children, Mar. 2014, [www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap](http://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap).

<sup>110</sup> At Hollister Prep, a Navigator School, 93% of third grade students met or exceeded standards in ELA and 72% met or exceeded standards in math. Purpose Preparatory Academy Charter School students are in the top 90<sup>th</sup> percentile in reading and math nationally. BES supports Hayward Collegiate and the Letter of Support can be found in **Appendix 2: Letters of Support**.

**Figure 12: Sample Daily Schedule (Regular), Grades TK/K, and 1**

<b>Monday, Tuesday, Wednesday, Thursday</b>		
<b>Start Time</b>	<b>Minutes</b>	<b>Period</b>
7:30	30	Arrival, Breakfast, Morning Routines
8:00	10	Morning Advisory
8:10	60	Literacy
9:10	10	Snack, Movement, Calm Classroom <sup>111</sup> *
9:20	30	Literacy
9:50	35	Read Aloud
10:25	35	Conceptual Understanding & Quantitative Reasoning
11:00	50	Enrichment (Coding/Physical Education)
11:50	30	Lunch
12:20	30	Writing
12:50	60	Math
1:50	10	Snack, Movement, Calm Classroom
2:00	30	Math
2:30	30	Science/Social Studies (non-fiction)
3:00	25	Afternoon Advisory
3:25	35	Choice Time and Intervention
4:00	-	Dismissal of Students

**Figure 13: Sample Daily Schedule (Abbreviated), Grades TK/K, and 1**

<b>Friday</b>		
<b>Start Time</b>	<b>Minutes</b>	<b>Period</b>
7:30	30	Arrival, Breakfast, Morning Routines
8:00	10	Morning Advisory
8:10	30	Read Aloud
8:40	60	Literacy
9:40	10	Snack, Movement, Calm Classroom*
9:50	30	Literacy
10:20	35	Enrichment
10:55	60	Math
11:55	30	Lunch
12:25	30	Math
12:55	15	Afternoon Advisory
1:10	35	Community Circle
1:45	-	Dismissal of Students
2:00	120	Professional Development (for Teachers)
4:00	-	End of Day (for Teachers)

<sup>111</sup> Calm Classroom provides teachers and students with mindfulness skills that support mental and emotional wellbeing.  
<https://calmclassroom.com/>.

## Day in The Life of a Hayward Collegiate Student

Maria is a Hayward Collegiate kindergartener. She begins her day at the front door of the campus at 7:30am, when the school doors officially open to students, but before 7:50am, when the first bell rings. While at the front, Maria says hello, is greeted with a handshake, a short conversation with the Executive Director, and a warm smile. Maria then walks into the building, where she begins her morning routine. First, she sits down to eat breakfast in the Multipurpose Room and speaks softly with her peers while she eats. When the first bell rings at 7:50am, Maria walks to her classroom to get ready for Morning Advisory, where she meets her Advisor with a smile and a handshake. When she comes into Morning Advisory, she turns in her homework to her Advisor and hangs up her backpack on her hook. They later listen to any announcements that her Advisor has and enjoys some silent reading time while her teacher reviews her homework.

Once the second bell rings, Maria takes out her pencil and sits with her hands folded on her desk, excited to work. She is now in her first 60-minute Literacy block where Ms. Jordan, her lead Literacy Teacher, and Mr. Ryerson, the paraprofessional, are both in class. Ms. Jordan teaches her and her classmates a new mini-lesson, while Mr. Ryerson assists Ms. Jordan with the lesson or later pulls certain students to make sure they understand the lesson that Ms. Jordan had just led. Today's mini-lesson is focused on key vocabulary that they will be reading during Read Aloud later and for the remaining time, Maria and her classmates work independently while Ms. Jordan works with a smaller group on mastering common sight words. Mr. Ryerson helps Maria understand her independent work by rephrasing what Ms. Jordan said earlier during the lesson. She then gets to take a small break and practice mindfully breathing in and out, which helps prepare her for the next Literacy block. During this time, Maria gets to use Lexia to help make sure she is getting personalized support for her reading level. Soon after, she listens to Ms. Jordan during Read Aloud as she reads Maria's favorite book *The Knight Before Kindergarten*.

One thing that makes Maria's day special is that when the bell rings at 10:25am, she stands up and walks to her next class where she meets Mr. Nick who is the lead teacher and Ms. Kimmy who is the paraprofessional for Conceptual Understanding & Quantitative Reasoning. Here she gets to practice Cognitively Guided Instruction and solve real world story problems. Since it is Tuesday, she gets to go to Physical Education where she learns about healthy eating habits.

After a delicious and healthy lunch, Maria sees Ms. Jordan and Mr. Ryerson again for Writing and later transfers to Mr. Nick and Ms. Kimmy again for her Math block where she works on procedural number sense and math computational skills. She also gets to use ST Math during this time to increase her math proficiency at her own pace. She then stays with Mr. Nick for Science and this time Ms. Kimmy makes sure to remind Maria of the directions from yesterday and watches her to make sure she is ready for the lesson from Mr. Nick. It is now time for Afternoon Advisory where she meets Ms. Jordan again and they count all the family members that live in their home to prepare for the digital story that Ms. Jordan will make about each one of Maria and her classmates' families. To end the day, during Choice Time and Intervention, Maria and some of her classmates get invited to see Mr. Nick. Here, Mr. Nick re-teaches the lesson she received yesterday and gives additional practice problems for math to make sure they are where they need to be to have a strong start to tomorrow's lesson. Maria then hears the bell and walks to Ms. Jordan's classroom to gather her materials and tidy her desk as she waits for her older brother, Jon, to pick

her up from school today. On her walk home, she tells Jon about who she will include in her Digital Story and is excited for another great day tomorrow.

## Annual School Calendar

Our complete school calendar is located in **Appendix 7: 2019-2020 Draft Calendar**. We operate within an extended school year model as informed by evidence-based practices of high performing charter schools across the country. The first day of each school year for teachers will be before the Charter School's first instructional day, and the last day will be after the Charter School's last instructional day. These additional days will allow us to offer more frequent professional development opportunities for staff, while still employing a similar number of instructional days as the District as we will offer 191 full instructional days, which meets the minimum threshold of at least 175 days. Hayward Collegiate will also offer, at a minimum, the following number of minutes of instruction required by Education Code Section 47612.5(a)(1): (A) to pupils in kindergarten, 36,000 minutes; (B) to pupils in grades 1 to 3, inclusive, 50,400 minutes; (C) to pupils in grades 4 to 8, inclusive, 54,000 minutes.

Each school year will begin with approximately 18 days of professional development for teachers and we reserve 26 days, inclusive of summer training, for professional development activities allowing staff the opportunity to disaggregate and analyze student achievement data, plan and prepare curricular materials, and participate in meaningful practice of instructional techniques. During the first 18 of professional development, we will cover targeted learning support for special education students and English Learners, effective teaching strategies, the coaching feedback cycle, and data analysis. During full professional development days, there is no school for students. Staff development days are dedicated to adjusting lessons and analyzing student data so that instruction and curriculum is designed to serve the needs of every student.

All holidays and seasonal breaks are aligned to those set forth by the Hayward Unified School District.

## Curriculum and Instruction

The mission of Hayward Collegiate Charter School is so that every student, TK through sixth grade, will thrive in the college of their choice and will communicate and lead with confidence through rigorous academics and individualized supports. This mission necessitates that every student is prepared to navigate and succeed in a college preparatory middle school and high school. For this reason, our curriculum is designed in full alignment with the CCSS<sup>112</sup>, the Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Science Content Standards, and any other applicable state content standards (hereinafter, collectively "State Standards") in each content area for each grade level. These State Standards ensure students attain the necessary knowledge, skills, and mindsets needed to be academically successful in college and beyond. Apart from this, we deeply considered the following points when making curricular and instructional decisions:

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<sup>112</sup> *California Common Core State Standards*, California Department of Education, [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/).

- Alignment to the Common Core State Standards
- Employing evidence-based research of methods that are proven successful for all students, particularly English Learners
- Curriculum adopted and used within high-performing urban schools across the country
- Effectiveness and ease of use of teacher and student plans and deliverables
- Level and rigor of vocabulary.

The Hayward Collegiate scope and sequence for all subjects will be developed by the Charter School Administration and reviewed and revised annually, as necessary, for every subject at every grade level the Charter School currently enrolls, so that it will meet the goals set forth by our accountability plan for all core subjects. Our curriculum is vertically aligned from TK through sixth grade to “reflect the logical, consistent order for teaching the content in a subject area from one grade level to the next”<sup>113</sup> and thereby ensuring long term success for each student. Our curriculum reflects horizontal alignment to build connections and understanding across each content areas. For example, students are asked to identify the main idea in their history and social studies class as well as focusing on constructing a main idea in their writing class and layering this into their writing in science classrooms. This will best ensure that students receive multiple opportunities to practice and internalize key skills throughout the school day and year.

Teachers will be provided a complete scope and sequence for the entire year that delineates the order of each unit during the year and the important outcomes that each unit will address. We will use the State Standards to backwards plan our scope and sequence and inform all items included on end-of-year assessments. These tools will provide a clear and standards-based roadmap for teachers as to where their instruction is going that year and where their students should be throughout.

In addition to each scope and sequence, a full set of six unit plans will be developed and ready for teachers prior to the start of school. All unit plans distributed will include: unit plan overview, the unit assessment, weekly formative assessments, daily lesson plans, and all accompanying deliverables. Teachers will meet as grade-level teams to review the unit assessment, allowing them to think critically about the skills and knowledge for the weeks ahead. Teachers then will transition to independently internalizing daily lesson plans and the upcoming weekly assessments.

Unit plans, assessments, and daily lesson plans will be highly informed by the framework of successful, urban charter schools, particularly from Navigator Schools in Hollister, CA and North Star Academy Vailsburg Elementary School in Newark, NJ.<sup>114</sup> Teachers will make any adjustments to lesson plans in response to student data gathered daily and weekly. Weekly and unit assessments will serve as benchmarks to support student mastery and growth towards the SBAC exam that students, beginning in third grade, will take as required each May.

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<sup>113</sup>Besy Case, and Sasha Zucker. *Horizontal and Vertical Alignment*. Pearson Policy Report, July 2005, [images.pearsonassessments.com/images/tmrs/tmrs\\_rg/HorizontalVerticalAlignment.pdf?WT.mc\\_id=TMRS\\_Horizontal\\_and\\_Vertical\\_Alignment](https://images.pearsonassessments.com/images/tmrs/tmrs_rg/HorizontalVerticalAlignment.pdf?WT.mc_id=TMRS_Horizontal_and_Vertical_Alignment)

<sup>114</sup> Lead Founder and proposed Executive Director completed leadership residency at Hollister Prep; for Letter of Support, please see [Appendix 2: Letters of Support](#); as part of the Building Excellent Schools Fellowship, she studied North Star and will continue to maintain this relationship over time on behalf of Hayward Collegiate.



During all day “Data Days,” of which there are six, and weekly professional development, of which there are two dedicated hours per week, Hayward Collegiate will allocate time for teachers to intellectually prepare and internalize curriculum. During Weekly Professional Development sessions, teachers will take the Three-Question student assessment that will be administered to students the following week to build their exemplars and internalize the academic vision and identify the academic expectations they will hold for that week. Teachers will then script out instructional lessons during their planning time to address the following critical questions that include, but are not limited to:

1. With what prior knowledge are students coming into the lesson?
2. Which students will need individualized support during each section of the lesson?
3. How will the teacher assess if students have learned the lesson?
4. What are common misconceptions students will have?
5. What materials will be needed to implement the lesson?
6. What are teacher and student actions throughout the lesson?
7. What behavioral and academic taxonomies is the teacher focused on during this lesson from their individualized coaching plan?<sup>115</sup>

Teachers then will practice delivering the lesson with the Charter School Administration during weekly Professional Development or one-on-one coaching meetings held throughout the week.

The provision of daily lesson plans will allow teachers to allocate more time intellectually preparing and practicing for daily lessons with the support of Charter School Administration prior to delivery to students. Teachers will learn intellectual preparation protocols for scope and sequence, unit plans, and daily lessons during summer professional development led by the Charter School Administration. Following this training, teachers will be responsible for intellectually preparing and re-submitting lessons one week prior to delivery to the Charter School Administration. Each teacher will intellectually prepare every lesson each week and one will be chosen by the Charter School Administration to practice during their standing one-on-one meeting.

## Professional Development

Professional development is a core element of the instructional vision for Hayward Collegiate. A robust and agile professional development plan allows us to continually improve as a school and deliver results to meet our mission. Studies show the positive effect on student learning outcomes when teacher quality is improving so we will ensure that each of our teachers are given strong training and development at Hayward Collegiate. One study examined more than 1,300 reviews on professional development and found that substantial professional development, which they considered to be approximately 49 hours, increased student achievement by 21 percentile points.<sup>116</sup> Hayward Unified School District’s recent press release on the updated CAASPP scores stated that “[w]hile the District has shown improvement, measures of success on the CAASPP are still too low...In order to accelerate student achievement, the District is focused on ...professional

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<sup>115</sup>Kriegel, Otis. “Eight Questions for Better Lessons.” *Educational Leadership*. ASCD, Oct. 2016, [www.ascd.org/publications/educational-leadership/oct16/vol74/num02/Eight-Questions-for-Better-Lessons.aspx](http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/Eight-Questions-for-Better-Lessons.aspx).

<sup>116</sup>[http://www.edweek.org/media/eperc\\_qualityteaching\\_12.11.pdf](http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf).



development for staff on academically engaging units and lessons.”<sup>117</sup> As a result, we will engage teachers in expanded, comprehensive, and targeted professional development days to outline the impact of teaching and learning excellent teaching habits. Research establishes that the *effect of teaching on learning* is greater than ethnicity or family income, school attended, or class size.<sup>118</sup> To manifest our core pillar, that teachers are foundational to student success, and ultimately drive students toward student mastery, we have developed a robust scope and sequence for professional development delivered on an annual basis. Throughout the year, staff will participate in training before the school year begins, every Friday during the school year on abbreviated days, and on marked “Data Days” following major assessments and school breaks respectively.

## Summer Professional Development

Hayward Collegiate is deeply committed to placing well qualified teachers in front of students to ensure they are firmly placed on the path to academic success. To this end, we employ eighteen days of onboarding and orientation professional development to ensure each staff member is aligned to:

- Mission and vision of Hayward Collegiate
- Operational systems that increase efficiency, ensure consistency, and support strong, healthy school culture
- Core instructional practices for all staff and to reach all subgroups of students
- The administrative expectations for the Charter School and staff, such as when lesson plans are due and who to speak to regarding human resources or personal concerns.
- The academic and professional development goals for each teacher and team.

A robust orientation and onboarding professional development for teachers creates a more positive learning environment for students, high job satisfaction among teachers, and an increased teacher effectiveness in classrooms. Research indicates that retention increases to over 93% when administrators are dedicated to providing high-quality onboarding programs for teachers.<sup>119</sup> To this end, we prioritize having clear goals for our professional development program, differentiated sessions for teachers, and strong leadership rooted in school culture and our academic program. For the first year, the onboarding and orientation program for all staff will be led by the Charter School Administration. Our summer professional development will ensure that teachers and staff are aligned with our mission and vision and ready to execute effective lessons.

**Week One:** During the first week, teachers and staff will orient themselves inside of the mission and vision of Hayward Collegiate, build strong team culture and professional relationships, and begin learning the skills and knowledge needed for high-quality instruction.

**Week Two:** During the second week we will take a deep dive into the instructional pedagogy of

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<sup>117</sup>Hayward Unified School District. “Hayward Unified School District Students Make Gains in State Assessment.” (2016): <http://haywardusd-ca.schoolloop.com/file/1365835026148/1296400610112/7019957104286362034.pdf>

<sup>118</sup>Center for Public Education. Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas. 2005: <http://centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>.

<sup>119</sup> “Onboarding New Teachers: What They Need to Succeed.” The New Teacher Project. Microsoft PowerPoint file.

grades and content. Teachers will become familiar with all assessments to be administered that year and the insight that can be garnered from those assessments. They will study exemplary lessons and practice key instructional skills that ensures strong classroom management and culture. We also will ensure that teachers are properly certified on educational technology that allow for effective implementation of our blended learning program. Many educational-technology companies such as NoRedInk and ClassDojo have digital certification programs that our teachers are expected to complete during summer professional development. Teachers will become clear and receive coaching on the following core instructional areas:

- Classroom culture and behavior management
- Priority instructional techniques (What to Do, Brighten Lines, 100%, Strong Voice, and Positive Framing)
- Instructional delivery and practicing live coaching
- Strategies, resources, and practice for supporting ELs

**Week Three:** The final week of professional development will be focused on personalized support for all learners and all key school and classroom procedures and systems that determine a strong start of the school year. Our study of high performing charter schools across the country illustrate the importance for a strong start during the first month of school, which is why we are committing a significant portion of our summer professional development to a strong start.

### Weekly Professional Development

Weekly professional development at Hayward Collegiate will take place during abbreviated days on Friday of every week, occur for two hours, and will be led by the Charter School Administration. Our goal for each weekly professional development will be to ensure mission and vision alignment of staff and responsiveness to student data that will propel student mastery. We begin each professional development with a “shout out” that facilitates a strong adult culture as well as a “student shout-out” for each grade-level that helps center our professional development around student growth and achievement. We then focus on learning new instructional strategies or best practices for various topics. These include, but are not limited to, targeted supports for English Learners, support for students with special needs, in-depth analysis of assessment bank questions for the NWEA MAP, analysis of video-observations of an exemplary lesson, and supports for students with trauma. We also will confer with the California state regulations and Hayward Unified School District to ensure our teachers have internalized any procedural or legal safeguards to be a high-quality instructor. We also will ensure appropriate time is reserved for grade-level collaboration where teachers review unit plans or weekly assessments. **Figure 14** illustrates a sample professional development schedule during the school year.

**Figure 14: Sample Weekly Professional Development Schedule**

Time	Activity
2:00-2:20pm	Shout Out: The Executive Director will highlight a specific teacher that has made a meaningful contribution to the school that week. A member from each grade-level then shouts out a student who has demonstrated academic or behavioral growth that week.

2:20-2:30pm	Skill Objective: The objective for the professional development that week and goals for classroom observations.
2:30-2:45pm	Introduction, modeling, and drill-based practice of a skill objective; Performance assessment to check for proficiency in skill execution.
2:45-3:30pm	Grade-level meetings
3:30-4:00pm	Intellectual Preparation & Collaborative planning time Conclusion: Review the agenda, state goals for upcoming week, and restate the mission of Hayward Collegiate.

Hayward Collegiate will have 26 days dedicated to full staff professional development during every school year. Six of those days are dedicated to assessing and responding to student data, thereby referred to as “Data Days.”

**Data Days:** At Hayward Collegiate, six (6) Data Days are reserved to compile, disaggregate, and analyze the details of assessment results. Analysis will include the following: item-based analysis, skill-based analysis, articulating student misconceptions, and deep consideration for subgroup performance. From this analysis, teachers will form clear action plans that incorporate explicit instruction to address any pressing needs and opportunities for additional practice to remediate skills and move students to proficiency during upcoming unit and lesson plans. Research indicates that when done well, rigorous assessments, strong analysis of the results, and effective instructional action steps based on results creates a culture that pushes student achievement.<sup>120</sup>

A teacher would come prepared to a Data Day with four (4) exemplars of student work on a particular assessment, one low, two medium, and one high exemplar. Teachers would then review an item-by-item analysis whereby they are correlating each question from the assessment results to the CCSS standard and objective. They will then compare each exemplar with each other to determine any misconceptions the students may have and plan any re-teaching lessons. The following circumstances dictate the teachers next step after analyzing data: (1) objectives mastered by 100% of students require further challenge; (2) objectives mastered by 70% or more of students, which require small group intervention and support with the 30% of students failing to achieve mastery; (3) objectives mastered by less than 70% of students, which requires a reteach of lesson to the majority of the classroom.

**Weekly Professional Development:** Professional development days are opportunities for the Charter School Administration to reset areas relating to student or staff culture that surface over the school year. Contents of professional development days vary for each day, but relate to instructional planning, lesson plan execution, and schoolwide systems and procedures. Instructional strategies and techniques that push academic rigor are also covered during these days. In total, there are 26 PD Days, of which 6 are Data Days during the school year and 38 Abbreviated Weekly PD days, which are described in [Appendix 7: 2019-2020 Draft Calendar](#).

## Individual Professional Development

<sup>120</sup> Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010

Formal systems of feedback and individual professional development are central to effectively developing teachers' skills that giveaway to student achievement.<sup>121</sup> At Hayward Collegiate, we believe that effective individual professional development is critical to student mastery, thus we will employ thoughtful systems around classroom observations and staff evaluations to support teacher growth.

**Classroom observations** with feedback will be frequent and systematic at Hayward Collegiate. The Charter School Administration will conduct weekly observations and will select focus areas of growth for each observation. After the 20-minute weekly observation, the Charter School Administration will decide on providing up to two pieces of actionable feedback. Action steps will be the highest levers for teacher performance and drive student outcomes. The Charter School Administration will construct and completes a written feedback form outlining strengths and will articulate 1-2 high impact areas for growth in live execution. Once this form is shared with teachers, they will then practice with an instructional coach to demonstrate they have internalized feedback, automated skills, and are prepared to execute during their next lesson. Frequent classroom observations and strong feedback cycles is supported extensively by research: "[S]chools that give formal or informal feedback (more human capital) ten or more times per semester have annual math gains that are equal to 0.6 more months of school and annual ELA gains that are equal to 0.55 more months than other schools."<sup>122</sup>

**Staff evaluations** will be a core component of a strong adult culture that values transparency and swift growth on behalf of students. The evaluation form used by Hayward Collegiate is modeled from the ACE Classroom Observation rubric developed by The New Teacher Project, which provides meaningful feedback rubrics for teachers.<sup>123</sup> Formal evaluations are held twice a year by the Executive Director, once in the middle of the school year in December and once in April. Evaluations will directly inform invitations to return as a member of the Hayward Collegiate staff the following school year. Each evaluation incorporates information to date gathered during observations inside of the coaching feedback cycle, and also includes a discussion regarding student achievement data, contribution to school and adult culture, and consistency in exhibition of our core values at Hayward Collegiate. We prioritize transparency, accountability, and next steps for growth in order to develop the capacity within each individual and thus, our team.

## Curriculum Selection and Instructional Model

To make certain that our students thrive in the colleges of their choice and communicate and lead with confidence, the Charter School Administration has strategically developed a curriculum that is academically rigorous and responsive to the individualized needs of each student. All curriculum materials are in tight alignment with the State Standards and supplemented with the

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<sup>121</sup> Gates, Bill. "Teachers Need Real Feedback." Bill Gates: Teachers Need Real Feedback | TED Talk | TED.com. TED, May 2013. Web.

<sup>122</sup> Salam, Reihan. "Lessons from New York City's Most Effective Charter Schools." National Review. 2013. [http://suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/11%20-%20National%20Review\\_Lessons%20from%20NYC's%20Most%20Effective%20Charter%20Schools.txt](http://suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/11%20-%20National%20Review_Lessons%20from%20NYC's%20Most%20Effective%20Charter%20Schools.txt).

<sup>123</sup> "TNTP Core Teaching Rubric." TNTP Core Teaching Rubric | TNTP, [tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-obs](http://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-obs).

work of high performing charter schools nationally. Curricular choices have also been informed by feedback and insights from community stakeholders and parents.

## Literacy

Hayward Collegiate is focused on developing a curricular plan that is grounded in strong foundational literacy skills for our students. Students that receive strong literacy instruction in TK through 2nd grade will successfully bridge from the phase of “learning to read” to “reading to learn” in 3rd grade and beyond.<sup>124</sup> We know that reading skills are at the core of all academic success. In a phenomenon referred to as the “The Matthew Effect,” for example, researchers have noted that for early, strong readers, “the very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better.”<sup>125</sup> This means that building strong literacy skills in the early years for children significantly bolsters their ability to be strong readers later in life. Cognitive psychologist Daniel Williamingham builds on this by stating that “[o]nce kids are fluent decoders, much of the difference among readers is not due to whether [they’re] a ‘good reader’ or ‘bad reader’ (meaning [they] have good or bad reading skills). Much of the difference among readers is due to how wide a range of knowledge they have. If you hand me a reading test and the text is on a subject I happen to know a bit about, I’ll do better than if it happens to be on a subject I know nothing about.”<sup>126</sup> To ensure our students have the necessary background knowledge to become strong readers later in life, our curriculum will incorporate 155 minutes of intentional literacy skills into each literacy block at Hayward Collegiate.

### Literacy Program for Grades TK-2

Our literacy program is rooted in having two adults in the classroom to allow for individualized remediation and enrichment within small groups if needed.<sup>127</sup> Our literacy block is broken up into seven literacy components which include read aloud, vocabulary, phonics acquisition, guided reading, blended learning, word study, and writing. Our goal is for every student to read and write at or above grade level upon entering the third grade because reading proficiently by the third grade is a critical benchmarking a child’s development and has enormous consequences in their future learning potential.<sup>128</sup> **Figure 15** explains each component of the literacy block for grades TK-2.

**Figure 15: Key Literacy Components of the Literacy Block for Grades TK-2**

Literacy Component	Rationale / Description
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<sup>124</sup> Chall, J.S., and V.A. Jacobs. “Poor Children’s Fourth-Grade Slump.” *American Educator*. Spring, 2003.

<sup>125</sup> Duff, Dawna, et al. *Journal of Speech, Language, and Hearing Research*. American Speech-Language-Hearing Association, June 2015, [www.ncbi.nlm.nih.gov/pmc/articles/PMC4610292/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4610292/).

<sup>126</sup> Lemov, Doug. “Why Background Knowledge is Crucial for Literacy.” *Education Next*. 2016. Web: <http://educationnext.org/background-knowledge-doug-lemov-reading-reconsidered-excerpt/>.

<sup>127</sup> North Star in Newark, and BES school Purpose Preparatory Academy n Nashville, TN with proven levels of academic achievement implement two adults in one classroom that focus on guided reading, phonics instruction, and skill reinforcement.

<sup>128</sup> 1 Reported in Annie E. Casey Foundation (2010), “EARLY WARNING! Why Reading by the End of Third-grade Matters.” A KIDS COUNT Special Report from the Annie E. Casey Foundation. Baltimore, MD. Annie E. Casey Foundation.

<b>Read Aloud</b>	Reading aloud to children is considered the primary lever for building the skills required for reading success. Daily Read Aloud blocks will allow students to hear modeled reading fluency and expressive reading, interact with common sight words, acquire new auditory skills as well as vocabulary. The benefits of Read Aloud also apply to the CCSS's concentration to informational text. <sup>129</sup> It also builds an enjoyment of books and reading, which creates life-long readers. During read aloud, the teacher will model what great readers think about as they read so that when it comes time for the student to read on their own, they will know what to do.
<b>Vocabulary</b>	Our students, due to their economic disadvantages, are likely to enter Hayward Collegiate having heard 30 million fewer words than their more affluent peers. <sup>130</sup> Apart from this, it is well known that vocabulary and reading comprehension are interdependent, so students learn vocabulary through multiple ways, including, but not limited to: words of the day, daily word study driven from our Read Aloud texts, and an extensive word wall for all content areas. Read Aloud time will also be a space for explicit vocabulary word instruction.
<b>Phonics</b>	Phonological and phonemic awareness are foundational for students to be able to read. "The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read." <sup>131</sup> Using the evidence-based program Reading Mastery, we will ensure that each student acquires the phonemic awareness needed to read properly and at grade level. During this time, students will focus on word relationships, rhyming patterns, and master common sight words, based on the Doch sight words. <sup>132</sup>
<b>Guided Reading &amp; Reading Comprehension</b>	For Guided Reading instructions, students will be taught in small groups with no more than ten students in each group and homogenously grouped by reading level. The groupings will be based on the most recent STEP assessment data but will be fluid, meaning that students may change their groupings every 6-8 weeks to account for student growth. These lessons will offer students the opportunity to use their read-aloud, comprehension, and phonics skills all at once to understand a story with the teacher asking guided questions along the way. <sup>133</sup>
<b>Blended Learning</b>	Hayward Collegiate will use computer-based adaptive literacy programming to ensure enrichment and remediation for each student as they engage in rigorous practice of the skills they have been taught via direct instruction. Students set goals with their teachers and engage in a post-practice reflection time to assess the progress they have made.
<b>Word Study</b>	Students study word relationships, including rhyming patterns. Students apply their phonemic awareness to understand not only word parts, but also spelling patterns and language constructions such as Latin roots, using research-backed programs like <i>Words Their Way</i> .

<sup>129</sup> "Reading: Informational Text." *Reading: Informational Text / Common Core State Standards Initiative*, [www.corestandards.org/ELA-Literacy/RI/](http://www.corestandards.org/ELA-Literacy/RI/).

<sup>130</sup> Colker, Laura. "The Word Gap: The Early Years Make the Difference." *NAEYC, Teaching Young Children*, Mar. 2014, [www.naeyc.org/resources/pubs/tc/feb2014/the-word-gap](http://www.naeyc.org/resources/pubs/tc/feb2014/the-word-gap).

<sup>131</sup> Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

<sup>132</sup> "Dolch Sight Words List." *Sightwords*. Web:<http://sightwords.com/sight-words/dolch/>.

<sup>133</sup> Bambrick-Santoyo, Paul. *Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core*. San Francisco, CA: Jossey-Bass, 2013. Page 191.



<b>Writing</b>	Through <i>Writing Without Tears</i> , a curriculum that focuses on sequential handwriting, students will receive writing instruction each day to allow students to develop fine motor skills, express their ideas pictorially and later through written form.
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### Literacy Program for Grades 3-6

In grades 3-6, students transition from the phase of “learning to read” and progress to “reading to learn.”<sup>134</sup> This transition must be strong to avoid students’ experiencing more significant challenges and unnecessary struggles in all academic areas.<sup>135</sup> When students use reading as the vehicle to acquire new knowledge, reading content shifts from an emphasis on fiction to emphasis on comprehending informational texts and more complex writing assignments. Students in the grades 3 through 6 participate in formal book discussions that focus on the core values of our Charter School and connections to our school community.

**Figure 16: Key Literacy Components of the Literacy Block for Grades 3-6**

<b>Literacy Component</b>	<b>Rationale / Description</b>
<b>Read Aloud</b>	Research suggests that consistent read-aloud increases students’ vocabulary, comprehension growth, and enhances their overall language development. <sup>136</sup> In third grade, students will read a whole class novel whereby students will engage in a text-based conversation, following a conversation rubric that solidifies strong habits of discussion. In 5 <sup>th</sup> and 6 <sup>th</sup> grade, students will transition from conversational analysis to a stronger accountability component – graphic organizers, excerpt analysis, and text-based questions. Our Read-Aloud program will ensure students are exposed to texts that are above their reading level, listen and learn from model fluency which is particularly helpful for our students who are English Learners, as well as instill a joy and love for reading.
<b>Vocabulary</b>	Vocabulary is critical to future student success. Students who have larger vocabularies “can understand new ideas and concepts more quickly than students with limited vocabularies...if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.” <sup>137</sup> Vocabulary building will balance both explicit and implicit instruction built on the following: accurate and brief definitions, active practice, “drop in” definitions during read aloud and shared reading, margin notes during close reading, and intentionally swift corrections of pronunciation when needed.
<b>Guided Reading</b>	Guided Reading allows students to join in or share the reading of a book while being guided and supported by a teacher. Teachers pause and engage with students throughout the reading of the text to ensure they are modeling habits of great readers so that students may individually return to their text and mimic those same approaches to challenging texts. Additional benefit is found for English Learners

<sup>134</sup> 2 Chall, J.S., and V.A. Jacobs. “Poor Children’s Fourth-Grade Slump.” *American Educator*. Spring, 2003.

<sup>135</sup> Ibid.

<sup>136</sup> Morrison, Vanessa, and Lisa Wheeler. “Revisiting Read-Alouds: Instructional Strategies that Encourage Students’ Engagement with Text.” *Reading Rockets*. Web: <http://readingrockets.org/article/revisiting-read-alouds-instructional-strategies-encourage-students-engagement-text>.

<sup>137</sup> Sedita, Joan. “Effective Vocabulary Instruction.” *Insights on Learning Disabilities*. 2005. Web: <https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf>.

	(ELs). Shared reading provides English Learners with an opportunity to build layers of understanding – they are hearing the language while also observing the corresponding phonological representation of the text. <sup>138</sup>
<b>Close Reading</b>	Close Reading allows each student to work with difficult text, interpret that text independently, and internalize why it is important to do so. According to Doug Lemov in <i>Reading Reconsidered</i> , close reading allows students to break down the “language and structure of a complex passage to establish and analyze its meaning.” <sup>139</sup> It is imperative for teachers to ask text-dependent questions whose mastery is assessed through writing. Students will be given 10-minute mini lessons on specific skills that pertain to the unit of study whereby they model exactly what they want students to do. Students will return to their seat and practice that skill with a book that is at their appropriate reading level. Teachers will circulate the room and whisper-coach each student to authentically engage with the text. Students then will engage the same skill with a partner and review whole class to ensure mastery.
<b>Writing Workshop</b>	We believe writing and reading skills rely on one another. Writing is not only a means of formalizing an idea but is also a tool to enhance critical thinking as a way to formulate and develop ideas. To grow in reading and writing together, students must write as readers and read as writers. Students will regularly complete formative, developmental, and summative writing tasks. Within these tasks, students will focus on three main forms of writing, from narrative to persuasive to expository. While learning about each of these genres, students will be taught the writing process whereby students brainstorm, organize, outline, draft, edit, and revise formal pieces of writing. Asking students to write carefully and deliberately will develop sentence skills, and will be emphasized in feedback for all assignments.

## Mathematics

At Hayward Collegiate, we believe a strong foundation of mathematics for every student will prepare students for future careers in science, technology, engineering, and mathematics.<sup>140</sup> Students will master the basic skills, computational fluency, and conceptual understanding required in the California adoption of the Common Core State Standards. Instruction challenges students at every grade level to provide strong rationale in solving problems, create mathematical models to visually represent concepts, and to consider, discuss, and critique the reasoning of others. Teachers will implement lessons in numerical computation and conceptual understanding and quantitative reasoning. Teachers will also implement Cognitively Guided Instruction (“CGI”)<sup>141</sup> daily in lessons. This instructional model has been viewed in high performing charter

<sup>138</sup>“How Shared Reading Promotes Early Literacy Development.” *Grape Seed*. (2017). Web: <https://grapeseedus.com/how-shared-reading-promotes-early-literacy-development/>

<sup>139</sup> Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016. Page 60.

<sup>140</sup> Felton, Mathew. “Why Teach Mathematics.” *NCTM*. (2014). Web: <http://nctm.org/Publications/Mathematics-Teaching-in-Middle-School/Blog/Why-Teach-Mathematics/>.

<sup>141</sup> Empson, Susan. “What Does a CGI Classroom Look Like?” Web: <http://hbcisd.org/view/11425.pdf>.



schools observed and studied by Lead Founder Neena Goswamy, including North Star Academy and high performing BES schools like Purpose Preparatory Academy in Nashville.<sup>142</sup>

Our mathematics program is similar to our literacy program, in that it is grounded in our ability to have two adults in the classroom at this time, one lead teacher and one paraprofessional. This ensures that each student is supported with the practice of operational math skills and problem-solving strategies. During this time, students will solve a wide range of problems by focusing on number sense and procedural math computation skills that are needed to solve difficult word problems. We know, for example, that Conceptual Understanding and Quantitative Reasoning facilitates critical thinking about each mathematical concept. Students will engage in rich discussion and class collaboration to deepen their understanding of mathematics. During this time, students will be taught all mathematical practices and content standards that cover all topics in each grade level. Hayward Collegiate's mathematics curriculum is aligned with the State Standards, which promote the mastery of mathematical principles through logical reasoning and application of real life situations.

### **Mathematics in the Grades TK/K-2**

From TK/K through second grade, students will have two daily math blocks. The first will focus on numerical computation and ensure mastery of mathematics content and the second will focus on developing conceptual understanding and quantitative reasoning to reflect a sound mathematical understanding. In kindergarten (including TK), students will develop the skill of counting and grapple with concepts of addition and subtraction. In second grade, students will build a strong number knowledge and understand the place values of three digits.<sup>143</sup> Students in TK-2 engage in *Everyday Counts Calendar Math* to build pattern recognition, sequential learning, and develop other critical mathematical concepts.<sup>144</sup> We believe students must have a strong number sense to progress in mathematics as research shows that for first graders who understand numbers, the quantities those numbers represent, and low-level arithmetic experience more success in mathematics until the end of fifth-grade.<sup>145</sup>

### **Mathematics in the Grades 3-6**

For grades 3-6, teachers will isolate and develop math skills in the following categories: (1) operations and algebraic thinking, (2) number and operations in base ten (including fractions), (3) measurement and data, and (4) geometry. In this grade range, problem solving is seminal to mathematics instruction. It is imperative that students develop a deep understanding of conceptual math so that they may use this knowledge to solve complicated math problems that mirror the real-world.

It is imperative that students have attained a deep understanding of computational math as well as a thorough understanding of conceptual math so that they may solve complicated mathematical

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<sup>142</sup> Purpose Preparatory Academy Charter School students are in the top 90<sup>th</sup> percentile in reading and math nationally. Purpose was founded through Building Excellent Schools in 2012 and has been supported by BES continuously since that time. <http://www.purposeprep.org/>

<sup>143</sup> "Developing Foundations of Place Value." Learnzillion. Web: <https://learnzillion.com/resources/64116-developing-foundations-of-place-value>

<sup>144</sup> "Calendar Math and More." HMN. Web: <http://.hmhco.com/shop/education-curriculum/math/elementary-mathematics/every-day-counts>.

<sup>145</sup> Geary, D. C., et al. (2012). "Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five-year prospective study." *Journal of Educational Psychology* 104, 206–223.

problems. By the end of third grade, all students will know addition facts, subtraction facts, and their times tables up to 12. Teachers at Hayward Collegiate will require students to use basic mathematical skills in challenging problem-solving situations. These skills will include using basic symbols to solve problems, gathering data-points using graphs and charts, predicting outcomes of probability experiments, and solving problems related to proportional relationships.

## Science

Science curriculum is aligned to the Next Generation Science Standards which provide an integrated approach to science education.<sup>146</sup> Students receive instruction on key science domains such as physical sciences, life sciences, earth and space sciences, computer science, and technology. Our science classes will ensure that students have mastered the scientific process, which emphasizes detail, testing hypotheses, and analyzing data for patterns and trends. At Hayward Collegiate, we also believe the study of science is interdisciplinary. To this end, students will be taught and supported to incorporate strategies from our cognitively guided mathematics instruction and in doing so will demonstrate the ability to draw contextual evidence or supporting a claim in from skills acquired in reading and social studies.

In science, students will collaborate with one another as well as practice speaking to each other through strong habits of discussion, particularly important for English language learners. For this reason, we will use peer instruction frequently, where students can input their answers to pre-scripted questions using instant-response systems. The data of the whole class will be displayed, and the teacher will challenge students to think or re-think their responses by posing follow-up questions.

## Social Studies

To complement our literacy programs, our social studies program will develop students' informational text reading skills. For students to be college ready, it is imperative that they can successfully read complex informational text at their grade level independently. For this reason, our social studies program will be aligned to the State Standards and will be linked to literacy standards. We will use the curricular framework that has been recommended by the California Department of Education. This framework aligns with student development and their understanding of society. Core literacy practices, such as reading and writing, will be embedded in each grade-level curriculum. At Hayward Collegiate, we will use the History Alive! Textbook series to address multiple strands in social studies. This program offers detailed notes, a project-based approach to learning, and deep-level questioning that extends student thinking.

Grades TK-2 will learn fundamental knowledge centered around basic spatial, temporal, and causal relationships, focusing on making historical and geographical connections between the world now and long ago. Students will learn stories of extraordinary people from history and our community whose achievements have impacted their life, directly or indirectly.

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<sup>146</sup> Crosscutting, science and engineering practices, and disciplinary core ideas.

In grades 3-6, students will examine how tradition on the local, regional, and national front have shaped our society and lives. There will be emphasis placed on learning the history of California and how our unique state relates to the rest of our country. Students also will thoughtfully study the development of the nation up to 1850, with a focus on who was here and the interactions between them and the people that came before them.

Our Social Studies curriculum will provide an opportunity to incorporate non-fiction texts to build knowledge and reiterate the skill of strong annotation for comprehension and citing evidence. All three will be critical for student success in middle school, high school, and beyond. Students also will engage in rigorous writing skills through frequent short-answer paragraphs, as well as through longer essays in the grades 3-6. Students in all grades will participate in role plays and debates at their appropriate level as cumulative progress indicators of their knowledge comprehension.

### **Physical Education**

Our Physical Education (“PE”) curriculum is grounded in the State Standards and is meant to prepare each student to pass the California FitnessGram Physical Education test. During PE, teachers will explicitly instruct towards physical and social growth in our students. Students will learn about healthy nutrition, proper exercise techniques, and discuss key character qualities through activity-based team building. Students will work to develop their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through whole-group fitness activities.

### **Enrichment**

At Hayward Collegiate, we believe that each student must understand the principles of computer science to not only function as a modern citizen in the 21<sup>st</sup> century but also to take part in the coveted economic and professional opportunities this skillset can offer as members of Silicon Valley. Our curriculum is grounded in the Computer Science Teachers Association (“CSTA”) curriculum and the National Educational Technology Standards (“NETS”) for K-12 computer science.<sup>147</sup> Coding is recognized as a form of literacy, one that will allow students to communicate with precision, solve complex problems, and develop strong sequencing and algebraic skills that are foundational for later academic and life success.

In grades TK-2, students will explore robotics and computer programming. Young students will emulate Engineers by playing with motors and sensors and sharing projects that react in response to their environment.<sup>148</sup> Lessons incorporating Kiwi robotics kits and CHERP programming blocks will develop motor skill and hand-eye coordination, as well as foster computational thinking.

In grades 3-6, students will use technology, such as Scratch or Scratch Jr., to program animations and create stories that solve given challenges. Students will engage in Hackathons every trimester, whereby they will participate in collaborative computer programming.

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<sup>147</sup> <https://www.csteachers.org/>.

<sup>148</sup> Sullivan, Amanda, and Marina Umaschi Bers. “Robotics in the early childhood classroom: learning outcomes from an 8-Week robotics curriculum in pre-Kindergarten through second grade.” *Int J Technol Des Educ*, 9 Mar. 2015, [ase.tufts.edu/devtech/publications/robotics%20paper.pdf](http://ase.tufts.edu/devtech/publications/robotics%20paper.pdf).

## Instructional Methods

At Hayward Collegiate, every student will have access to high-quality instruction that prepares them for the academic rigors of middle school, high school, and ultimately college. Each student will develop strong skills in reading comprehension, writing, mathematics, critical thinking, and problem-solving. This mission requires schoolwide implementation of key instructional methods. These methods will draw directly from evidenced-based practice used at the highest performing elementary schools nationally, including but not limited to: BES schools Purpose Preparatory Academy in Nashville, TN and Vista College Preparatory in Phoenix, AZ, as well as Navigator Schools in Hollister, CA.<sup>149</sup> We also will focus our practice to incorporate instructional techniques in educational literature including *Teach Like a Champion*<sup>150</sup>, *Great Habits, Great Readers*<sup>151</sup>, and *Reading Reconsidered*.<sup>152</sup> Below are the instructional models we use to ensure that our curricula are aligned to CCSS and a thoughtful starting point for our teachers to build on.

## Teacher-Subject Specialization

Hayward Collegiate will be structured differently from a traditional elementary school in that teachers will specialize in literacy and social studies or math and science so that teachers become experts in their subject and students receive a high-quality education. This approach means that students will go between two teachers of the same grade level throughout the day for instruction in specific subjects. A student will be assigned a teacher who is focused exclusively on literacy instruction that is integrated with social studies instruction, and a teacher who is focused exclusively on math instruction that is integrated with science instruction. This will allow teachers to deeply focus on their particular subject matter, which helps them to support struggling students sooner and more effectively.

## Direct Instruction

Direct Instruction is when a teacher explicitly teaches information, usually a specific skill, using explicit teaching techniques. The teacher will present academic content to students to introduce a new topic or review previously taught skills. Staying mindful of student attention spans, direct instruction will be limited to enhance student engagement and ensure that students are being active in their learning. Research suggests direct instruction should not last more than 10-15 minutes to maintain engagement.<sup>153</sup>

## Rap, Rhythm, and Rhyme

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<sup>149</sup> North Star Academy is a school of the Uncommon Network that ranks #1 in 3rd, 7th, and 8th grade ELA and math among all predominantly low-income NYS school districts and charter management organizations with more than 1000 test-takers. Preparatory Academy Charter School students are in the top 90<sup>th</sup> percentile in reading and math nationally.

<sup>150</sup> Lemov, Doug. *Teach like a Champion: The Complete Handbook to Master the Art of Teaching*. San Francisco, CA: Jossey-Bass, 2011.

<sup>151</sup> Bambrick-Santoyo, Paul. *Great Habits, Great Readers: A Practical Guide for K-4 Reading in the Light of Common Core*. San Francisco, CA: Jossey-Bass, 2013.

<sup>152</sup> Ibid.

<sup>153</sup> "The Science of Attention: How to Capture and Hold the Attention of Easily Distracted Students." *InformedED*. 27 May 2016, [www.opencolleges.edu.au/informed/features/30-tricks-for-capturing-students-attention/](http://www.opencolleges.edu.au/informed/features/30-tricks-for-capturing-students-attention/). Accessed 8 Feb. 2017.

We will use chanting and rhyming to create energy and excitement about learning. This also will help students to remember key concepts and will be used as a teaching method to engage and excite young learners.<sup>154</sup> For example, students will be taught where the title of a book is in two ways – one, by having a clear chant that is taught and practiced daily during read-aloud and two, through hand signals to be used while they recite their chant.

### **Inquiry-Based Instruction**

This method of teaching is a form of active learning that begins with posing questions or scenarios – rather than presenting a clear criterion for learning a specific skill or rote memorization. Teachers will begin by having students build a connection between the new material to their prior knowledge. At Hayward Collegiate, this approach will be utilized across different content areas. For example, in non-fiction literacy blocks, students will be taught to investigate a story by “finding themselves” in the story, identifying with characters, and exploring where their own perspective lies within a story, creating a deeper-rooted learning experience.

### **Cognitively Guided Instruction (“CGI”)**

CGI is an approach to “teaching mathematics that builds on children’s natural problem-solving strategies.”<sup>155</sup> This exists in our conceptual understanding and quantitative reasoning block. Students begin the day with a problem that develops their reading, retelling, visualizing, and problem-solving skills. Students use manipulatives and personal approaches to investigate and solve strategically-scaffolded problems and create a visual model to represent the scenario and find a solution.<sup>156</sup> Students are intentionally set up to learn from their peers when the teacher chooses certain high, middle, and low-tier students to communicate their strategy and explore different ways of solving a problem where the teacher plays the role of a facilitator. This kind of student discussion allows students to build a deeper comprehension of mathematical concepts as students focus to not only find the correct answer, but also how to articulate how their answer was derived. To become true facilitators, our teachers learn how to employ the CGI method through intensive professional developments about what strategies are needed to engage students in mathematical discourse. Students learn to explain their reasoning, justify their solution strategies and respectfully consider and critique the reasoning of others.

### **Advisory**

Hayward Collegiate has a unique Advisory program dedicated to fostering strong relationships with teachers and students. When students and teachers have strong relationships, students are more successful in their academic achievement as well as overall life success. These relationships improve motivation, self-esteem, and social capital for all students.<sup>157</sup> Starting in TK, students will have one Advisor for the year who will help them set goals, as well as build relationships

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<sup>154</sup> Carter, Samuel Casey. *No Excuses: Lessons from 21 High performing, High-Poverty Schools*. The Heritage Foundation. 2000.

<sup>155</sup> Empson, Susan B. “What Does a CGI Classroom Look Like? An Introduction to Cognitively Guided Instruction.” Web.

<sup>156</sup> Carpenter, T. P., et al. “Children’s Mathematics: Cognitively Guided Instruction.” 1999. Web.

<sup>157</sup> Gallagher, Emily. “Department of Applied Psychology.” The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students. New York University-Steinhardt, n.d. Web.

with their families, monitor their behavioral and academic progress, and support them throughout the school year.

Advisors will have weekly goal-setting meetings with each advisee that centers around their academic and behavioral growth. Advisors for each grade-level will implement an Advisory curriculum grounded in Hayward Collegiate's core values and facilitate important conversations about current events and relevant stories.

## Intervention

Intervention block will be used as a time for additional student support to occur. According to Dr. Roland Fryer, schools that tutor students at least four days per week demonstrate annual schoolwide gains in ELA.<sup>158</sup> At Hayward Collegiate, we are committed to ensuring every student is proficient at or above grade level in literacy and math. For this reason, teachers will group students based on their assessment data and lead small group instruction to re-teach materials or assign software for additional practice as needed. After identifying students who require further remediation and any skill-gaps, teachers will work with students in small groups to address any misconceptions. Paraprofessionals will assist teachers in re-teaching or supporting the needs of individual students. This will occur during "Choice time and Intervention" as seen in the Daily Schedule.

## Non-Academic Goals

At Hayward Collegiate, we believe that educating the whole child is critical to student success so that they can communicate and lead with confidence. These skills-based, inter- and intra-personal goals have been formed by research that speaks to the necessity of a child's ability to understand and manage emotions, plan towards long term goals, demonstrate empathy for others, build and sustain positive relationships with others, and make responsible decisions.<sup>159</sup> The impact is observable in both short- and long-term, and these skills also have a direct impact on academic skill acquisition. A study involving more than 270,000 students, for example, indicates that there was an 11 percentile-point gain in academic proficiency for students who engaged in social and emotional learning programs. In this study, students who participated in these programs showed an increased ability to regulate their emotions and have better dispositions for themselves and others.<sup>160</sup>

In Hayward Collegiate, we use our motto "In Hayward we move FORWARD" to explicitly teach social and emotional skills, attitudes, and behaviors throughout the day.

Hayward Collegiate's Creed Values	
F	Focus
O	Optimism
R	Resilience

<sup>158</sup>Fryer, Roland G., Jr. "Learning from the Successes and Failures of Charter Schools." The Hamilton Project. 2012. Web.

<sup>159</sup> "SEL Impact." CASEL. Web: <https://casel.org/impact/>.

<sup>160</sup>Durlak, Joseph, et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, vol. 82, no. 1, Feb. 2011 [www.casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf](http://www.casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf).



W	Wonder
A	Ambition
R	Respect
D	Diversity

We explicitly teach these character skills and utilize every opportunity for teachable moments within the school day. Beginning with Morning Advisory, which is a daily homeroom meeting for all grades, our core values are explicitly taught and reinforced throughout the week. At the end of the week, students meet with their Advisors and teachers highlight those students who have exhibited a given core value during Community Circle. Throughout the day, teachers and staff reinforce the chosen skill through daily interactions and in the alignment of our core values to the structure of our Charter School. For example, in grades TK-2, students receive clear expectations for what it means to have integrity for one's actions and internalizing that every action has a reaction. Through structured routines and celebration of growth, students come to believe in how we function and begin to buy into their own success as students. In grades 3-5, ambition and diversity are reinforced when students discuss how their individual and collective learning goals build a positive school community.

## Instructional Practices

Our instructional approach is adapted from nearly 40 high performing urban charter schools across the State of California and from across the country in schools recognized for high achievement serving a high needs community. While studying the best instructional practices of these schools, trends merged as to how teachers manage their classroom effectively and push rigor with their students. These strategies are drawn from leading educational researchers like Doug Lemov and have shown the greatest positive effect on student achievement. The strategies below will help teachers set clear academic and behavioral expectations and serve as the foundation for high-quality instruction. The techniques in **Figure 17** delineate which skills we will focus on developing with our teachers.

**Figure 17: Instructional Focus Areas<sup>161</sup>**

Skill	Description
100 percent	This technique means that 100% of students are meeting stated expectations 100% of the time. When this occurs, teachers know students are ready to receive academic instruction.
Positive Narration	This strategy builds momentum when teachers describes and narrate the actions of students in class who are meeting and exceeding the current expectations for behavior and academic work. Example: teacher informs students to work independently and three students are slow to get started. Teacher narrates positively by saying, "Jalen is working urgently! I see Alicia off to a strong start with her reflection. Let's all match their FOCUS."
Strong Voice	These techniques maintain control of the classroom through teacher presence and

<sup>161</sup> Lemov, Doug. *Teach like a Champion: The Complete Handbook to Master the Art of Teaching*. San Francisco, CA: Jossey-Bass, 2011.

	voice. <sup>162</sup> Example: Teachers establish leadership in their voice by squaring up and standing still when giving directions, speaking with as few words as possible, and intentionally not talking over students at any point during instruction.
What to Do	Teachers consistently deliver clear, sequential, and observable directions to students. This language is consistent across all classrooms and school spaces. Example: “When I say go, you will do two things. First, you will put your paper on the left side of your homework folder. Second, you will put your folder inside your desk”.
No Opt Out	Technique that ensures all students take responsibility for their learning by actively listening. Example, the student who says “I don’t know” is held accountable when the teacher then asks another student to help and then loops back to struggling student to ensure they now have the correct answer.
Precise Praise	The teacher praises a student’s specific actions (academics and behavior) to highlight the academic skills and objectives that are learned from the class period. Example, instead of saying “Good job, Stacy”, the teacher says “Stacy, I love how your response included two specific pieces of evidence from our text. Exceptional attention to detail!”
Cold Call	This strategy ensures that students are being held accountable for their learning by establishing that all students should always be ready with an answer when a question is posed to the entire class.

## Assessment System

It is essential that we implement multiple assessments throughout the year that measure student learning to achieve our mission at Hayward Collegiate. These data points allow us to develop concrete, data-informed action plans regarding instruction, behavioral priorities, and communication with families regarding student performance. At the Center for Education Policy Analysis, Faculty Director Susanna Loeb found that “formative assessment programs can help teachers to improve instruction by providing information on student needs, identify instructional strategies to address those needs, and give teachers a systematic look at children.”<sup>163</sup> Based on this research, Hayward Collegiate is committed to learning from student assessments and analyzing student achievement data frequently and systematically. This, in turn, will allow our staff to build instructional practices founded on data from students that drive greater student achievement. We will triangulate our analysis to gain comprehensive understanding of our areas for growth and be steadfast in our work to close skill gaps whenever and wherever they arise. The types of data we will use will vary to construct a holistic understanding of every student. This will begin with nationally normed assessments, internal assessments in math and reading that are administered every six to seven weeks, weekly assessments, and daily exit tickets. A complete description of assessments and analysis of data can be found in **Element 3: Methods by Which Pupil Progress Toward Meeting Outcomes Will Be Measured**

## Special Populations

<sup>162</sup> Ibid.

<sup>163</sup>“Early Literacy.” *Early Childhood Education and Care*, Stanford, <https://cepa.stanford.edu/ecec/elfa/overview>.



Hayward Collegiate is a school supporting the needs of all learners, regardless of zip code or background. Our mission is to provide every student with rigorous academics and robust individualized support within the Charter School community to ensure a high-quality, college preparatory TK-6 education. To that end, the education program is designed to address the needs of our student populations most at-risk for student academic progress or academic failure. In Hayward, these groups include, but are not limited to, high-achieving students, low-achieving students, English Learners, historically disadvantaged minorities, low-income students, and students with special needs.

At Hayward Collegiate, we are deeply committed to meeting the needs of each student and acknowledge that students bring with them a wide range of abilities as well as ways in which they learn best. To this end, we implement many school-wide strategies that have been proven effective in reaching each learner, included extended time in literacy and math, blended learning, two adults in one classroom, adaptive learning programs, use of visual learning tools, explicit vocabulary instruction, constant data tracking to make data-informed decisions for students, and Advisory.

### **Plan for Academically High-Achieving Students**

Hayward Collegiate is committed to serving the needs of all students, including those who are performing above grade level and identified as academically high-achieving. To be classified as high-achieving, a student must score two years above grade level on the NWEA MAP. For these students, the parents are notified and a member of the Charter School Administration and one of the students' teachers confer as to how they are challenged in the classroom to ensure growth. The Charter School Administration works with the student's teachers to create demanding goals and plans to measure progress toward these goals. Research, writing, and product length, breadth and depth of requirements, reading materials, and other elements of the learning environment can be organized for students who perform at different skill levels.

**Self-paced learning:** High-achieving students benefit from working at their own pace and level. Students participate in self-paced skill-building during Literacy, Math, and Choice Time & Intervention. In this way, students can navigate through content and receive small group instruction on challenges that are leveled to match their mastery level. Several programs such as, ST Math, Lexia, Newsela, and No Red Ink locate where the student's skills are and adapt their lessons to the student skill level so they can achieve mastery.

**Enrichment:** Research has demonstrated that student performance in academic achievement increases with the involvement of computer science.<sup>164</sup> Our enrichment courses provide a diverse set of learning experiences for students through physical education, coding, and robotics. This setting allows students who are high-achieving to be challenged in different content areas in addition to providing a different setting to thrive in.

### **Plan for Academically Low-Achieving Students**

Hayward Collegiate is committed to serving all students, especially those who have historically been low achieving. To ensure equitable access to an excellent education for all students, Hayward

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<sup>164</sup> Elver, Mallory, and Michael Wilkerson. "Products of the Performing Arts." Web.

Collegiate will use the Response to Intervention (“RtI”) model used by the state and District to monitor and intervene appropriately when students are struggling academically. RtI is “a systematic, data-driven approach to instruction that benefits every student. RtI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.”<sup>165</sup> Through RtI, Hayward Collegiate will ensure timely and appropriate assessments for students receiving special education services and bolster achievement for all students.

A student is classified as low-achieving if s/he is performing below current grade level on class assignments and assessments, particularly in regard to reading, scoring below basic on the SBAC, or below grade level on the NWEA MAP. Parents of any such student will be immediately notified and a meeting will be held with a parent, the student, and a member of the Charter School Administration. Thereafter, teachers, in collaboration with the Charter School Administration, will design a plan for specific, in-class interventions to support the student and monitor the student’s progress in response to the interventions. This meeting at Hayward Collegiate will include the following steps:

1. Hayward Collegiate staff in attendance identify themselves and their roles.
2. The purpose for the meeting is stated and a timekeeper is identified.
3. The strengths of the student are identified.
4. The concerns are identified, discussed, and written out.
5. Any necessary information and modifications are identified and written out.
6. One or two chosen concerns are identified to focus on.
7. Strategies to deal with those chosen concerns are identified.
8. The staff decide on the action plan to carry out those strategies.
9. A follow-up date is set and this plan is consistently reviewed by the Charter School Administration.

It is possible that the initial interventions prove unsuccessful, whereby a certified staff member will implement Tier II interventions to ensure the student is making the growth necessary for them to meet their grade level standards. For those students whom interventions prove unsuccessful or produce inadequate gains in their academic achievement, they will be referred to the Special Education department at Hayward Collegiate for testing to determine eligibility for Special Education services. Should testing indicate that the student qualifies for Special Education supports/services an Individual Education Plan (IEP) will be written. These IEPs will be reviewed annually and each student will be reevaluated at least every three years. During our first year, our Charter School Administration will work with the District or the SELPA to make sure that the necessary management and monitoring of IEPs in our building are properly developed.

We anticipate that our Special Education population will mirror that of Hayward Unified School District with approximately 11% of students<sup>166</sup>. In year one, the Student Services Manager will monitor the RtI process and ensure that the IEP process is followed with fidelity. They will also oversee coordinating service hours for IEP students in lieu with the Special Education teacher.

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<sup>165</sup> California Department of Education “California Philosophy and Definition RtI.” Web. 7 October. 97 See Tier definitions below. 98 <http://www.HUSD.net/Page/8099>.

<sup>166</sup> <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=0161192&agglevel=district&year=2016-17>.

To ensure that each teacher is prepared to serve all students, we reserve time during professional development to adequately train teachers. All academic and behavioral data will be tracked by subgroup, including that of our Special Education and English Learners.

## **Plan for Special Education**

### **A. Overview**

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

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). In the event that the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District), the Charter School shall be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado County Charter SELPA, or another local SELPA. The language that follows describes the special education program at the Charter School as a public school of the District, and alternatively, as an LEA.

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

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

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

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**C. Services for Students under the “IDEA” as a Public School of the District Pursuant to Education Code Section 47641(b)**

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

## **Staffing**

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

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

## **Notification and Coordination**

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

## **Identification and Referral**

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

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

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

The Charter School will follow District child-find procedures to identify all students who may require assessment 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.

### **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

### **IEP Meetings**

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



School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

### **IEP Development**

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

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

### **IEP Implementation**

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate



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

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

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### **Non-discrimination**

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

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

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### **Due Process Hearings**

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

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### **SELPA Representation**

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

### **Funding**

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

*Retention of Special Education Funds by the District*

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

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

#### *Contribution to Encroachment*

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

#### **D. Services for Students Under the IDEA as an LEA pursuant to Education Code Section 47641(a)**

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, 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 maintaining the confidentiality of pupil records.

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

## **Staffing**

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. 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. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

## **Notification and Coordination**

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

## **Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students 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 assessment 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.

## **Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary 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.

## **IEP Meetings**

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. 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: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the 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 at least as frequently as report cards are provided for the Charter School’s non-special education students. 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.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same

academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### **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.

### **Non-discrimination**

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

The Charter School shall adopt policies for responding to 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 parent/guardian concern or complaint.

### **Due Process Hearings**

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

### **SELPA Representation**

The Charter School understands that it shall represent itself at all SELPA meetings.

### **Funding**

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

## English Learners

We anticipate that a major group we must account for are English Learners. We plan on supporting these students through a full inclusion model, while also using multiple techniques to differentiate and accommodate their needs. Our schedule allows for significant amounts of small group intervention in the Literacy, Math, and Choice Time & Intervention classes. This model is in full compliance with federal, state, and district regulations regarding equal access to the school curriculum for EL students.

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

Demographic data around our proposed location of South Hayward show a substantial EL population. We have averaged the percent of students who qualify as EL from the seven schools that are associated with South Hayward, which shows that the EL population in South Hayward is 50.7%. This is higher than the population of EL students in HUSD, in which 29.8% percent of students qualify as EL.<sup>167</sup> The EL data from District in Hayward Area is below in **Figure 18** with the seven school associated with South Hayward as was previously described are highlighted.

**Figure 18: EL Data from District Elementary Schools in Hayward Area<sup>168</sup>**

School	EL Students	Total Enrollment	% EL
Bowman Elementary <sup>169</sup>	163	366	44.5%
Burbank Elementary	369	917	40.2%
Cherryland Elementary	415	788	52.7%
East Avenue Elementary	145	611	23.7%
Eden Gardens Elementary	154	589	26.1%
Eldridge Elementary	153	476	32.1%

<sup>167</sup> “District Profile: Hayward Unified.” District Profile: Hayward Unified (CA Dept of Education), [www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000](http://www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000). This information was used to collect averages for the percentage of socio-economically disadvantaged and English language learner population.

<sup>168</sup> <https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cds=01611926104566&aggllevel=School&year=2016-17>.

<sup>169</sup> Schools highlighted indicate the seven schools that make up South Hayward as described in the “Population to Be Served by the Charter School” section of the petition.



Fairview Elementary	138	579	23.8%
Faith Ringgold School of Arts and Science	40	135	135%
Glassbrook Elementary	399	556	71.8%
Harder Elementary	321	610	52.6%
Highland	2	14	14.3%
Longwood Elementary	377	708	52.2%
Lorin A. Eden Elementary	150	464	32.3%
Palma Ceia Elementary	235	588	40%
Park Elementary	287	584	49.1%
Ruus Elementary	258	573	45%
Schafer Park Elementary	361	734	49.2%
Southgate Elementary	188	699	26.9%
Stonebrae Elementary	178	710	25.1%
Strobridge Elementary	205	550	37.3%
Treeview Elementary	172	496	34.7%
Tyrell Elementary	439	735	59.7%

### Identification of English Learners

The Charter School will administer the Home Language Survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### English Language Proficiency Assessment

**All students:** Students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")



The ELPAC IA is used to identify students as either an English Learner (EL), or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten (including TK) and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within thirty (30) calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of our responsibility to conduct ELPAC testing and inform parents of ELPAC testing results within 30 days following receipt of results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

## Strategies for Instructional Supports for ELs

We offer English Language Development for students in need of language instruction beyond the scope of the regular literacy instruction. ELD is offered during pull-out sessions during the school day and teachers submit lesson plans that identify the objective, agenda, independent practice, and which students they will be pulling out based on ELD proficiency levels. Our teachers will design daily lessons that will meet both an academic and a language objective. This aligns with a model of Specifically Designed Academic Instruction in English (“SDAIE”), where “the teaching of grade-level subject matter in English specifically designed for speakers of other languages...including planning, classroom management, lesson delivery, and assessment.”<sup>170</sup> Ensuring our teachers are properly ready to implement SDAIE required an effective professional development, which we will ensure by offering teachers training in Guided Language Acquisition Design (“GLAD”). This program equips teachers with specific instructional strategies that support ELs.<sup>171</sup>

The implementation of SDAIE and GLAD will offer clarity for teachers around the instructional practices that are needed to serve the EL population. Controlled studies on GLAD strategies indicated positive effects for student language acquisition for EL and non-EL students in full inclusion classrooms. The strategies we will include in our instructional practices for EL students include, but are not limited to:

- Vocabulary previewing
- Direct literacy instruction during Intervention block
- Consistent classroom routines, instructional expectations, and procedures
- A positive, nurturing classroom culture
- Peer instruction facilitated by instant response systems
- Use of Word Walls
- Leveled Libraries
- Audiobooks
- Small and targeted Math and Literacy instruction
- Frequent, intentional, and ample use of “think-pair-share” and “turn and talk” opportunities
- Direct instruction on writing and grammar
- Choral reading and response

## Reclassification

Hayward Collegiate will use multiple measures and assessments to determine whether to reclassify a student as proficient in English, as described below. Parents will be notified upon reclassification and all student records will be updated to reflect reclassification. After reclassification, students’ academic progress will continue to be monitored for four years by assessing student mastery of ELD standards, to which Hayward Collegiate curriculum materials

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<sup>170</sup> Genzuk, Michael. "Specifically Designed Academic Instruction in English for Language Minority Students." *Center for Multilingual, Multicultural Research-Occasional Paper Series* (2011): University of Southern California: Rossier School of Education. Web.

<sup>171</sup> <http://educationnorthwest.org/sites/default/files/events/resources/impact-of-project-glad-paper-508.pdf>.

will be aligned. The following criteria will be used to determine reclassification and are shown in **Figure 19:**

**Figure 19: EL Reclassification Requirements**

Type of Evaluation	Requirement for Reclassification
Assessment of English proficiency using an objective assessment instrument, including, but not limited to, the ELPAC	Using annual performance on the summative ELPAC, student achieves a level 3 or 4; and: Listening is a 3 or higher, Speaking is a 3 or higher, Reading is a 3 or higher, and Writing is a 3 or higher
Teacher evaluation, including, but not limited to, a review of the student's mastery of curriculum standards	Teachers determine proficiency and readiness for reclassification by examining: Student SBAC performance in ELA; Student performance of mastery on internally-developed assessments; and Student normed score on NWEA MAP for ELA.
Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate	Using SBAC, student achieves marks at or above standard. (The Charter School will factor whether performance, if low, was caused by something other than a lack of English proficiency.)
Parent/Guardian consultation	The Charter School Administration and teachers will communicate with parents/guardians regarding their rights and the rights of their child regarding reclassification. Prior to reclassification, families will have an in-person meeting with a staff member at Hayward Collegiate.

### EL Progress Monitoring

We will consistently monitor EL student data at both the individual student level and as a whole school. Using NWEA MAP scores, reclassification figures, and academic progress metrics, the Executive Director will provide an analysis of EL student progress. Beginning in the second year of operation, the Charter School Administration will monitor EL data on a monthly basis and the achievement data corresponding to EL students will be reported to Hayward Collegiate's Board of Directors. The Executive Director, Academic Performance Committee of the Board of Directors, and the full Board of Directors will assess EL student progress and its alignment with the Charter School's EL progress goals.

Hayward Collegiate will have a strong professional development for teachers to ensure they are prepared to provide the proper support and instruction for EL students. They will be trained on how to provide designated and integrated ELD instruction, ELD standards, and how to integrate ELD standards into core content.

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 annual 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.

### **Charter School Goals and Actions to Achieve the Eight State Priorities**

Please refer to the table in **Element 2: Measurable Student Outcomes** for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## Element 2: Measurable Student 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

### Schoolwide Outcomes

At Hayward Collegiate, we know that rigorous academics coupled with individualized supports for every learner will place them firmly on the path to thrive in college and to communicate and lead with confidence. To this end, we implement a rigorous assessment portfolio and systems that will track school-wide progress of our academic and organizational goals. This includes analysis of absolute, comparative, and longitudinal measures of mastery. We believe in academic transparency and, for this reason, will publish our data on our website and in our annual reports that are provided to key stakeholders, including our Board of Directors and families, so that we are held accountable to the commitments made in our charter agreement, in addition to complying with all reporting requirements to the District, as applicable.

Students will take criterion-referenced and norm-referenced assessments to track academic progress on an absolute and comparative basis locally, regionally, and nationally. Our reporting will include analysis of year-over-year growth, by cohort, to track the Charter School’s effectiveness in continually growing. All goals and measures also address and meet all 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 shall be defined pursuant to Education Code Section 52052(a)(3) as one that consists of at least 30 pupils, each of whom has a valid test score; or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. The Leadership team will engage in thorough analysis, collection, and reporting of performance on school goals for assessments, including the SBAC, STEP, and NWEA MAP.

### Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Our academic and organizational goals align with our mission, acknowledging the reality that many of our students will arrive in kindergarten (including TK) with significant gaps in reading, math, or both. Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). (Please see Goals described below and **Figure 20.**)

## Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**Figure 20: LCFF State Priorities**

ELEMENT B: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).</p>	
<p><b><u>Local Control and Accountability Plan</u></b></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<b><u>STATE PRIORITY #1— BASIC SERVICES</u></b>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
<b>SUBPRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA

	Commission on Teaching Credentialing and will be appropriately assigned to specific subjects and grade levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	All teacher credentials are thoroughly checked and reviewed by the Charter School Administration during the interview process and before officially hiring a teacher
<b>MEASURABLE OUTCOME</b>	100% of students will be taught by a fully credentialed teacher from Tk-6 <sup>th</sup> grade.  100% of teachers at the Charter School will have a valid CA Teaching credential with appropriate English learner authorization.
<b>METHODS OF MEASUREMENT</b>	Ensure that 100% of teachers have a valid CA Teaching credential with appropriate English learner authorization during the hiring process  Annual Review of teachers to ensure they hold a valid CA Teaching credential with appropriate English learner authorization.
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Each student will have access to instructional materials and support as outlined in our petition. All subgroups of students will receive access to resources and services that equally allow them to fully engage in our academic model.
<b>ACTIONS TO ACHIEVE GOAL</b>	Executive Director and Operations Manager conduct annual inventory of instructional materials and immediate purchase of necessary resources.  Executive Director conducts annual review of our educational program and analysis of instructional impact on learning.  Board Finance Committee and SSC conduct annual budget review process to ensure purchase of materials.  Executive Director and Director of Curriculum and Instruction (Year 3 and beyond) conduct weekly observations to ensure implementation of materials and alignment to CCSS.
<b>MEASURABLE OUTCOME</b>	100% of grades TK-6 will have access to instructional materials that are aligned with the common core curriculum.  100% of all subgroups will have access to all instructional materials aligned with the common core curriculum and aligned to their individual needs

<b>METHODS OF MEASUREMENT</b>	<p>Review of classrooms by the Charter School Administration to ensure all instructional materials are available and differentiated as needed</p> <p>Annual Family Survey Results</p>
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	School facilities will be maintained and in good repair.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will conduct regular walk-throughs by school staff and parents to ensure that facilities are in good condition</p> <p>The school will maintain regular communication with district facilities staff regarding repairs and good maintenance</p>
<b>MEASURABLE OUTCOME</b>	<p>80% of families will indicate high satisfaction with school facility</p> <p>Monthly site inspection: 90%+ in compliance</p> <p>Required corrections made in 3 months: 100%</p>
<b>METHODS OF MEASUREMENT</b>	<p>Monthly review and inspection</p> <p>Annual Family Survey results</p>
<b><u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u></b> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Fully implemented CCSS-aligned curriculum is in place in all classes
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The Charter School Administration will purchase aligned state-approved online curriculum.</p> <p>The Charter School Administration will develop CCSS-aligned scope and sequence for each grade level and each subject</p> <p>The Charter School Administration will train and support teachers on CCSS implementation during the summer and throughout the school year.</p> <p>The Charter School Administration will coach teachers on strategies and techniques to support CCSS-aligned instruction.</p>



	<p>The Charter School Administration will engage in on-going data analysis of student CCSS-aligned assessment data and work, especially during “Data Days.”</p> <p>Teachers attend weekly professional development (including 18 days of summer PD) to improve lessons and assessments.</p> <p>School leadership and Board review academic performance of all students and all subgroups on all national and state assessments.</p>
<b>MEASURABLE OUTCOME</b>	100% of lesson plans, curricular materials, and assessments will be aligned to the state content standards.
<b>METHODS OF MEASUREMENT</b>	Review of lesson plans, curriculum, and internal and external assessment for CCSS alignment.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will access academic content knowledge through the implementation of the CCSS, so they are proficient in English, Literacy, and Math.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.</p> <p>Teachers receive training in Guided Language Acquisition Design.</p> <p>The school will provide year SDAIE training to staff with follow up observations and feedback.</p> <p>The school will increase opportunities for academic discourse in all classrooms through specific instructional strategies.</p> <p>The school will provide regular ELD pull-outs for lower ELPAC levels.</p>
<b>MEASURABLE OUTCOME</b>	<p>The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually.</p> <p>The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually.</p>
<b>METHODS OF MEASUREMENT</b>	NWEA MAP, ELPAC assessments
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will access academic content knowledge through the implementation of the CCSS, so they are proficient in English, Literacy, and Math.

<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will provide year SDAIE training to staff with follow up observations and feedback.</p> <p>The school will increase opportunities for academic discourse in all classrooms through specific instructional strategies.</p> <p>The school will provide regular ELD pull-outs for lower CELDT/ELPAC levels</p>
<b>MEASURABLE OUTCOME</b>	<p>The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually</p> <p>The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually</p>
<b>METHODS OF MEASUREMENT</b>	NWEA MAP, ELPAC assessments
<b><u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u></b> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Parents volunteer at the school and engage with their child’s academic learning outside of the school.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will encourage all parents to participate meaningfully in school and classroom activities.</p> <p>The school will create an Advisory program to improve communication between parents and staff</p>
<b>MEASURABLE OUTCOME</b>	80% of parents will indicate they are happy with opportunities for parent involvement offered by the school
<b>METHODS OF MEASUREMENT</b>	Annual Family Survey
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Increase parent participation in school decision-making
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will lead a campaign encouraging parents to fill out the Annual Family Survey.</p> <p>The school will lead a campaign ensuring that families are attending the Report Card Pick Up and Monthly Collegiate Coffee’s.</p>

<b>MEASURABLE OUTCOME</b>	80% of families will participate in the Annual Family Survey.  The number of families attending Report Card Pick Up will increase by 5% annually.
<b>METHODS OF MEASUREMENT</b>	Annual Family Survey, sign-in logs for Monthly Collegiate Coffee
<b><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></b>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i></li> <li>B. <i>California School Dashboard</i></li> <li>C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></li> <li>E. <i>EL reclassification rate</i></li> <li>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></li> <li>G. <i>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</i></li> </ul>	
<b>SUBPRIORITY A – CAASPP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All Hayward Collegiate students, including numerically significant subgroups, <sup>172</sup> will exceed the average performance levels of students in schools with similar demographics in the local school district on the Common Core Assessments.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will establish, monitor, and analyze benchmark proficiency and growth goals.</p> <p>The school will train teachers to analyze benchmark data and tailor instruction to meet student needs.</p> <p>The school will frequently monitor and provide appropriate interventions to struggling students.</p>
<b>MEASURABLE OUTCOME</b>	Students will reach high standards in English and Math
<b>METHODS OF MEASUREMENT</b>	NWEA MAP, CAASPP
<b>SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD</b>	

<sup>172</sup> As Hayward Collegiate is a new school, we expect the numerically significant subgroups to include English Learners, socioeconomically disadvantaged students, and Hispanic or Latino students. A finalized list of numerically significant subgroups for the Charter School will be identified in the initial LCAP, and updated annually in accordance with Education Code 47606.5.

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including numerically significant subgroups, meet or exceed growth targets set by the state on the CAASPP for English Language Arts and Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	Implementation of the CCSS-aligned curriculum and instructional strategies and teachers will assess students throughout the year.  The Charter School Administration will review student data and progress toward goals weekly.
<b>MEASURABLE OUTCOME</b>	Students will reach high standards in English and Math
<b>METHODS OF MEASUREMENT</b>	NWEA MAP, CAASPP
<b>SUBPRIORITY C – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will advance at least one performance level on the ELPAC each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School Administration trains 100% of teachers on EL instructional support.  Teachers provide daily small group instruction specifically designated for ELs.  The Charter School Administration closely monitors the progress and performance of EL through assessments.
<b>MEASURABLE OUTCOME</b>	The number of ELLs scoring proficient in ELA and Math on the CAASPP will increase by 5% annually from the baseline year  The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually  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 and mathematics on the CAASPP.
<b>METHODS OF MEASUREMENT</b>	NWEA MAP, CAASPP
<b>SUBPRIORITY D – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Hayward Collegiate’s reclassification rate will exceed the District’s reclassification rate by at least 5%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Hayward Collegiate’s reclassification rate will exceed the District’s reclassification rate by at least 5%.

	Hayward Collegiate will provide ELD instruction.
	Hayward Collegiate will provide teachers with SDAIE training prior to the school year.
<b>MEASURABLE OUTCOME</b>	The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually.
<b>METHODS OF MEASUREMENT</b>	ELPAC results
<b><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></b> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Decrease overall number of absences, tardy arrivals, and early dismissals.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will incentivize and reward strong attendance.</p> <p>The school will closely track attendance and conduct follow up meetings with families showing attendance concerns.</p>
<b>MEASURABLE OUTCOME</b>	<p>ADA at or above 96%.</p> <p>Tardy arrivals decrease by 5%.</p>
<b>METHODS OF MEASUREMENT</b>	Attendance rates, number of tardiness
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Decrease overall number of absences, tardy arrivals, and early dismissals
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will closely track attendance and conduct follow up meetings with families showing attendance concerns</p> <p>The school will incentivize and reward strong attendance</p>
<b>MEASURABLE OUTCOME</b>	<p>ADA at or above 96%</p> <p>Decrease overall number of tardy arrivals by 5%</p>
<b>METHODS OF MEASUREMENT</b>	Attendance rate, number of tardies
<b><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></b> <i>School climate, as measured by all of the following, as applicable:</i>	

<p>A. <i>Pupil suspension rates</i></p> <p>B. <i>Pupil expulsion rates</i></p> <p>C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Provide a positive, joyful school community that is safe and structured
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will hire a Student Services Manager in Year 1 and a Dean of School Culture in Year 3 and beyond to provide intervention for students who have behavioral challenges</p> <p>The school will create a school culture handbook to ensure that all staff and parents are clear about school-wide expectations</p> <p>The school will provide home visits to all new families and conduct family orientations each year.</p> <p>The school will have a values-driven and supportive advisory program.</p>
<b>MEASURABLE OUTCOME</b>	Less than 2% yearly suspension rate
<b>METHODS OF MEASUREMENT</b>	Suspension rate
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Provide a positive, joyful school community that is safe and structured
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will hire a Student Services Manager in Year 1 and a Dean of School Culture in Year 3 and beyond to provide intervention for students who have behavioral challenges</p> <p>The school create a school culture handbook to ensure that all staff and parents are clear about school-wide expectations.</p> <p>The school will provide home visits to all new families and conduct family orientations each year.</p> <p>The school will have a values-driven and supportive advisory program.</p>
<b>MEASURABLE OUTCOME</b>	Less than 2% yearly expulsion rate

<b>METHODS OF MEASUREMENT</b>	Expulsion rate
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure a positive, joyful school community that is safe and structured
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will administer an annual student survey to gather feedback on school climate
<b>MEASURABLE OUTCOME</b>	95% of students will take the school survey and at least 80% will indicate satisfaction with school climate
<b>METHODS OF MEASUREMENT</b>	Student survey data
<b><u>STATE PRIORITY #7— COURSE ACCESS</u></b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Ensure all students have access to a broad course of study
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will review curriculum offerings and instructional minutes annually to ensure every student has access to a broad course of study</p> <p>The school will review support services for unduplicated pupils and ensure they do not interfere with the student’s access to a broad course of study</p>
<b>MEASURABLE OUTCOME</b>	Student schedule shows access to a broad course of study
<b>METHODS OF MEASUREMENT</b>	Student schedule
<b><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u></b> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Hayward Collegiate students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will use a high quality, state approved, CCSS-aligned curriculum .

	<p>The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in ELA</p> <p>The school will administer ELA benchmark exams (NWEA MAP) and monitor progress.</p> <p>The school will provide intervention to students falling below expected levels of performance.</p> <p>The school will ensure all students have regular access to technology.</p>
<b>MEASURABLE OUTCOME</b>	Hayward Collegiate 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.
<b>METHODS OF MEASUREMENT</b>	CAASPP
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Hayward Collegiate students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will use a high quality, state approved, CCSS aligned curriculum.</p> <p>The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in Math.</p> <p>The school will administer Math benchmark exams (NWEA MAP) and monitor progress.</p> <p>The school will provide intervention to students falling below expected levels of performance.</p> <p>The school will ensure all students have regular access to technology.</p>
<b>MEASURABLE OUTCOME</b>	Hayward Collegiate 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 mathematics
<b>METHODS OF MEASUREMENT</b>	CAASPP
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	



<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students at Hayward Collegiate, including all significant subgroups, will become proficient in social science practice, content, and thinking.
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will require each grade level to complete specific projects each year.
<b>MEASURABLE OUTCOME</b>	100% of students will complete a social studies project each year.  70% of students will score a 3 or higher on their social science project rubric.
<b>METHODS OF MEASUREMENT</b>	Rubric.
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students at Hayward Collegiate, including all significant subgroups, will become proficient in science practice, content, and thinking.
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will require each grade level to complete specific projects each year.  The school will train teachers on the NGSS and develop aligned curriculum.
<b>MEASURABLE OUTCOME</b>	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 Science.  100% of students will complete a project each year.  70% of students will score a 3 or higher on their science project rubric.
<b>METHODS OF MEASUREMENT</b>	Rubric.
<b>SUBPRIORITY E – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, including all significant subgroups, will meet State physical fitness goals.
<b>ACTIONS TO ACHIEVE GOAL</b>	The school will offer PE classes to all students based on the standards.  The school will promote health and wellness.
<b>MEASURABLE OUTCOME</b>	Students will exceed the average performance levels of students in schools with similar demographics on the PFT.
<b>METHODS OF MEASUREMENT</b>	PFT
<b>SUBPRIORITY F – HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, including all significant subgroups, will have access to health education opportunities on campus

<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The school will partner with community organizations to offer additional health education to students.</p> <p>The school will develop a health education curriculum using the standards and integrate it into science curriculum.</p>
<b>MEASURABLE OUTCOME</b>	100% of students will have access to health education opportunities on campus.
<b>METHODS OF MEASUREMENT</b>	School schedule, special events

## Element 3: Methods by Which Pupil Progress Toward Meeting Outcomes Will Be Measured

*Governing Law: 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. Education Code Section 47065(b)(5)(C).*

### Monitoring and Measuring Student Progress

Hayward Collegiate Charter School (“Hayward Collegiate”) implements multiple school-level, state, and national assessments to report a thorough analysis of the academic progress of each student. Data-driven instructional methods are a core design element of any high-performing school and are a core component of the Hayward Collegiate school design, as we know that schools that implement these strategies and practices are able to provide strong student support for each student, which translates into higher academic achievement.

To be fully compliant with state law and to gain valuable information about programmatic efficacy, Hayward Collegiate will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. We will participate in all required statewide assessments, and thus we will administer the Smarter Balanced assessment (SBAC), California Alternate Assessments (CAAs), and California Science Test (CAST) for every applicable subject (Language Arts, Mathematics, and Science) and in every applicable grade (grades 3-6). The outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.

We will use the nationally-recognized and standards-aligned Strategic Teaching and Evaluation of Progress (STEP) literacy assessment to track student progress in reading. This assessment will allow teachers to track students’ phonemic growth, comprehension strategies, self-monitoring strategies, and other reading behaviors. The data from this assessment will be used to remediate students, facilitate goal-setting with students, and track progress. The STEP assessments allow teachers to see a rich descriptive portrait of what to look for with student data and how to match and level literacy texts so that they are appropriate and differentiated for each student.<sup>173</sup> The table below demonstrates how the STEP’s Bottom Lines and Common Core Standards are aligned.

Hayward Collegiate will also use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), a nationally-normed test, to establish baseline data for each grade. The test will be given during the first week of school, and again at mid-year and end-of year testing windows. The data is used to measure academic growth and allows us to accurately track academic achievement and comparatively analyze student performance against similar schools across the country. **Figure 21** provides an overview of the different types of assessments administered by subject are, grade level, and frequency.

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<sup>173</sup> NORC (2013). “Research and Practice in the Field of Early Literacy Learning.” Getting on Track Early for School. Web.

**Figure 21: Summary of Major Assessments**

Assessment Tool	Frequency	Grades Administered	Subject Areas	Purpose	Outcomes
SBAC	Annually, each Spring	Grades 3-6	ELA Math	SBAC, a criterion-referenced series of exams, provides absolute measures of student performance and progress in grades 3-6. The results also inform the school's accountability measures in English and Math.	85% Demonstrate Standard "Met" or "Exceeded" according to scale score range
CAST	Spring, when applicable	Grades 5	Science	CAST, is a standardized series of exams that provide absolute measures of student performance and progress in grades five and six. These results are used to inform the Charter School's accountability measures in science.	85% Demonstrate "proficiency" according to scale score range
ELPAC	Annually, each Spring. The assessment will also be used for initial identification of ELs	Grades TK-6	English	ELPAC, a state test for English language proficiency that must be given to students whose primary language is other than English, is used to measure a student's progress in learning English and to identify the student's level of English language proficiency.	Each student will grow at least one performance band annually and demonstrate proficiency within 3-5 years
NWEA MAP	Beginning, middle, and end of year	Grades TK-6	English Math	This is a normed referenced test that allows Hayward Collegiate to determine the placement and growth of a student relative to their peers in a similar grade in English and Math.	Demonstrate grade level growth annually according to RIT Scores
STEP	Beginning,	Grades TK-3;	Reading	Normed referenced,	

	middle, and end of year	later if necessary		standards-aligned test that allows the Charter School to determine the placement and progress of students relative to peers in a similar grade level. Measures literacy acquisition in all domains.	
Daily Exit Tickets	Daily	Grades TK-6	All subject areas	Teachers will strategically administer these formative assessments at the end of every class period to gauge the level of student mastery of a particular objective. These results will inform instruction for the following day along with tutoring needs of specific students.	70% demonstrates proficiency in specified subject area
Homework	Daily	Grades TK-6	All Subject Areas	Daily homework allows student to reinforce their learning at home and also allows for a second attempt at mastery. Homework is an extension of the lesson that day and is submitted daily and graded so that teachers can address student gaps in learning.	70% demonstrates proficiency in specified subject area
Weekly Quizzes	Weekly	Grades TK-6	All Subject Areas	These quizzes are teacher- created from an approved item bank and given to students every week. The weekly quizzes are aligned to state assessments and the CCSS. They assess individual and collective mastery on a specific standard.	70% demonstrates proficiency in specified subject area
Unit Tests	Every 5-6 Weeks	Grades TK-6	All Subject	Unit tests are pre-created assessments that	70% demonstrates

			Areas	encompass the weekly quizzes and range of objectives. They are standards-aligned.	proficiency in specified subject area
Interim Assessments	End of each Trimester	Grades TK-6	All Subject areas	To accurately assess students' annual learning and growth, interim assessments measure performance across the three stages of the school year. Teachers and staff use this data to identify low-performing standards and analyze trends across grade levels and subjects.	70% demonstrates proficiency in specified subject area
End-of-Year Summative Assessments	Annually, at the end of each school year	Grades TK-6	All Subject Areas	The End-of-Year summative assessments are made to assess year-long progress and growth. The assessments provide data for the Charter School to norm rigor and alignment to SBAC exams. The Charter School will use these assessments, along with SBAC, to improve curriculum and instruction.	70% demonstrates proficiency in specified subject area

### Data Analysis and Reporting

Hayward Collegiate acknowledges the importance of assessments in our instructional program. Academic growth will occur in part by our ability to grade assessments quickly and use those results to inform our instructional practice. Paul Bambrick-Santoyo writes in *Driven by Data* that “[e]ffective data-driven instruction is almost always premised by...assessment, analysis, action, and culture.”<sup>174</sup> At Hayward Collegiate we are a data-driven school that is focused on student outcomes and the effectiveness of our teaching will always be measured by our academic results for students.

The data-driven approach will identify:

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<sup>174</sup> Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey Bass, 2010.

1. Skills/objectives to be retaught to the entire class
2. Skills/objectives to be retaught to small group during class
3. Skills/objectives to be retaught to individual students with one-on-one teacher instruction
4. Students who need intense remediation and/or tutoring
5. Misconceptions that need to be retaught and adjustments that need to be made in lesson
6. Topics for PD and support for teacher to strengthen any instructional weaknesses
7. Adjustments to small groups

Diagnostic assessments, such as the NWEA MAP, are given at the beginning of each school year. The MAP Exam is administered three times each year to gauge baseline data for students' reading and math levels as well as track student progress over the course of the year. The Data Analysis Protocol below will help the school reflect on instructional practices and adjust our upcoming weekly professional development to ensure student mastery of standards.

**Figure 22: Data Analysis Protocol<sup>175</sup>**

	Task	Guiding Questions
Part 1	Look at the data and make comments on the work (comments are defined as questions or observations only, no interpretation). Answer the select guiding questions.	<ul style="list-style-type: none"> <li>• What essential knowledge is assessed by the assignment?</li> <li>• What core tasks (skills) are assessed by the assignment?</li> <li>• What essential understandings or principles are assessed by the task?</li> <li>• What do you notice about the data?</li> <li>• What do you wonder about the data?</li> </ul>
Part 2	Analyze the data and begin making inferences assumptions (assumptions are defined as judgments, interpretations, ideas for addressing concerns are fine). Answer the select guided questions.	<ul style="list-style-type: none"> <li>• Which question did your students struggle most with and what standard did the question address?</li> <li>• What are all the steps students needed to be able to do to answer this question correctly?</li> <li>• What misunderstandings are revealed: what do you think students were doing wrong here?? How did the writing address the prompt? Which part of the prompt did they miss?</li> <li>• What strategies did they use or not use that will be helpful with your intervention/reteach?</li> </ul>

<sup>175</sup>This data protocol was informed after Two Rivers Public Charter School in Washington, D.C., which is one of the top performing schools in the region: <https://www.edutopia.org/pdfs/stw/edutopia-stw-two-rivers-das-analyzingstudent-work-protocol.pdf>.

		<ul style="list-style-type: none"> <li>• What did the mediums do that the low did not? What did the high do that the mediums did not? What did the teacher exemplar do that the high samples did not?</li> <li>• What will I adjust in my lesson or expectations to move them to the next level?</li> <li>• How many students struggling are ELs? What do you think was difficult for your language learners?</li> </ul>
Part 3	Discussion. The teachers come together and make suggestions for the classroom or the Charter School and a clear action plan is made for any next steps.	
Part 4	Closing. Each member of the group has an opportunity to make final comments.	

Teachers collect and measure student progress precisely and consistently. At Hayward Collegiate we believe that data-driven instruction is the foundation of effective teaching and the cornerstone of high academic achievement for all students. On-going data analysis happens throughout the year and after each assessment.

Exit tickets are graded daily and support teachers in planning subsequent lessons and addressing any misconceptions. Interim, STEP, and MAP assessments are unpacked and analyzed during Data Days that happen throughout the school year. Formative and summative assessments track if standards and objectives are being met in the classroom and to what intensity and rigor they are being taught to ensure success at each grade level. Data Days, of which there are six at Hayward Collegiate, increase teachers' understanding of student achievement and train them on analyzing misconceptions and instructional trends, which ensures effective action planning and improves their instructional delivery.

During Data Days, teachers work with The Charter School Administration to review student data and inform any instructional strategies. Teachers review an item analysis process, where each question is correlated with a standards-based objective, assess student mastery of that objective, and identify any misconceptions that the students showed so that this can be addressed for re-teaching lessons. Student mastery of the objective determines how effective a teacher's lesson plan is and should inform which objectives need to be retaught or reviewed.

The data collection process varies by the type of assessment that is administered. For example, for exit tickets, teachers will grade each student response and analyze their acquisition of the objective. However, parents will also engage in data analysis throughout the year. During family/teacher conferences, parents will be asked to review student data and provide any comments to the Executive Director. Parent input will be taken into consideration when setting annual school goals. Data collection will also inform Hayward Collegiate oversight by the Board of Directors. Academic dashboards that include interim and comprehensive assessment data are reported to the Academic Performance Committee and the Board. This gives the Board a holistic



picture of school performance throughout the year to supplement the summative performance reports from the STEP, NWEA MAP, and Smarter Balanced assessments.

Student achievement data will be broken down annually so that the school can clearly identify the academic performance of students by numerically significant subgroups, including but not limited to, ethnicity, gender, English learner, socio-economically disadvantaged students, and students with disabilities.

### **Grading, Progress Reporting, and Promotion/Retention**

Students who demonstrate chronic absenteeism will be monitored closely and the school will actively communicate with families as early as possible about the consequences of missing school. Ten unexcused absences is equivalent to 5% of the academic year. This level of absenteeism will impact a student's understanding of our academic program and detracts from disciplined work habits.

For students in grades TK-2, the only academic metric that will be used to consider promotion or retention will be reading achievement. We will use the STEP assessment to analyze each students' readiness for the next grade. Students will be assessed three times during the year and if a student in kindergarten (including TK), first, or second grade is reading below grade level and is not demonstrating growth in the STEP reading assessment by the end of the year, that student will be a candidate for retention.<sup>176</sup> We will not use mathematics achievement in TK through second grade to determine retention, although we monitor it intensely throughout the year.

For students in grades 3-6, we will use two academic metrics to determine promotion or retention. They are the reading achievement at grade level standards as assessed on the state's SBAC assessment and through their work at school; and mathematics achievement at grade level standards as assessed on the state's SBAC assessment and through their achievement in school. If a student in sixth grade receives a scale score for "Standard Not Met" on either ELA or Mathematics SBAC assessment from the prior year or earns a grade less than 70% in their final quarter in ELA or Math, they will be considered for retention. Specific provisions of an Individual Education Program may amend promotion or retention criteria, on a case-by-case basis.

Grade promotion policy does have an exception for students who have a formal IEP. For such students, the requirements for promotion to the next grade are written into their IEP. Meeting those IEP goals may result in grade promotion even if the student would not otherwise be promoted based on their report card grades.

Hayward Collegiate ensures that a system of support is maintained to frequently communicate student progress with families. Teachers regularly analyze student work to measure student growth and families are notified through regular communication with their teacher in the following ways:

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<sup>176</sup> Promotion and retention decisions for English Learners and Long-term English Learners will be handled on a case-by-case basis. Current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification will be taken in consideration.

- Family/Teacher Conferences
- Progress Report Card Conferences
- School Events
- Email/Phone Call/Texts
- Before and after school and by appointment

Formal Trimester Reports are sent to parents three times per year and include information on student in-class work, homework and assessments. Students who are identified as needing additional support with any skill et will participate in a conference that is outside of their regularly scheduled Family/Teacher Conference to review their progress. The teacher at this time identifies key learning goals for the students and strategies that they will use in the classroom to support their learning.

In addition to the regular communication, state and national testing results are also sent to the families of students. Hayward Collegiate will annually prepare the Student Accountability Report Card (SARC), which is a public document that describes important information about Hayward Collegiate's progress towards achieving its goals.

## **Retention**

Hayward Collegiate will notify parents in writing and contact families by phone to discuss potential recommendations for retention. This will occur before March 1st and the teacher will explain the process to families for appealing the recommendation for retention.

Students who face retention will be asked to come to Hayward Collegiate with a parent or guardian to meet with the Executive Director, who will make the decision to retain a student. We anticipate families will be well-prepared for this decision given the extensive and consistent communication that will have preceded this meeting. The family can appeal the recommendation for retention. To do this, the family should submit, in writing to the Executive Director, by the specified date, that they disagree with the decision to retain their student. The written notification shall state evidence supporting why the family believes a recommendation for retention is unwarranted. The Executive Director will review the presentation of facts and makes a final determination within 20 days of the receipt of the family's appeal letter.

Please note: Families are encouraged to remain an active participated throughout the evaluation process. The final decision regarding retention is made after intense interventions have been implemented for the student, results documented and in collaboration between the teacher, Executive Director, family and other support staff.

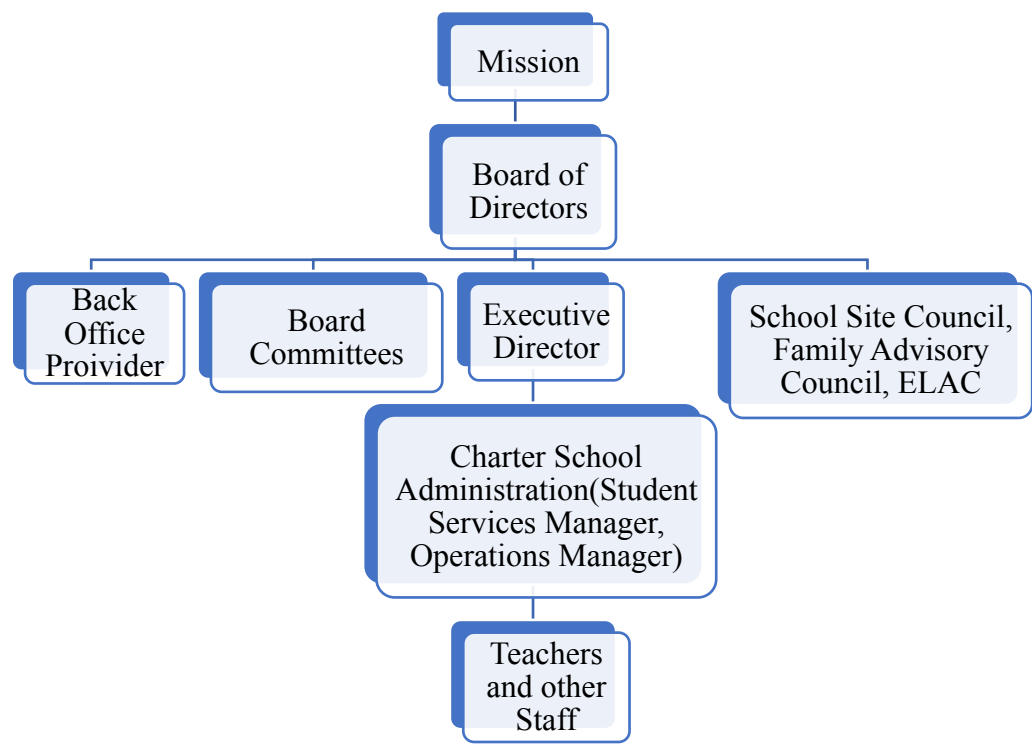
# Element 4: Governance Structure

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

## Governance Structure

Hayward Collegiate’s founding team consists of seven individuals who will serve on the Founding Board of Directors, and an additional individual, Lead Founder Neena Goswamy, who will not serve on the Board and instead is the proposed Executive Director Neena Goswamy. The team’s expertise includes expertise in education, finance, facilities, community outreach, marketing, fundraising, legal and regulatory issues, previous board experience, and technology. This is a team that is equipped with the knowledge, skills, and understandings to execute a sound program that we have outlined in this charter. The organizational structure of the Charter School is created to ensure the mission of Hayward Collegiate is fulfilled. There are four broad structures to the organization: the mission, governance (the Board), management (the Executive Director and leadership team), and staff. This is demonstrated in **Figure 23**.

**Figure 23: Board Organizational Chart**



## **Non-Profit Public Benefit Corporation**

The Charter School shall be operated by Hayward Collegiate, Inc., a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be 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 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.

Attached, as **Appendices 3, 4, and 5**, respectively, please find the Charter School's Conflict of Interest Policy, Bylaws, and Articles of Incorporation.

## **Board of Directors**

The Charter School will be governed by a Board of Directors ("Board") pursuant to its corporate bylaws, which shall be consistent with this charter. The Charter School Board is a policy-making Board which oversees the fundamental aspects of the Charter School.

The number of directors on the Board shall be no less than seven (7) and no more than fifteen (15). In addition, in accordance with Education Code Section 47604(b), District shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation and The Charter School reserves the right to add an additional member to achieve an odd number of members for voting purposes.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years, and until a successor Director has been designated and qualified. Terms for the initial Board of Directors shall be staggered with two (2) seats serving a one (1) year term, two (2) seats serving a two (2) year term, and three (3) seats serving a three (3) year term.

As of March 2018, the Board of Directors includes the seven proposed Directors, and are listed below along with the proposed Executive Director, who will not serve on the Board. Detailed bios are provided above under the **Overview: Founding Team** section of the charter:

- Neena Goswamy, Proposed Executive Director (non-Board member)
- Michael Cobb, Proposed Board Member
- Yichen Feng, Proposed Board Member
- Michi Hu, Proposed Board Member
- Scott Niehaus, Proposed Board Member
- Prasad Ram, Proposed Board Member
- Brittney Riley, Proposed Board Member
- Ke Wu, Proposed Board Member

## Governance and Management

The Board is responsible for hiring and evaluating the Executive Director and creating policies that ensure the current and future fiscal, operational, and legal health of the Charter School, and that adequate resources are in place. The Board is then able to provide oversight and accountability to management. The Board is also responsible for approving the annual budget, fiscal policy manual, and staff and student handbooks, which codify and communicate the Charter School's policies. The Board is responsible for ensuring the Charter School has the right resources to fulfill its mission, while management ensures that those resources fulfill the mission. The Board creates personnel policies, for which management hires and retains staff.

Management is responsible for the day-to-day execution to ensure the Charter School's mission is fulfilled. Some of those duties include hiring school staff, selecting and executing curricula, and implementing personnel policies. Management communicates often and consistently with the Board Chair and Committees to ensure the cohesion across the organization.

Our Board of Directors includes the following roles and responsibilities:

**Figure 24: Officer Titles and Responsibilities**

Officer Title	Responsibilities
<b>Board Chair</b>	The Board Chair will preside at meetings of the Board and be responsible for the supervision and administration of all governance related matters and business of the Charter School. The Board Chair will serve on designated committees and complete any other duties as prescribed by the Board.
<b>Board Vice-Chair</b>	The Board Vice-Chair will perform all duties and responsibilities of the Board Chair in the event that the Board Chair is absent or unable to perform his/her duties, as well as other duties prescribed by the Board or the Board Chair.
<b>Board Secretary</b>	The Board Secretary will ensure accurate record keeping of all Board meeting minutes, in accordance with the Brown Act, as well as any committees to which the Secretary is appointed. The Secretary will be the keeper of the Charter School's non-financial records and be responsible for any other duties prescribed by the Board.
<b>Board Treasurer</b>	The Board Treasurer will keep complete and accurate accounts of all receipts and disbursements of the Charter School. He/she will also be responsible for depositing all money of the Charter School in banks and depositories, as designated by the Board. The Treasurer will maintain accurate financial recordkeeping and ensure transparency, both for the Board and the public. The Treasurer will submit a report on the financial viability of Hayward Collegiate annually, and as requested.

## Committees

The Board of Directors has the following committees, which meet monthly and report their minutes to the Board at the Board meetings. The Board of Directors has the discretion to add or remove committees, change meeting schedules, or make other adjustments to committee structure as allowed by the Board's bylaws.

- **Governance Committee:** The responsibility of this committee is to ensure the strength of the Board as a whole. The committee develops an objective rubric and protocol to evaluate the strength of the Board. The Governance Committee is responsible for identifying, recruiting, nominating, verifying, and training all new members. Directors of this committee possess skills that include, but are not limited to, management, human resources, school leadership, and prior successful board membership.
- **Finance Committee:** This committee oversees the financial management and health of the Charter School. The Finance Committee works closely with the Chair of the Board, Executive Director, Operations Manager, and the Financial Back Office Provider. This committee reviews cash flow and budget statements on a monthly basis, prepares financial reports as needed, and presents this information to the Board of Directors. Members of this committee should possess skills that include, but are not limited to, finance, consulting, accounting, and business ownership.
- **Academic Performance Committee:** This committee is responsible with reviewing the progress toward academic goals of the Charter School and with evaluating student performance outcomes. To determine the academic status of the Charter School, the Academic Performance Committee will review assessment results, both internal and external. The evaluations are linked to the annual performance review of the Executive Director. Directors of this committee should possess skills that include, but are not limited to, education, consulting, school leadership, and law.
- **Development Committee:** The Development Committee is responsible for working with the Executive Director to set fundraising strategies, increase public awareness about the Charter School, develop strong partnerships with key political, financial, and business allies, and develop marketing materials. The Directors of this committee should possess skills that include, but are not limited to, finance, consulting, marketing, public relations, advertising, prior board experience, fund development, campaign or political management experience, and human resources.

## Board Meetings

The Board of Directors of the Charter School will meet regularly, at least every month, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to: approval of all budget-related and financial activities connected to the Charter School; communication, negotiation and collaboration with the authorizer; hiring/termination of the Executive Director; evaluation of

school programs; participation in independent fiscal and programmatic audit; and long-term strategic planning.

Hayward Collegiate is committed to adhering to the letter and spirit of the Brown Act and open meeting laws. A Board meeting will be defined as “Any gathering of a quorum of a legislative body to discuss or transact business under the body’s jurisdiction.”<sup>177</sup> To ensure transparency with the public and accountability to stakeholders in Hayward, our Board is committed to abiding by the tenets of the Brown Act, including but not limited to:

1. **Location:** Board meetings will be held within the territorial boundaries of the District to ensure public access for local stakeholders.
2. **Public Testimony:** Meeting agendas will include time for public comment for consideration by the Board.
3. **Facilities:** Meetings cannot occur in places that discriminate upon the basis of race, religion, color, nationality, sex, or where disabled people do not have access. Meetings must be free.
4. **Public Votes:** All votes other than those cast during closed session must be made in public.
5. **Public Records and Record-Keeping:** All materials, excluding those made exempt under the Public Records Act, must be provided to the public. A recording of meetings will be made available to the public.

All Board members will receive an annual training on the Brown Act that are conducted by legal counsel or qualified consultants. Moreover, all new Board members will undergo an orientation that is in accordance with and trains them on the Brown Act. Our Board Secretary will ensure that all meeting announcements, locations, agendas, and minutes are posted in accordance to each specific type of meeting and as required by the Brown Act.

These meetings include:

1. **Regular Meetings:** Agendas will be provided at least 72 hours prior to the meeting.
2. **Special Meetings:** 24-hour notice will be provided to the Board and media outlets.
3. **Emergency Meetings:** One-hour notice will be provided in the case of a dire emergency.

Postings occur by email to those who have requested it and in a location that is publicly available 24 hours per day, 7 days per week in both English and Spanish. Hayward Collegiate maintains for

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<sup>177</sup> Lockyer, Bill. "Books and Pamphlets." *The American Journal of Nursing* 79.4 (1979): n. pag. The Brown Act. The Attorney General of California. Web. [http://ag.ca.gov/publications/2003\\_Intro\\_BrownAct.pdf](http://ag.ca.gov/publications/2003_Intro_BrownAct.pdf).



its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For ease of access, Hayward Collegiate will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business plus special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the territorial boundaries of HUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

We acknowledge that there are times when closed session meetings must occur. For these meetings, agenda items are described in the agenda and notice for the meeting in accordance with the Brown Act. Prior to the session, the Board must orally announce the subject of the session. If action is taken in the closed session, the Board must report the action at the close end of the session. The following are reasons to have a closed session:

- 1. Personnel Exemption:** Generally held to consider appointment, employment, and evaluation of an employee.
- 2. Public Security:** Generally held to meet with law enforcement or security concerning safety and services.
- 4. Pending Litigation:** Generally held when receiving advise from legal counsel in situations that require litigation.
- 5. Labor Negotiations:** Generally held to discuss salary of employees and the budget. Decisions must be made public
- 6. Real Property Negotiations:** Generally held to negotiate or consider the terms of payment or purchase in exchange of real property.



## **Board Training**

The Board is supported by Building Excellent Schools governance staff through direct training, which will occur annually. This can include observations of high performing charter schools, attending these schools' Board meetings, and workshops led by BES governance staff on issues pertinent to the work of the Board. The Governance Committee facilitates ongoing professional development for the Board pertaining to matters of governance. This includes onboarding training for new Board members.

## **Role of the Board**

The Board of Directors is responsible for accountability and oversight for the Charter School. Its roles and responsibilities include:

- Hiring and annually evaluating the Executive Director
- Ensuring effective planning and adequate financial resources
- Protecting assets and providing adequate financial oversight
- Maintaining and building effective capacity for the Board
- Ensuring legal and ethical integrity
- Approving key policies including, but not limited to, budget, personnel, and Board bylaws
- Complying with open meeting law in accordance with the Brown Act
- Abiding by all internal Board bylaws, including the Board's Conflict of Interest policy
- Conducting an annual self-evaluation according to Board's self-evaluation protocol
- Building Board capacity by rotating and adding members, as needed

## **Role of the Executive Director**

The Executive Director communicates and executes the Charter School's mission. The Executive Director's roles and responsibilities are as follows:

- Develop and communicate the mission, academic program, and culture of Hayward Collegiate to key stakeholders, including students, families, and staff
- Design and implement fundraising initiatives in concert with the Board to ensure the long term fiscal health and viability of the Charter School
- Ensure complete and thorough reporting to the Board, including key measures of student achievement, financial indicators, and other operational issues as needed for the Board to fulfill its oversight and accountability duties
- Serve as a liaison between the District and the Charter School Board of Directors.
- Develop and implement the budget of the Charter School in accordance with generally accepted accounting principles
- Manage (along with the Charter School's Operations Manager) the efficient and effective planning and implementation of back-office tasks for the Charter School, including but not limited to budget development, financial reporting, audits, and fundraising
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services

- Ensure that the District, and the County Office of Education, and the CDE receive all necessary and mandated reports and data
- Negotiate Memoranda of Understanding and other contracts with the District, and any other applicable partners and/or community organizations
- Ensure all state and federal required reports are completed and filed (i.e. CBEPS, R30; quarterly and annual financial reporting)

### **Family and Stakeholder Involvement in Governance**

Hayward Collegiate recognizes the importance of strong partnerships with families. For this reason, we have intentionally created structures to build these partnerships. The following engagement strategies will be used to engage families in the education of their children.

- **Home Visits:** Before the start of each school year, staff will visit incoming kindergarteners (including TK) and first graders' homes to meet with the students and their families. During these meetings, students and families can express their expectations and dreams for their children and Charter School staff set clear expectations and goals for the upcoming school year. We express our deep commitment to partnering with the families as much as possible.
- **Weekly Communication:** During our parent informational sessions that we conducted as part of our work of preparing this petition, we heard the parents' strong desire to have a school that communicates their child's progress frequently. During our first week as a school-based team, we will come together as an entire staff and make "Sunshine" calls where parents call families and send positive communication to families. After the first week, teachers will send phone calls or send texts and emails regularly to update families about their children.
- **Collegiate Coffee:** It is imperative that our families recognize that we are partners with them in their child's educational journey, so we seek to make families feel welcome and have opportunities to speak with the Charter School leadership. This allows us to build trust with the families. We will host a Monthly Collegiate Coffee, noted in our proposed Annual Calendar provided as **Appendix 7: 2019-2020 Draft Calendar**, with parents on campus, during the school day, with the Executive Director giving updates of the Charter School and sharing any highlights of students via video. Parents then have an opportunity to speak to the Executive Director about any questions they have or engage in dialogue for other relevant topics.
- **Family-Teacher Conference:** Once every trimester, as noted in our Annual Calendar provided as **Appendix 7: 2019-2020 Draft Calendar**, following an interim assessment, students and families will come to the Charter School to discuss the growth and academic performance of their students. This happens with the Advisor who acts as a facilitator to offer insight or recommendations for student strength and growth. Parents can gain insight here as to their child's school progress.

- **Annual Parent Surveys:** At the midpoint of the school year, Hayward Collegiate will send a survey for parents to complete. The questions on the survey will ask questions about family communication and satisfaction. Results of those surveys will be shared with the Board and inform our annual progress towards goals, aligned with State priorities regarding family engagement.
- **School Site Council:** Hayward Collegiate will have a School Site Council (“SSC”), which will include the Executive Director, community representatives, students, families and teachers. The SSC will meet monthly to offer suggestions and recommendations on issues including, but not limited to, budgeting curriculum, school policies, school/community participation and the general direction of the school.
- **Family Advisory Council:** The Family Advisory Council (“FAC”) allows parents and Charter School leaders to be partners in educating and serving the students of Hayward Collegiate. They will contribute by helping our Charter School with fundraising, organizing parent volunteers, and developing any specific workshops that are needed for our parents and community. The Executive Director will work with the parent representative of the FAC to organize monthly meetings and set a clear outline for expectations of all members of the FAC. During the monthly meetings, parents and the Executive Director share successes that they have seen at Hayward Collegiate as well as any challenges or improvements they recommend. The FAC will report to the Hayward Collegiate Board quarterly, or as agreed upon by the Board Chair, the Executive Director, and the FAC parent representative.
- **English Learner Advisory Committee (“ELAC”):** Consistent with state law, when the number of ELs at Hayward Collegiate reaches 21 students, we will establish an ELAC. This committee will be comprised of parents of ELs, parents of non-ELs, and school staff.<sup>178</sup>The ELAC will serve in an advisory capacity to provide both Charter School leadership and the School Site Council with input on school practices and expenditures pertaining to ELs. The ELAC shall:
  - Advise the Executive Director and staff on programs and services for EL’s
  - Advise the School Site Council on the development of a Single Plan for Student Achievement (“SPSA”), or its successor under current state/federal law.
  - Assist the Charter School in the development of the Charter School’s needs assessment and the communication of the importance of student attendance to parents.

Parent members of the ELAC will be elected annually by parents and guardians of ELs. The percentage of parents of ELs on the ELAC will be greater than or equal to the percentage of EL students at the Charter School. EL parents must make up at least 51% of those parents serving on the ELAC. Upon formation of an ELAC, appropriate funds will be allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, the school shall

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<sup>178</sup> CA Ed Code, §§ 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a).

provide the ELAC with relevant training that may be needed for members to carry out their duties.

## Element 5: Employee Qualifications

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

### Statement of Non-Discrimination

The Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual on the basis of the characteristics listed in Education Code Section 220.

### Organizational Structure

Hayward Collegiate's organizational structure will evolve and grow annually with our slow-growth model, until we reach full capacity in 2023-2024. In Years 1 and 2, the Charter School Administration encompasses the Executive Director, Manager of Operations, and Student Services Manager. In Years 3 and beyond, as the Charter School grows in size and complexity of need, the Charter School Administration will grow to include the Executive Director, Dean of Student Services, Dean of School Culture, Director of Curriculum and Instruction, and the Director of Operations. It is imperative that all employees of Hayward Collegiate operate first and foremost under the mission of the Charter School to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence. Financial viability is critical to success at Hayward Collegiate and our organizational structure reflects our slow growth model and our fiscally conservative budget.

**Figure 25** describes our staffing plan for the first five years of operation. To ensure we are competitive in the educational market, Hayward Collegiate will adequately compensate staff as recruiting, hiring, supporting, and retaining the best and the brightest promotes student achievement.

**Figure 25: Hayward Collegiate 5 Year Staffing Plan<sup>179</sup>**

Position	2019-20	2020-21	2021-22	2022-23	2023-24
Lead Teachers	4 FTE	6 FTE	8 FTE	10 FTE	12 FTE
Enrichment Teacher(s)		1 FTE	1 FTE	2 FTE	2 FTE
ESL Teacher		1 FTE	1 FTE	1 FTE	1 FTE
Learning Specialist(s)			1 FTE	1 FTE	2 FTE
Student Services Manager / Dean of Student Services	1 FTE	1 FTE	1 FTE Promoted	1 FTE	1 FTE
Dean of School Culture			1 FTE	1 FTE	1 FTE
Director of Curriculum and Instruction			1 FTE	1 FTE	1 FTE
Executive Director	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Paraprofessionals	3 FTE	4 FTE	5 FTE	6 FTE	7 FTE
PE Teachers	0.5 FTE	0.5 FTE	1 FTE	1 FTE	1.5 FTE
Operations Manager / Director of Operations	1 FTE	1 FTE	1 FTE Promoted	1 FTE	1 FTE
Office Manager / Operations Fellow	1 FTE	1 FTE	Volunteer	Volunteer	Volunteer

### General Qualifications

All employees at the Charter School will be required to demonstrate alignment with the Charter School's mission, vision, and educational philosophy. It is the responsibility of management to ascertain this commitment in a rigorous interview process for each applicant. Regardless of the role for which an applicant is applying, the following attributes will be sought in all personnel to be employed by the Charter School:

- The applicant is in alignment with the Charter School's mission and vision.

<sup>179</sup> This staffing plan assumes Hayward Collegiate is a "school of the District" for special education purposes.

- The applicant believes that all students, regardless of race, class, family background, or other demographic factors, can achieve at the highest level.
- The applicant seeks to work with a student population that is reflective of the general population residing within the territorial jurisdiction of the District.
- The applicant seeks to be part of a team-oriented culture that holds all stakeholders, including staff, to high expectations.
- The applicant demonstrates attributes that are highly predictive of professional success.

All employees will also be required to submit to a criminal background check and to furnish a criminal record summary, and to undergo a tuberculosis risk assessment, as described in **Element 6: Health & Safety Procedures**.

Beyond the attributes above, the Charter School require more specialized knowledge, skills, and abilities. These are outlined below for selected roles in **Figure 26**.

**Figure 26: Key Employees & Roles and Qualifications**

Position	Certification	Qualifications	Expectations
Executive Director	N	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• At least four years of teaching and/or school leadership experience</li> <li>• Bachelor's degree required; Master's or advanced degree preferred</li> <li>• Experience in education strategic planning</li> <li>• Record of high student and professional achievement with quantifiable success</li> <li>• Exceptional verbal and written communication skills.</li> <li>• Strong organizational skills and ability to multi-task.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, monitor, and oversee the day to day management of the Charter School's instructional program and operations so as to maximize student learning</li> <li>• Select and hire mission-aligned and results-oriented individuals to fill staff positions</li> <li>• Lead professional development for all staff members, including weekly coaching and supporting with creating curriculum materials</li> <li>• Regularly communicate with the Board of Directors regarding the status and health of the Charter School</li> <li>• Oversee annual budgeting</li> <li>• Manage any vendor and contractor relationships</li> <li>• Oversee implementation of programs to support students with special needs and ELs</li> </ul>

		<ul style="list-style-type: none"> <li>• Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness.</li> <li>• Experience with budgeting and contracting</li> </ul>	<ul style="list-style-type: none"> <li>• Manage communication with Charter School stakeholders, including families and parents.</li> <li>• Implement effective management of the school budget to ensure the operational viability of the Charter School</li> <li>• Serve as primary school disciplinarian for any student misbehavior</li> <li>• Manage all communication with the authorizing entity</li> </ul>
Manager of Operations (Year 1-2)	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with Charter School's mission and vision.</li> <li>• At least 2 years of experience with operations/systems management in the field of education</li> <li>• Administrative Credential</li> <li>• Experience with reading and reviewing annual budgets</li> <li>• Experience with data organization and analysis</li> <li>• Bachelor's degree</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all vendor relationship and all daily systems of the school</li> <li>• Work with the back-office provider as needed and as directed by the Executive Director</li> <li>• Manage all data-tracking platforms</li> <li>• Manage assessment system</li> <li>• Support all operational needs for instructional staff</li> <li>• Oversee the needs of the front office</li> <li>• Support all reporting needs and requirements in conjunction with the back office provider</li> </ul>
Director of Operations (Year 3 and beyond)	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with Charter School's mission and vision.</li> <li>• At least 2 years of experience with operations/systems management in the field of education</li> <li>• Administrative Credential</li> <li>• Experience with reading and reviewing annual budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Aide the Executive Director with the day to day management of the Charter School</li> <li>• Responsible for communicating with the Charter School's back office regarding HR and finances</li> <li>• Oversee maintenance and creation of federal and state required documents and reports</li> <li>• Manage student data and any digital and physical information systems</li> </ul>



		<ul style="list-style-type: none"> <li>• Experience with data organization and analysis</li> <li>• Bachelor's degree</li> </ul>	<ul style="list-style-type: none"> <li>• Aide the Executive Director in any vendor relationships</li> <li>• Manage the Charter School's front office staff</li> <li>• Manage financial reports</li> <li>• Manage and oversee facilities matters</li> <li>• Manage audit process</li> <li>• Manage student testing and serve as the primary testing coordinator.</li> </ul>
Student Services Manager (Year 1-2)	Y	<ul style="list-style-type: none"> <li>• CA Special Education Credential</li> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision</li> <li>• At least one year of prior experience in teaching is preferred</li> <li>• CA multi-subject teaching credential</li> <li>• Past experience working with special needs students</li> <li>• Knowledge of special education rights of students and responsibilities of schools, including the IEP process (testing and implementation of accommodations and modifications)</li> <li>• Bachelor's degree</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the District or SELPA as needed to ensure the successful management of special education services in the Charter School</li> <li>• Work with general education and special education teachers and specialists to ensure that all students' needs are met</li> <li>• Oversee the language testing and supports of our EL community and gifted and talented community</li> </ul>
Dean of Student Services (Year 3 and Beyond)	Y	<ul style="list-style-type: none"> <li>• CA Special Education Credential</li> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• At least one year of prior experience in teaching is</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the District or SELPA as needed to ensure the successful management of special education services in the Charter School</li> <li>• Manage and oversee matters involving special education</li> <li>• Maintain up to date records</li> </ul>

		<p>preferred</p> <ul style="list-style-type: none"> <li>• CA multi-subject teaching credential</li> <li>• Past experience working with special needs students</li> <li>• Knowledge of special education rights of students and responsibilities of schools, including the IEP process (testing and implementation of accommodations and modifications)</li> <li>• Bachelor's degree</li> </ul>	<p>regarding students with special needs and the education services provided to them</p> <ul style="list-style-type: none"> <li>• Assist teachers in supporting students with special needs, including implementation of IEPs</li> <li>• Facilitate review of intake assessments for new students</li> <li>• Facilitate evaluation/reevaluation process</li> <li>• Ensure the Charter School's compliance with state and federal special education laws and regulations</li> <li>• Provide direct special education services to students in one-on-one meetings and push-in/pull-out instruction</li> </ul>
Dean of School Culture	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with Charter School's mission and vision.</li> <li>• At least 2 years of teaching experience</li> <li>• History of high student achievement</li> <li>• Strong classroom management and instructional skills</li> <li>• Bachelor's degree</li> <li>• CA multi-subject teaching credential</li> </ul>	<ul style="list-style-type: none"> <li>• Lead school culture initiatives, including student discipline systems, and character development, and weekly community meetings.</li> <li>• Communicate consistently and often with parents and families regarding student behavior</li> <li>• Support the Executive Director in developing a positive school culture and implementing school wide cultural and discipline systems</li> <li>• Create professional development for classroom</li> </ul>

			<p>teachers regarding classroom management, family partnerships, and community building</p> <ul style="list-style-type: none"> <li>• Assess student discipline records (including attendance) and strategize ways to address school wide trends and any individual issues</li> <li>• Assist the Executive Director with instructional support when needed</li> </ul>
Director of Curriculum and Instruction	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• CA teaching credential</li> <li>• At least 2 years of teaching experience</li> <li>• History of high student achievement</li> <li>• Strong classroom management and instructional skills</li> <li>• Experience in coaching instruction and writing curriculum</li> <li>• Strong knowledge of common core standards</li> <li>• Bachelor's degree</li> <li>• CA multi-subject teaching credential</li> </ul>	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• Aid the Executive Director in strategizing instructional goals and strategies</li> <li>• Coordinate with the Executive Director with creating instructional professional development for staff</li> <li>• Support classroom teachers with creating and instructional materials</li> <li>• Assist the Executive Director with instructional support when needed</li> </ul>
Office Manager	N	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• Experience with Microsoft Office and Google Suite</li> <li>• Fluent in written and spoken Spanish</li> <li>• High school diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a friendly and calm front office environment</li> <li>• Aid the Director of Operations in coordinating school operations and systems</li> <li>• Responsible for monitoring the front desk and the school phone</li> <li>• Assist with parent communication as needed</li> <li>• Maintain and organize school supplies (not including SPED</li> </ul>

			supplies)
Teachers	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with the Charter School's mission and vision.</li> <li>• At least one year of prior teaching experience preferred</li> <li>• CA multi-subject teaching credential</li> <li>• Bachelor's degree</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and executive effective and engaging lessons that are aligned to CCSS and made to meet the needs of all learners</li> <li>• Work with the Dean of Student Services to implement any and all supports for students with special needs, including IEP modifications</li> <li>• Work with the rest of the Charter School leadership to develop curriculum materials and assessments</li> <li>• Serve as the primary classroom disciplinarian</li> <li>• Communicate often with families of students</li> </ul>
Paraprofessional	N	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with school's mission and vision.</li> <li>• Must have a high school diploma or equivalent and either two years of college or A.A. degree</li> </ul>	<ul style="list-style-type: none"> <li>• Assists in supporting students under the supervision of a certified teacher</li> <li>• Communicates often with the lead teacher to ensure they are providing the best support possible for students</li> <li>• Helps perform clerical and general duties for the lead teacher.</li> </ul>
ESL Teacher	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with school's mission and vision.</li> <li>• At least one year of prior teaching experience preferred</li> <li>• CA multi-subject teaching credential</li> <li>• Bachelor's degree</li> <li>• TB clearance</li> <li>• Background check</li> </ul>	<ul style="list-style-type: none"> <li>• English as a second language (ESL) teachers work with non-native speaker to support them in learning to speak, read, and write in English.</li> <li>• Modifies lessons and supports for students who are learning English as a second language</li> <li>• Tracks academic data for non-native speakers at the</li> </ul>

		clearance	school to ensure their needs are being met and that they are successful
Learning Specialist	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with school's mission and vision.</li> <li>• At least one year of prior teaching experience preferred</li> <li>• CA multi-subject teaching credential</li> <li>• Bachelor's degree</li> <li>• TB clearance</li> <li>• Background check clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates and communicates with teachers and parents to support and identify students with learning challenges</li> <li>• Uses a variety of teaching tools, techniques, and technologies to remediate and support learning</li> <li>• With the support of the Dean of Student Services, designs and implements learning programs to meet student learning goals and ensure they are academically successful</li> </ul>
PE Teacher	N	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with school's mission and vision.</li> <li>• At least one year of prior teaching experience preferred</li> <li>• Bachelor's degree</li> <li>• TB clearance</li> <li>• Background check clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Motivates each student to engage in physical fitness, hygienic habits, and social and emotional development.</li> <li>• Maintains control of storage and use of school-owned property</li> <li>• Analyzes each student's growth in physical skills, knowledge, and contribution to any team sports</li> </ul>
Enrichment Teacher	Y	<ul style="list-style-type: none"> <li>• Strong commitment to, belief in, and alignment with school's mission and vision.</li> <li>• At least one year of prior teaching experience preferred</li> <li>• CA multi-subject teaching credential</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiastic and able to get students motivated to begin coding and robotics</li> <li>• Able to plan effective lessons that track student growth and engage students in the program</li> </ul>

		<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• TB clearance</li> <li>• Background check clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Tech-savvy and able to learn new software and programs quickly</li> </ul>
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The Charter School shall comply with all applicable credentialing requirements for charter school teachers. As such, the Charter School shall comply with Education Code Section 47605(l):

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

In addition, pursuant to Education Code Section 48000(g), the Charter School shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by Hayward Collegiate, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development teacher permit issued by the Commission on Teacher Credentialing.

### **Qualifications of School Support Staff**

Hayward Collegiate reserves the right to hire or retain non-credentialed school support staff for noncore, non-college preparatory 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.

Hayward Collegiate may also hire or retain non-credentialed instructional support staff (e.g., paraprofessionals) 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.

### **Hiring of Teachers**

Using a variety of resources, the Executive Director will recruit qualified staff. These sources include, but are not limited to, university credentialing programs (e.g. Stanford Teacher Education Program), Teach for America, postings to EDJoin, pre-existing contacts within the Charter School's professional network, and referrals.

Hayward Collegiate will use a three-stage interview process to recruit and hire top talent.

**1. Cover letter/resume screening:** After a candidate submits a cover letter and resume, the Executive Director will look to see if the candidate is strongly aligned to the Charter School's mission and meets the credentialing requirements. For those who do, the Executive Director will contact them for a phone interview.

**2. Phone Interview:** Candidates will be asked a series of question to determine if they are a mission-fit for Hayward Collegiate. Questions will focus on the candidate's background experience, their instructional approach, and their willingness to be coached and supported. For those who do, the Executive Director will ask them to come in for an in-person interview and demonstration lesson.

**3. In-person interview and demonstration lesson:** For the final stage of the interview process, candidates have an in-person interview with the Executive Director and parents of students (starting in Year 1) and meet with a select panel of teachers (starting in Year 3). Candidates also have a demonstration lesson, after which the leadership team offers feedback and the candidate is asked to teach a second lesson to gauge how effectively they can implement feedback. The Executive Director and the leadership meet to discuss the candidate, and a decision is given to the candidate within a week of the final interview. The Executive Director will make all final hiring decisions.

We will comply with all federal laws regarding maintenance and disclosure of employee records. Hayward Collegiate is a School of Choice and no employees will be required to work there.

## **Element 6: Health and Safety Procedures**

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

To provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

### **Health, Safety and Emergency Preparedness Plan**

The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This Plan shall include, but not be limited to, responses to fire, flood, earthquake, terrorist threats, and hostage situations, and provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. The Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon the District's request.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

Hayward Collegiate Charter School "(Hayward Collegiate)" is committed to providing a school that is free from discrimination and sexual harassment, as well as any other harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Hayward Collegiate will develop and maintain comprehensive policies and procedures 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 anti-discrimination and harassment policies.

### **Family Educational Rights and Privacy Act (FERPA)**

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act ("FERPA") and Education Code section 49060 *et seq.* at all times.

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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

Hayward Collegiate will maintain a drug and alcohol and tobacco free environment.

### **CPR/First Aid**

At least one person on site will be CPR and First Aid trained.

## **Immunizations**

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

## **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

## **Medication in School**

Hayward Collegiate will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

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

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

## **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, if applicable to the Charter School pursuant to Education Code Section 35292.6.

## **Blood-borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Facilities Safety**

Hayward Collegiate shall comply with Education Code Section 476100 by utilizing facilities that are either compliant with the Field Act 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 will maintain on file records documenting such compliance. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

## **Element 7: Means to Achieve Racial/Ethnic Balance Reflective of the District**

*Governing Law: The means by which the charter 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. Education Code Section 47605(b)(5)(G).*

### **Recruitment Strategy**

Hayward Collegiate is dedicated to achieving racial and ethnic balance among our student demographics that is reflective of the general population residing within the territorial jurisdiction of the District. Thus, the Charter School will monitor the racial and ethnic balance of our students on an annual basis and modify our student recruitment plan to achieve a continually racially and ethnically diverse student population. The Hayward Collegiate team has built relationships with local community organizations, churches, families, and an online presence so that we are easily accessible to answer questions and help with the enrollment process. For this reason, we expect to recruit a student population that is reflective of the District.

Hayward Collegiate will use a variety of strategies to ensure our student body is diverse and reflective of the District. These strategies include, but are not limited to, the following:

- A lengthy open enrollment timeline, which will allow for sufficient time for the Charter School to conduct outreach to students and families and host informational sessions and provide an opportunity for interested families to timely submit application materials.
- Marketing materials distributed in local grocery stores, coffee shops, local public libraries, preschools, and community organizations.
- Conducting outreach to culturally diverse community organizations such as churches, temples, youth centers, sports leagues, neighborhood groups, farmers markets, and other leadership organizations.
- Translating all marketing materials and parent informational sessions in Spanish.
- Hosting a variety of informational sessions about the Charter School so that the mission and vision of Hayward Collegiate can be shared with interested families.
- Communicating in every outreach effort and marketing materials that Hayward Collegiate is open to all student populations, including academically low-achieving and low-income students.
- Using social media and other online tools to increase the awareness for Hayward Collegiate.

- Partnering with parent leaders to use their networks to recruit families and students.
- Publishing ads in local newspapers.
- Attending specific community events such as Music and Movement at the Weekes Library or Hayward Farmer's Market.
- Partnering with local organizations such as La Familia, St. Rose Hospital, and the Hayward Area Historical Society to better help diversify the recruitment to a wider audience and to one that is reflective of the District.

We are committed to ensuring that all outreach efforts are accessible and welcoming to students and families from all backgrounds. Hayward Collegiate 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

## **Element 8: Admissions Policies and Procedures**

*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).*

### **Non-Discriminatory Admission Procedures**

Although Hayward Collegiate Charter School (“Hayward Collegiate”) targets underserved students, the Charter School is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the State of California except as is required by Education Code Section 47605(d)(2)(B). The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. There will be no test, assessment, or interview as a condition for enrollment in the Charter School. The Charter School will adhere to all state and federal laws regarding the 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

### **Public Random Drawing (“Lottery”)**

During any period of discretionary grant funding from the U.S. Department of Education, Hayward Collegiate will comply with the Charter Schools Program Non-Regulatory Guidance (“CSP NRG”) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, Hayward Collegiate will modify its lottery procedures to ensure compliance and eligibility for federal funding.

The application process consists of completion and submission of a Student Interest Form for each child who is interested in attending the Charter School. An open application period will be publicly advertised by Hayward Collegiate for enrollment in the following school year. At the

close of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than its maximum capacity. Should this occur, Hayward Collegiate will hold a public random drawing to determine enrollment for the impacted grade level(s), with the exception of existing Hayward Collegiate students who are guaranteed admission for the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- i. Siblings of students admitted to or attending Hayward Collegiate
- ii. Children of Founding Families\* of Hayward Collegiate identified below, and children of Hayward Collegiate regular, full-time employees, not to exceed 10% of the total enrollment
- iii. Residents of the District
- iv. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

#### **\*Founding Families Designation**

Hayward Collegiate recognizes the close partnership that is needed with parents and families in order to support our Charter School's mission. During our founding stages, we have cultivated these partnerships with some parents who have led and contributed to our community outreach efforts. Below is our initial list of Founding Families, which will be finalized upon approval of the charter:

1. Selena Lovano-Silva
2. Yolanda Manva
3. Adolfina Lovano
4. Jessica Rivera
5. Mario Contreras

#### **Lottery and Waitlist Procedures**

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery rules, deadlines, dates, and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. All notices regarding the lottery will be provided in both English and Spanish.

Prior to any student names being drawn from the lottery, students who are given a preference will be identified. Student names will be pulled from the lottery by an uninterested third party selected by the Executive Director.

To ensure the fairness and propriety of the enrollment lottery, the following process shall be followed:

- Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location.
- Student names will be printed on slips of paper and divided into pools for each preference category. Students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above
- Upon being drawn, student names will be read aloud twice and recorded in chronological order, to include student name, an assigned number corresponding to the order they were drawn, student contact information, and any preference identifiers.
- The recording and review lottery results will be conducted by an uninterested third party different from and unrelated to the individual who conducted the public lottery. A final review of lottery results, including a review of appropriate distribution of seats to students with preferences, will be completed prior to an announcement of final lottery results.
- Students and/or their parents/guardians do not have to be present at the lottery in order to participate.

Student names will be drawn until all open seats are filled. Remaining names will be pulled and placed in chronological order to populate the waitlist. Students applying for enrollment after the lottery will be added to the waitlist in the chronological order in which they apply. At any time, a family may request to be removed from the waitlist, with any such requests being granted immediately. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place.

### **Notification of Admission**

Families of students included in the lottery will be notified of admission or waitlist status by phone and mail within two weeks of the lottery. Students offered an open seat for the upcoming school year will be required to complete enrollment documents, including a Student Registration Form, within four weeks of notification of an offer for an open seat. Following the lottery, and within two weeks of distributing initial notification of admission status based on the lottery, the Charter School will hold an information session for families to have any outstanding questions answered prior to the deadline for submitting enrollment documents.



If a seat becomes available for students on the waitlist, families will be notified and offered an open seat in chronological order, as identified on the waitlist. Families notified of an open seat from the waitlist up until two weeks prior to the start of the school year must confirm enrollment and complete enrollment documents within ten (10) business days of notification. Families notified of an open seat from the waitlist less than two weeks prior to the start of the school year or during the course of the school year must confirm enrollment and complete enrollment documents within seventy-two (72) hours of notification. In the event a family declines an offer for a seat, the next student in chronological order on the waitlist shall be offered a seat until the seat is filled. In no event shall a waitlist be applicable for more than one school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year.

Hayward Collegiate shall maintain records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the school site. Records of lottery, enrollment, and waitlists shall be made available, upon request, for public viewing, provided, however, that student identification information, including identification numbers, shall not be included in such records.

### **Admission and Enrollment Timeline**

Hayward Collegiate has a projected timeline for application, public random drawing, and admissions. If necessary and appropriate, this timeline may be amended without any need to formally materially revise the charter as long as changes are communicated to the District and are posted on the Charter School's website. As indicated above, lottery rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website and posted again after the application deadline has passed.

**December-February:** Information sessions are held in large and small group settings with community stakeholders and partners present including, but not limited to, community organizations, churches, and individual families.

**January-March:** During this time, application materials are sent to students and families in their preferred language. Existing students (starting in Year 2) are sent re-enrollment forms. The application deadline occurs, and the public random drawing is held, if necessary.

**March-May:** All acceptance letters, enrollment materials, and orientation/onboarding information is given and distributed to families of students who are accepted in the public random drawing. Waitlist letters are distributed to families of students not granted admission through the public random drawing.

Students who are offered enrollment during the public random drawing are required to provide registration information to Hayward Collegiate, including any student academic history, a release of records, student health, and emergency information to ensure that Hayward Collegiate is prepared to serve the student.

## 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 fiscal 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, 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.

The Charter School Board will appoint an Audit Committee, which will select an independent financial auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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 District, the Alameda County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director of Hayward Collegiate, along with the Audit Committee, will review any audit exceptions or deficiencies and report to the Hayward Collegiate Charter School Board with recommendations on how to resolve them. The Hayward Collegiate Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the District as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter. There is money allocated in our budget under the line-item "Accounting Fees" for this purpose. Our complete budget can be found in **Appendix 6: Budget Narrative, Budget, and Cashflow**

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.

## Programmatic Audit

The Charter School will provide to the Authorizer an annual performance report. This report will include at least the following information:

- Summary data showing student progress toward the goals and outcomes listed above. A summary of major decisions and policies set forth by the Hayward Collegiate Charter School Board of Directors during the year
- Data on the parent involvement in the School's governance (and other facets of the school) and summary data from the Annual Community Survey
- Data regarding the number of staff working at the school and their qualifications. A copy of the school's health and safety policies and any major changes to those policies during the year
- Data showing whether Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District
- A comprehensive view of Charter School's admissions practices during the year, including information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended
- Analyses of the effectiveness of Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints Parent/Teacher satisfaction results from the Annual Community Survey
- Any other information regarding the educational program, the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally

The Charter School and the Authorizer will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. The Charter School will use the data in the performance report to assess and improve upon its educational programming on an ongoing basis.

The above-referenced annual performance report and the State-mandated School Accountability Report Card will be submitted to the Authorizer within the timelines agreed upon by the Authorizer and the Charter School and made available to the public.

## Element 10: Pupil Suspension and Expulsion Procedures

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J)*

### School Culture

At Hayward Collegiate Charter School ("Hayward Collegiate"), we believe that a positive school culture allows students and staff to feel valued and ultimately lead to student success. This school culture is implemented when expectations are clearly communicated, when staff and students are celebrated in large and small group settings, and when consequences are administered fairly and calmly. Our discipline system is grounded in restorative justice that helps students develop into positive, engaged members of the community. It is important for our students to develop an internal moral code that allows them to move from compliance to the development of a personal ethical code. Through restorative justice, transgressions are explored and attempts at redemption are made.

### Discipline System

We believe in establishing a collaborative, problem-solving approach with families with regards to disciplinary measures. We know that families are our partners, so during our Home Visits and

family orientation, we will make sure to clearly communicate expectations for student behavior and consequences for misconduct. Families will be given a Student and Family Handbook in their home language which outlines the Charter School's discipline policy and any consequences for misbehavior. We will also clearly explain practice our behavioral expectations in the first week of school because we believe that "before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior."<sup>180</sup>

We believe deeply in establishing a positive school culture, and there are four structures that support this. These include: (1) positive "sunshine" calls home weekly; (2) winners for our student of the week awards during our weekly Community Circles; (3) public displays of student academic success; and (4) public praise administered to students during class. We will continually monitor the effectiveness of our school-wide behavioral strategies and use data to adjust professional development and procedures accordingly.

### Addressing Misbehavior

Hayward Collegiate will use Lee Canter's *The Behavior Management Cycle*, as it has earned national acclaim and has been implemented in the strongest schools in the country.<sup>181</sup> The cycle is founded on three steps, which must be administered in sequence: (1) teachers specifically communicate directions; (2) teachers positively narrate students on task to reinforce expectations; and (3) teachers administer consequences from a pre-established consequence ladder for those students still not complying with directions. For teachers who implement this approach, they often will not have to get to the last step, administering consequences, because students are clear on behavioral expectations that have been communicated consistently and often.

It is imperative that when administering consequences, teachers do so with emotional constancy. In this way, teachers use a neutral tone to avoid escalating student and teacher frustrations and negativity. Teachers assign consequences from a ladder that has already been communicated to students so that teachers and students know what consequence is appropriate. The ladder is as follows:

**Figure 27: Hayward Collegiate Pathways Ladder**

Step	Consequence
1st Consequence	Clear, verbal redirection
2nd Consequence	Conversation During/After Class
3rd Consequence	Conversation After Class, Phone Call Home
4th Consequence	Sent Out of Class for Restorative Conversation with Executive Director

<sup>180</sup> Los Angeles Unified School District: Discipline Foundation Policy: School-Wide Positive Behavior Intervention Support. <http://notebook.lausd.net/pls/ptl/url/ITEM/E9BBCB8ABEBCF040E0430A000210F040>.

<sup>181</sup> Canter, L. (2010). *Assertive discipline, positive behavior management for today's classroom*. (4th ed.). Bloomington, IN: Solution Tree Press.

and Restorative Conversation with Teacher.

The Pathways Ladder is rooted in restorative justice. During the Restorative Conversation the student meets with the teacher while that teacher is free, and both parties seek to understand one another's sentiment, acknowledge each other's feelings, and discuss ways they could have re-done the moment. This way students already have envisioned a better strategy if the issue arises again. Each stage in the process is designed to aid students in demonstrating mindfulness, where they can manage their thoughts, emotions, and behaviors. Conversations between students and the Executive Director are grounded in Kohlberg's Moral Pyramid, which students reflect upon after being sent out of class. **Figure 28** reflects those anchor statements. Teachers reserve the right to send a student out of class abruptly and skip the Pathways Ladder for severe misbehaviors, for example if a student hits another student.

**Figure 28: Modified Kohlberg's Moral Pyramid**

Kohlberg's Moral Pyramid Level	Anchor Statements
I follow my ethical code.	<ul style="list-style-type: none"> <li>• "I want to make the world a better place"</li> <li>• "My actions are aligned with my beliefs"</li> </ul>
I act to better my community.	<ul style="list-style-type: none"> <li>• "What will bring the most good to the most people?"</li> <li>• "I do what good people do"</li> <li>• "My actions move my community forward"</li> </ul>
I try to follow the rules.	<ul style="list-style-type: none"> <li>• "Why should I believe anything?"</li> <li>• "I do what I do to follow the rules"</li> </ul>
I want to please others.	<ul style="list-style-type: none"> <li>• "What do I have to do to be a good boy/girl?"</li> <li>• "I try to have the right intent"</li> </ul>
I seek rewards.	<ul style="list-style-type: none"> <li>• "What's in it for me?"</li> <li>• "I act to get something in return"</li> </ul>
I want to avoid punishment.	<ul style="list-style-type: none"> <li>• "What do I do to avoid punishment?"</li> <li>• "Somebody told me it was right"</li> </ul>

Using these procedures to address student misbehavior in no way hinders the Charter School's ability to suspend and expel students pursuant to the Suspension and Expulsion Policy that is described below.

### Trauma Informed Practices

Hayward Collegiate is extensively aware of how childhood trauma can negatively affect a student's ability to learn cohesively, form strong relationships, and behave appropriately in the

classroom. A study produced by the Center for Youth Wellness found that 62% of California youth have experienced at least one Adverse Childhood Experience.<sup>182</sup> The consequences from childhood trauma are severe, the Center for Disease Control and Prevention (CDC), assessed that childhood stress is associated with negative health and well-being outcomes across the life course.<sup>183</sup> These outcomes include alcoholism and alcohol abuse, financial stress, sexually transmitted diseases, suicide attempts, smoking, chronic obstructive pulmonary disease, depression, illicit drug use, poor work performance, adolescent pregnancy, and poor academic performance. It is imperative that schools incorporate trauma informed practices.

Hayward Collegiate has developed a model that is aligned with research-based, trauma informed practices. Our methods are consistent with the agenda outlined in *Helping Traumatized Children Learn*, designed by Massachusetts Advocates for Children, Harvard Law School, and the Task Force on Children Affected by Domestic Violence.<sup>184</sup> The policy encourages for a “flexible framework” for trauma sensitive practices that are outlined in **Figure 29**.

**Figure 29: Trauma-Sensitive Practices**

Domain	Specific Strategies	Hayward Collegiate Practices
School Culture and Infrastructure	<p>Charter School administration support and promote trauma-sensitive practices school-wide through:</p> <ul style="list-style-type: none"> <li>• Intentional planning</li> <li>• Staff training of needs and desires</li> <li>• Confidential reviews and plans for specific cases</li> <li>• Review policies ensuring that they reflect an understanding of trauma</li> <li>• A community-liaison team that partners with mental health providers</li> <li>• Ongoing evaluation of the growth and success of the program</li> </ul>	<p>Our Charter School leadership will promote trauma-sensitive practices by:</p> <ul style="list-style-type: none"> <li>• Deciding how information on trauma will be distributed to the school</li> <li>• Design staff training for trauma-sensitive practices in classrooms and school-wide</li> <li>• Review policies, file abuse and neglect reports, and refer parents who may request outside help</li> <li>• Partner with organizations in Hayward to offer trauma-informed support</li> </ul>
Staff Training	<p>Charter School administration will design staff training in three areas:</p> <ul style="list-style-type: none"> <li>• Building and strengthening</li> </ul>	<p>Charter School leaders will implement trauma-informed practices in professional development in</p>

<sup>182</sup> <http://www.centerforyouthwellness.org/about/our-news/details/?id=337>.

<sup>183</sup> <https://www.cdc.gov/violenceprevention/acestudy/about.html>.

<sup>184</sup> Cole, S.F., et al.(2005). *Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence*. Boston, MA: Massachusetts Advocates for Children. Retrieved from [http://www.massadvocates.org/documents/HTCL\\_9-09.pdf](http://www.massadvocates.org/documents/HTCL_9-09.pdf).



	<p>relationships with children and adults</p> <ul style="list-style-type: none"> <li>• Identifying outside supports and partners</li> <li>• Helping students develop emotional competency in managing and regulating their emotions to ensure academic and social success</li> </ul>	<p>multiple ways, including:</p> <ul style="list-style-type: none"> <li>• Using role play to demonstrate important conversations that build relationships with students and staff</li> <li>• Offering support to staff</li> <li>• Partnering with organizations that can train staff on helping students regulate awareness of their emotions.</li> </ul>
Linking with Mental Health Professionals	<p>School administration should build partnerships and supports to mental health consultation for staff, students, and families.</p> <ul style="list-style-type: none"> <li>• For staff, implementing a model that allows them to communicate with each other and a mental health clinician who is an expert in trauma and the classroom</li> <li>• Accessing and providing mental health resources for families and students</li> </ul>	<p>Hayward Collegiate will promote links to mental health services for staff and families by:</p> <ul style="list-style-type: none"> <li>• Referring staff to any local mental health professionals so that they may speak confidentially about specific cases and learn best practices for working with students and their families</li> <li>• Referring families and students to the appropriate mental health consultant via referral. Hayward Collegiate will make sure to have the proper authorization for release of information between parties to facilitate communication.</li> </ul>
Academic Instruction for Students Who Have Experienced Trauma	<ul style="list-style-type: none"> <li>• For Teachers, being able to implement multiple components that address student learning needs is critical. These include having predictability in expectations and school structure, so students know they are in a predictable and safe environment. It's important to focus on ensuring there is predictability in scheduling lessons on a consistent basis, transitions, and safety inside the</li> </ul>	<p>Hayward Collegiate will employ multiple instructional approaches that have shown to be best-practices in trauma-sensitive instruction:</p> <ul style="list-style-type: none"> <li>• Culturally relevant curriculum</li> <li>• Ensuring predictable routines, including morning arrival, weekly community circles, and classroom procedures.</li> <li>• Explicit teacher development on the use of non-verbal cues</li> </ul>



	<p>classroom and in school.</p> <ul style="list-style-type: none"> <li>• Implementing clear and effective instruction that properly front-loads information or student misconception. This includes using multiple ways to teach a strategy such as role-play, giving examples or graphic organizers to help students stay on track, and letting children calm down before helping them identify their feelings.</li> <li>• When students are being evaluated for lack of progress in school, there should be consideration as to how much (if any) trauma has played a role. These evaluations include psychological, speech and language, functional behavioral, and occupational therapy evaluations.</li> </ul>	<p>such as tone, voice, facial expression.</p> <ul style="list-style-type: none"> <li>• Attention to the role of trauma in psychological, speech and language, functional, behavioral, and occupational therapy evaluations.</li> </ul>
Nonacademic Strategies	<p>Charter School discipline policies are trauma informed when they:</p> <ul style="list-style-type: none"> <li>• Balance teaching students school rules while also that school is not a place of violence</li> <li>• Emphasize positive behavioral supports</li> <li>• Create predictable rules and consequences</li> <li>• Communication is trauma-informed when there is a respect for confidentiality, ongoing monitoring of new policies occur, and open communication and relationship-building with the family and teachers occur.</li> </ul>	<p>Hayward Collegiate employs trauma-informed discipline policies in the following ways:</p> <ul style="list-style-type: none"> <li>• Pathways Ladder ensures students are held accountable and conversations between teachers and students foster an understanding between one another.</li> <li>• Discipline policies are grounded in restorative justice</li> <li>• Striving for a 4:1 recognition to correction ratio</li> <li>• A strong communication plan between the Charter School and families</li> <li>• Teachers are intentionally trained on emotional constancy and respectful communication.</li> </ul>

## Suspension and Expulsion Policy and Procedures

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Policy and procedures will be distributed as part of the Student and Family 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 Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less

than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

## **A. Grounds for Suspension and Expulsion**

Behavior matters that are persistent and/or outside of the bounds of lunch detention will be handled by the Executive Director. If a student is persistently disruptive to the learning process of other students, the Executive Director will intervene to conference with the disruptive student in order to calm the situation and return the student to class as soon as possible, as a productive and contributing community member. Any breaches of community that are so egregious that they might warrant suspension or expulsion will be handled by the Executive Director.

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 returning from school sponsored activities.

## **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 Sections 11053-11058, alcoholic beverage, or an 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 an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a 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, which includes, but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

- 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.
- 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- 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 pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of preventing that student from being a witness and/or retaliating against that pupil 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 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, that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) 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 or 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, video, 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. An act of cyber sexual bullying.
    - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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)(a)-(b).
- 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 student 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 an 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 an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as a 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, which includes, but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
  - 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.
  - 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) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
  - l) 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.
  - m) 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.
  - n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of preventing that student from being a witness and/or retaliating against that pupil for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For 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, that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) 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.
- s) 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.
- t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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 or 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, video, 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. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other

visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

- v) 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)(a)-(b).
  - w) 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 student 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 Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 Procedures**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference:**

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’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 Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 at which 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 Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director 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.

In order to support student learning and maintain the student's connection to the school community, every effort will be made to provide for in-school suspension rather than at home suspension. In-school suspension may be served within a student's general classroom or, if the general classroom setting is not appropriate under the circumstances, in a separate space with constant supervision and support from a member of the instructional team.

#### **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 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's or 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 entity 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 entity 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 entity 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' 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 Executive Director 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 of Directors' decision to expel shall be final.

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

Parents/guardians of 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 of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **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 of Directors following a meeting with the Executive Director or designee and the pupil and parent/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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. 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**

Hayward Collegiate 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 that the Charter School or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

If 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 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 direct 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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 930, to or at school, on 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 U.S.C. Section 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 IDEA 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 supervisory or administrative personnel of the Charter School, or to one of the child's teachers, that the child is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. A teacher of the student, 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 supervisory personnel of the Charter School.

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 IDEA-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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **Element 11: Retirement Benefits**

*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).*

All employees of Hayward Collegiate Charter School (“Hayward Collegiate”) will be eligible for a 403(b) plan. Employees will contribute at any rate and the Charter School will make all required contributions. The Director of Operations, with the support of a back office provider, will ensure that appropriate arrangements for the coverage have been made for all employees. Hayward Collegiate will make all employer contributions as required. Hayward Collegiate will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. Hayward Collegiate will not participate in STRS or PERS.

### **Certified Staff Members**

All full-time certificated staff members will be covered by Social Security and the 403(b) plan described above.

### **Classified Staff Members**

All full-time classified staff members will be covered by Social Security and the 403(b) plan described above.

### **Other Staff Members**

All other full-time staff members will be covered by Social Security and the 403(b) plan described above.

## Element 12: Pupil 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).*

Hayward Collegiate Charter School (“Hayward Collegiate”) is a “school of choice,” and the Charter School recognizes that pupil attendance is voluntary, and no pupil shall be required to attend Hayward Collegiate. 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. The parent or guardian of each student enrolled in the Charter School will be informed on admissions forms that students shall have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

## Element 13: Return Rights of Employees

*Governing Law: The rights of an 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 Hayward Collegiate Charter School (“Hayward Collegiate”). Employees of the District who choose to leave the employment of the District to work at the Charter School shall 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.

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**

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

### **Disputes Between the Charter School and the District**

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. Hayward Collegiate is deeply committed to partnering and working with the District as much as possible.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

## **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.



## Element 15: Closure Procedures

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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 47604(b)(5)(O).*

In the event that the Charter School closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education, shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

### Documentation of Closure Action

The decision to close the Charter School for any reason will be documented by an official action of the Hayward Collegiate Charter School (“Hayward Collegiate”) Board of Directors. The action will identify the reason for the Charter School’s closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

### Notification

The Charter School will promptly notify parents and students of the Charter School, the District, the Alameda 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. The notification will include the following information: 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 Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Charter School 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.

In the event that any students reside outside the District, the Charter School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

## **Student and School Records Transfer**

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 Charter School will ask the District to store original records of the Charter School’s 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.

## **Financial Audit and Reports**

As soon as reasonably practical, the Charter School will prepare final financial records. Hayward Collegiate Charter School will have an independent audit completed within six months after the closure of the Charter School. This may coincide with the regular annual audit of Hayward Collegiate. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The purpose of the audit is to determine the net assets or net liabilities of The Charter School. The final audit will include an accounting of all the Charter School’s financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

In addition to this final audit, the Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

## **Dissolution of Assets**

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, upon the dissolution of the non-profit public benefit corporation, 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, Hayward Collegiate shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit 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 non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Hayward Collegiate will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

## Miscellaneous Charter Provisions

### A. Budget and Financial Reporting

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as **Appendix 6: Budget Narrative, Budget, and Cashflow**, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## **B. Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Charter School will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Charter School plans to contract with EdTec, a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

### C. Facilities

*Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).*

Pursuant to Proposition 39, Hayward Collegiate will seek District facilities from the Hayward Unified School District. Due to our targeted student population as described throughout the charter, the Charter School desires to be located within South Hayward, or its neighboring areas. We anticipate our facilities needs are as follows:

Facilities	
For First Five Year Term, 2019-2024	
Grades Served	TK/K-5
Anticipated enrollment	360
Number of classrooms	Approximately 12 classrooms
Additional Needs	1 Multipurpose room 1 Playground or outside gym space 3 Pull-out rooms 5 bathrooms 1 Main office 1 Teachers Room 3 Administrative Offices Projected square footage is 28,800 square feet, based on enrollment projections for 80 square feet per student.

Facilities	
For Second Five Year Term Onwards, When School is in Full Operation	
Grades Served	TK/K-6
Anticipated enrollment	420
Number of classrooms	Approximately 14 classrooms
Additional Needs	1 Multipurpose room 1 Playground or outside gym space 3 Pull-out rooms 5 bathrooms 1 Main office 1 Teachers Room 3 Administrative Offices Projected square footage is 33,600 square feet, based on enrollment projections for 80 square feet per student.

#### **D. Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school 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 23701(d).

Pursuant to Education Code Section 47604(c), an authority 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 intends to enter into a memorandum of understanding with the District, 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 shall 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 shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**TAB 3B:**  
**Supporting**  
**Documents**





## **Appendices**

1. Teacher Signatures
2. Letters of Support
3. Conflict of Interest Policy
4. Board Bylaws
5. Articles of Incorporation
6. Budget Narrative, Budget, and Cashflow
7. 2019 – 2020 Draft Calendar
8. Technology Platforms Chart
9. Founding Team Resumes
10. Staff, Parent, and Student Surveys
11. Professional Development Plan
12. Community Support and Interest Signatures
13. Marketing Flyers
14. Scope and Sequence for Core Curriculum, Grades TK-1








**Appendix 1. Teacher Signatures**\_\_\_\_\_

# Hayward Collegiate Charter School Teacher Approval Sign-Off

Start-Up School: Total number of teachers estimated to be employed at school during the first year of operation: 4

We agree to the contents of the attached charter proposal dated APRIL 6<sup>th</sup>, 2018.

Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school.

Teacher's Name	Signature	Address	Telephone	Type of Credential	Credential Number	Expiration Date	Highest Degree Held
Regina Pair		1119 Dolores Street, San Francisco, CA, 94110	(415) 537-0962	Multiple Subject Teaching Credential	130114362	9/1/2021	Masters
Kelly Valentine		219 Hale Street, San Francisco, CA 94134	(415) 537-0972	Multiple Subject Teaching Credential	170258203	1/1/2023	Masters
Hillary Barber		114 Lundys Lane San Francisco, CA 94110	(714) 681-4641	Multiple Subject Teaching Credential	160081077	8/1/2021	Masters
Neil Davis		1556 Hudson Avenue San Francisco, CA	(415) 990-4518	Multiple Subject Teaching Credential	160113447	6/1/2021	Masters
Amy Guerra		45 Sunrise Drive Hollister CA 95023	(831) 801-3953	Multiple Subject Teaching Credential	170175440	7/1/22	Bachelors



## Appendix 2. Letters of Support

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March 19, 2018

Re: Commitment of Start-Up Funds to Hayward Collegiate

To Whom It May Concern:

We are pleased to inform you that Building Excellent Schools is committed to granting \$100,000 of start-up funds for the start-up year (fiscal year 2018-2019) of Hayward Collegiate Charter School upon authorization. These funds will be characterized as a \$100,000 grant and are subject to the terms spelled out in the Fellowship MOU signed at the start of The Fellowship and restated below.

## **SECTION I**

Participation in Follow On Support in the school's Planning, Founding, and Operational Years

### **Planning Year (Y0)**

In the planning year, Follow On Support exists to push founders to become strong project managers, develop leadership skills where they have gaps, learn the content they need, hire their founding team, recruit their founding students, move from lead founder to executive, and crystallize the vision for the school.

BES will support the Board Chair and relevant Board members as the Foundational Board transitions to the Governing Board, through the establishment of an active, goal-driven committee structure, and through cohort-based and individualized ongoing support.

1. FOS consists of a minimum of four hours of support per month, broken up into:
  - a. Two monthly trainings via Zoom webinars beginning in September
  - b. Bi-weekly, hourlong check-ins with a BES coach (or weekly 30 min check-ins)
  - c. Document review
  - d. TORSH video review of founder at a school site in teaching/leading role to build leadership presence
2. Additionally, FOS provides four annual visits to campus, including:
  - a. School visits with coach lasting a minimum of three hours
  - b. In-person meeting to build the relationship
  - c. In-person co-planning with coach
  - d. In-person role playing and practice with coach
3. Finally, Y0 leaders participate in a week-long "Y0 Intensive" in January of the planning year to prepare leaders for school opening

### **Founding Year (Y1):**

In year one, FOS exists to push leaders to champion and uphold their vision, become strong teacher coaches, and use data to aggressively move. BES will continue to provide leadership coaching to the school leader and the Board of Directors as they begin to establish the mission and vision of the school in its inaugural year.

1. FOS consists of a minimum of four hours of support per month, broken into:
  - a. Phone calls
  - b. Document review
  - c. TORSH video review
2. Additionally, FOS provides four, three-hour annual visits to campus:
  - a. At least one visit takes place during summer PD or first days of school to ensure strong opening
  - b. Includes school walkthrough, school systems audit, and full debrief with written follow-up

### **Operational Year (Y2):**

In year two, FOS exists to push leaders to champion their vision as the school doubles, sharpen the academic focus, manage talent in a competitive market, develop talent for future school growth, and manage their role to empower others. BES will provide on-site support and audits of the school to inform the ongoing work of the school leader and the Board. BES will be available to the governing board on an as-needed basis.

1. FOS consists of a minimum of four hours of support per month, broken up into:
  - a. Phone calls
  - b. Document review
  - c. TORSH video review
2. Additionally, FOS provides four, three-hour annual visits to campus, which includes:
  - a. School walkthrough, school systems audit, and full debrief with written follow-up
  - b. Visits to other schools with a coach
3. Finally, the FOS team may also provide:
  - a. An additional campus visit during a time of high need
  - b. Week-long intensive culture reset if behavior is impeding learning
  - c. Two-week intensive if school has become unsafe

## **SECTION II**

### **Data sharing with BES**

The school leader will provide BES with all demographic and enrollment data, and any other data requested through the BES Annual Data Survey, in a timely manner. This data will be used for annual publication and impact analysis. The leader will ensure that verbal and written communications – on the school website, in the leader’s public bio, and in any press - clearly identify affiliation with BES.

The grant is given in support of the start-up needs of Hayward Collegiate and will be contingent upon authorization of Hayward Collegiate. Failure of meeting the above terms may result in the reimbursement of funds from Hayward Collegiate to BES.

The signatures below indicate our mutual understanding of and commitment to fulfill the agreement as described above.

Neena Goswamy

Hayward Collegiate

Leader Name

Organization

DocuSigned by:

Neena Goswamy

3/21/2018

C3BB2CBD613E47C...

Leader Signature

Date

FOR BUILDING EXCELLENT SCHOOLS:

DocuSigned by:

Linda Brown

3/21/2018

209B0F088087497

Chief Executive Officer

Date

DocuSigned by:

Rasimah Navlakhi

3/21/2018

3DE20356D86747A...

Chief of Staff

Date



March 30<sup>th</sup>, 2018

To whom it may concern:

It is with enthusiasm and deep respect that I recommend Neena Goswamy as the Executive Director to lead Hayward Collegiate Charter School for students in Hayward, CA.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares high capacity, entrepreneurial individuals for urban charter school leadership. Prior to joining the powerful team at BES, I served 4 years as a school leader founding and opening two campuses for a charter network, The Excel Center, during a period of expansion. Both of these schools received the highest school letter grade awarded in the state of Indiana ("A" school) in the years which I served as their Director as well as the year immediately following. Under my leadership and the work of my teams, each of these four years student achievement results on state Algebra and English Language Arts assessments outpaced state achievement averages by over 10%.

Over the last eight months, I have worked closely with Ms. Goswamy and have directly observed her capacity as an instructional leader for students and a leader for the founding team of Hayward Collegiate. Neena is thoughtful, disciplined, focused, and well positioned to do the monumental work necessary to lead a high-performing urban charter school for students in Hayward. She brings instructional knowledge, deep knowledge of the Hayward community, and strong, thoughtful decision making to this work. Neena possesses a clear and coherent vision for a rigorous curriculum and assessment system, has demonstrated the ability to thoughtfully plan professional development for staff, and has demonstrated through residency work the ability to coach and grow teachers from a variety of skill levels.

Ms. Goswamy holds the bar of excellence high for herself, for her founding team, and does not waiver in her commitment to founding and leading a high-quality elementary school for students in Hayward. We as a team at BES have no question she will hold the same high bar for her founding staff and students. Her ability to manage multiple priorities, plan strategically and purposefully, engage a variety of stakeholders, and to plan in detail an academic program that will undoubtedly build academic skills, strength of character, and the ability to communicate with confidence serve as solid evidence that she will be an effective school leader. I am fully confident she and the team of Hayward Collegiate Charter School will be responsive to the community's needs and resolute in providing a high-quality education inspired by the school's mission, devoted to the success of its students, and held fast by its ambitious goals.

We are honored to work with Ms. Goswamy through the work of the Fellowship and have upmost confidence that her school leadership and the practice-proven components of the public charter school design for Hayward Collegiate will lead to strong student achievement for the students of Hayward upon authorization.

Respectfully,

*Erika Haskins*

Erika Haskins, Director of Leadership Development  
Building Excellent Schools

[ehaskins@buildingexcellentschools.org](mailto:ehaskins@buildingexcellentschools.org) 317.864.3361





April 3, 2018

To the Hayward Unified School District:

I am writing to express my support for the application of Hayward Collegiate and Ms. Neena Goswamy. As a school leader, I believe deeply in the need to provide our underserved populations with as many high-quality school options as possible and am very confident that the data-driven and achievement-oriented ethos the founding board and lead founder intend to adopt will raise California's highest academic bar.

I have had the pleasure of working closely with Ms. Goswamy this year. Neena served alongside our leadership team at Hollister prep School as a principal resident and within days became a valuable member of our team. She was able to actively participate in our fast-paced environment and dive directly into schoolwide data analysis, high level strategic and tactical planning, and academic coaching. At Hollister Prep, 91% of third grade students met or exceeded standards in ELA and 73% met or exceeded standards in math in the 2016-2017 California Assessment of Student Performance and Progress test. Our school also enrolls a diverse, high-needs population and Ms. Goswamy was an integral part of our school during her leadership residency here.

Our extended time with Neena gave us a true insight into her character, professionally and personally. She is passionate about equity and opportunity for all students, regardless of their circumstances, and her determination to add value to her community by opening a school is a testament to her grit. Each day she exhibited the energy, intelligence and drive of someone who is going to impact thousands of students, but also proved to possess the humility necessary become an influential leader. She has good instincts for effective instructional models, rigorous instruction, data analysis and intervention. Neena is an academic leader with her eye on achievement gap, but also understands that closing that gap is more than just good reading and math instruction. She understands that our children need social emotional support and cultural connections to be able to thrive in school. She sees the needs of the whole child and will positively impact the community.

Ms. Goswamy is an exemplary individual and any school would be lucky to have her; I am confident she will accomplish Hayward Collegiate's school vision. I believe that school leaders such as Neena, in any public school, can only have one outcome. Success. I wholeheartedly believe in her and in Hayward Collegiate.

Sincerely,

Heather Parsons  
Principal

9 March, 2018

To the Board of Trustees, Hayward Unified School District:

I write to convey my excitement at the interest in and commitment to improvement science in education exhibited by Hayward Collegiate, a proposed elementary charter school within the Hayward Unified School District. I wholeheartedly support their good efforts to embrace and apply improvement science as a methodology to ensure the continually increasing effectiveness of the school. There is ample evidence that assures that their doing so will greatly benefit their students' learning.

For the past ten years, the Carnegie Foundation for the Advancement of Teaching has pioneered a fundamentally new enterprise for research and development in education. It establishes a vision for research to foster a more productive relationship between research and practice – enabling it to address real problems of practice and produce knowledge that serves the improvement of practice. We seek to join the discipline of improvement science with the capabilities of networks to foster innovation and social learning. This approach is embodied in what Carnegie refers to as Networked Improvement Communities (NICs). These NICs are scientific learning communities distinguished by four essential distinguishing characteristics:

- ***focused*** on a well-specified common aim;
- ***guided*** by a deep understanding of the problem, the system that produces it, and a shared theory of practice improvement;
- ***disciplined*** by the rigor of improvement science, and
- ***coordinated*** to accelerate the development, testing, and refinement of interventions, their rapid diffusion out into the field, and their effective integration into varied educational contexts.

The great challenge of contemporary education is not access to effective ideas and programs, it is the implementation of those initiatives so that they work in local contexts -- every place, every time, and for everyone. Networked improvement science has demonstrated itself to be a powerful organizing structure and engagement process for implementing successful ideas in education effectively, reliably, and at scale. It is essential to the execution of networked improvement science that equity of outcomes is a constant and predominating concern. Hayward Collegiate's understanding and adoption of these functions and aims of Improvement Science bode well for its utility and success for them as they move forward.

Given the interest of the school's leadership as well as the expertise of certain of its board members, I am encouraged that Hayward Collegiate can apply the methodologies, tools, and



**Carnegie Foundation**  
for the Advancement of Teaching

processes of improvement science to achieve excellence and equity for all. Coupled to effective programmatic ideas (what to do) the improvement science (how best to do it) can ensure beneficial outcomes for all students. We have seen this time and again in other charter management organizations such as High Tech High (San Diego) and Summit Public Schools (Redwood City). We strongly support Hayward Collegiate's efforts to make improvement science and continuous improvement the "new normal" of school design and operations.

Very truly yours,

A handwritten signature in blue ink that reads "Paul LeMahieu". The signature is fluid and cursive, with the first name "Paul" being more prominent.

Paul LeMahieu, Vice President – Programs and  
Graduate Faculty, University of Hawai'i - Mānoa



### Appendix 3. Conflict of Interest Policy\_\_\_\_\_

# **HAYWARD COLLEGIATE, INC.**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Hayward Collegiate, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Hayward Collegiate, Inc. (“Charter School”), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, 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**

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with 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).

## EXHIBIT A

### Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Executive Director	1, 2
Director of Curriculum and Instruction	3
Dean of School Culture	3
Dean of Student Services	3
Student Services Manager	3
Director of Operations	1, 2
Operations Manager	3
Office Manager	3
Consultants/New Positions	*

\*Consultants/New Positions shall be 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 Executive Director may determine in writing that a particular consultant or new position, 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 or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director 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 § 81008).

## EXHIBIT B

### Disclosure Categories

#### Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any school district that has authorized a Hayward Collegiate, Inc. charter school, or
  - of any facility utilized by Hayward Collegiate, Inc., or
  - of a proposed site for a Hayward Collegiate, Inc. facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

#### Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Hayward Collegiate, Inc.

#### Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.





## Appendix 4. Board Bylaws

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**BYLAWS**  
**OF**  
**HAYWARD COLLEGIATE, INC.**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this Corporation is Hayward Collegiate, Inc.

**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 the Corporation is 152 Nevada St., Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the

plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than seven (7) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered with two (2) seats serving a one (1) year term; two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term.

Section 4. 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 currently being 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public

Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. 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 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, 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 such removal 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) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 12. 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 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following 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.

The notice of special meeting shall state the time of the meeting, the place, 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 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of

the granting agency in which the Corporation operates;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;

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<sup>1</sup> 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.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman 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. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of



any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as 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. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board 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; the names of the directors 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 the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. 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 Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of this 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 Corporation's Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1.        **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1.        **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1.        **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a.        Adequate and correct books and records of account;
- b.        Written minutes of the proceedings of the Board and committees of the Board; and
- c.        Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1.        **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2.        **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a

director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Hayward Collegiate, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on 3/31/2018; and that these bylaws have not been amended or modified since that date.

Executed on 3/31/2018 at San Francisco, California.



Ke Wu, Secretary



## Appendix 5. Articles of Incorporation

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A0810521

4107724  
**RESTATED ARTICLES OF INCORPORATION  
OF  
HAYWARD COLLEGIATE, INC.**

FILED  
SECRETARY OF STATE  
STATE OF CALIFORNIA

MAR 23 2018

The undersigned certify that:

1. They are the President and the Secretary of Hayward Collegiate, Inc., a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

**I.**

The name of the Corporation is Hayward Collegiate, Inc.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Neena Goswamy  
152 Nevada Street

Redwood City, CA 94062

#### IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

#### V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

#### VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the



corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

**VII.**

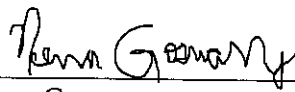
The initial street address and initial mailing address of the Corporation is:


152 Nevada Street  
Redwood City, CA 94062

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We 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 our own knowledge.

Dated: March 20, 2018

  
\_\_\_\_\_  
Neena Goswamy,  
President

  
\_\_\_\_\_  
Ke Wu,  
Secretary

*[Faint, illegible text, possibly a stamp or additional signature]*



I hereby certify that the foregoing  
transcript of 8 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

MAR 26 2018

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

*Alex Padilla*

ALEX PADILLA, Secretary of State



## Appendix 6. Budget Narrative, Budget, and Cashflow\_\_\_\_\_

## Hayward Collegiate Charter School Budget Narrative

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The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement Hayward Collegiate Charter School (“Hayward Collegiate”) as described in this Petition. Hayward Collegiate engaged EdTec to advise and consult in the development of accurately projected revenues, expenses and cash flow.

The narrative below lays out the assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years resulting and in an ending balance that is 18.9% of expenses in year 5.

### Enrollment

Hayward Collegiate will start with 120 total TK/K and 1<sup>st</sup> grade students in the 2019-20 school year. One class will be added each year until the charter is fully enrolled as a TK/K- 6<sup>th</sup> school with 420 students in 2024-2025.

The attendance rate is assumed to be 96% for students in TK/K-3<sup>rd</sup> and 95% for students in 4<sup>th</sup>-6<sup>th</sup>. Enrollment by grade is shown below.

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK/K	60	60	60	60	60
1 <sup>st</sup>	60	60	60	60	60
2 <sup>nd</sup>		60	60	60	60
3 <sup>rd</sup>			60	60	60
4 <sup>th</sup>				60	60
5 <sup>th</sup>					60
<b>Total Enrollment</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>

Hayward Collegiate is confident in its ability to reach the enrollment projections in the first year and will continue to add the projected number of students each year. The school will use parent advocates to market the school within the community before opening, and once open, will use current parents and families and word of mouth to drive ongoing interest. The school expects to have a waitlist that will be used to backfill any students that leave in subsequent years, thus maintaining each class at 60 students.

### Demographics

Hayward Collegiate is projecting the following based on Ed-Data 2016-17 demographics from Hayward Unified:

- 29.8% English Language Learner
- 68.4% Free & Reduced Lunch qualifying
- 78.6% Unduplicated Percentage

## Accounting

Like most charter schools, Hayward Collegiate will use accrual-based accounting. This means that the school will recognize revenues when they are earned, not when they are received. Two examples of how this can play out: first, final State Aid and In Lieu of Property Tax payments for a school's general purpose entitlement are typically paid out in July. In the budget, this revenue is recognized in the current fiscal year, when it is earned, not in the year that it is received. On the cash flow, the cash impact is reflected when the cash is received in July. Second, charter schools are allocated funding such as lottery based on current year ADA (in the case of lottery funding, P-Annual ADA), but do not receive those funds until the following year (lottery funds are typically delayed by two fiscal quarters). Even though Hayward Collegiate will not receive cash proceeds from lottery funding until year 2, the funds are still earned in year 1.

## Revenues

Hayward Collegiate is using the Local Control Funding Formula to calculate its general purpose entitlements. Based on the Governor's January 2018 budget proposal, the LCFF implementation, which was originally scheduled to end in FY21, is expected to be complete in FY19. Because of this, Hayward Collegiate will be funded in its first year according to its own target funding calculation (unlike new charter schools in the past, who were funded at a transitional level based on their own target, but their District's floor rate).

The calculated LCFF rate for Hayward Collegiate's first year is projected to be \$9,648, if the LCFF transition is complete by FY19. A table of assumed LCFF rates are included below. COLA assumptions are aligned with the assumptions of the Fiscal Crisis and Management Assistance Team (FCMAT) calculator, and calculations have been crossed check with the FCMAT LCFF calculator, version 18.2. Given the above assumptions, the funding rates used for each year are as follows:

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>COLA</b>	2.41%	2.80%	3.17%	3.12%	0.5%
<b>LCFF rates</b>	\$9,648	\$9,914	\$10,228	\$10,378	\$10,414

To estimate the amount of funding that is coming from local In Lieu Property taxes, Hayward Collegiate is using the 2017-18 P-1 projected rate paid to other charter currently located in Hayward Unified, \$2,591. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200/ADA.

Hayward Collegiate plans to offer a school food service program, subsidized by the National School Lunch Program. The current assumptions for revenue are based on recovery of expense – expense assumption is based on all students participating in the program, costing \$3.00 per day. To be conservative, Hayward Collegiate is assuming a 20% overall loss on the food service program due to bad debt (unpaid food expense by families who do not receive full subsidy) or over-ordering (food not claimed by an eligible student). The school will adjust these assumptions once school begins operations and actual program participation is established.

Hayward Collegiate expects to receive Title I funding at a rate of \$360 per FRL student, Title II at \$300 per FRL student and a conservative assumption of \$10,000 for Title IV funding. To be safe, we are not assuming that these rates will increase over the five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including instructional support personnel and technology. Additionally, the required percent of funds will be spent on staff development.

The charter school also has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). This has been budgeted at \$194/ADA in 2019-20, which is based on the 2017-18 School Fiscal Services rates.

At the beginning of year 2, the Charter School is expected to receive \$16/PY ADA in Mandate Block Grant funding.

For the start-up year (FY2018-19), Building Excellent Schools has committed \$100,000 to Hayward Collegiate.

## Expenses

### Staffing and Benefits

Staffing – All salaries grow at 3% per year.

### Certificated & Classified

Position	2019-20	2020-21	2021-22	2022-23	2023-24
Lead Teacher(s)  1100	4 FTE  <i>4 FTE 63K</i>	6 FTE  <i>4 FTE 64K 2 FTE 63K</i>	8 FTE  <i>4 FTE 66K 2 FTE 64K 2 FTE 63K</i>	10 FTE  <i>4 FTE 68K 2 FTE 66K 2 FTE 64K 2 FTE 63K</i>	12 FTE  <i>4 FTE 70K 2 FTE 68K 2 FTE 66K 2 FTE 64K 2 FTE 63K</i>
Enrichment Teacher(s)  1150		1 FTE <i>1 FTE 60K</i>	1 FTE <i>1 FTE 62K</i>	2 FTE <i>1 FTE 64K 1 FTE 60K</i>	2 FTE <i>1 FTE 66K 1 FTE 62K</i>
ESL Teacher  1150		1 FTE <i>1 FTE 60K</i>	1 FTE <i>1 FTE 62K</i>	1 FTE <i>1 FTE 64K</i>	1 FTE <i>1 FTE 66K</i>
Learning Specialist(s)  1150			1 FTE <i>1 FTE 60K</i>	1 FTE <i>1 FTE 62K</i>	2 FTE <i>1 FTE 64K 1 FTE 60K</i>
Student Services Manager / Dean of Student Services 1201 / 1311	1 FTE <i>1 FTE 63K</i>	1 FTE <i>1 FTE 64K</i>	1 FTE Promoted <i>1 FTE 69K</i>	1 FTE <i>1 FTE 71K</i>	1 FTE <i>1 FTE 74K</i>

Dean of School Culture 1311			1 FTE <i>1 FTE 67K</i>	1 FTE <i>1 FTE 69K</i>	1 FTE <i>1 FTE 71K</i>
Director of Curriculum and Instruction 1311			1 FTE <i>1 FTE 67K</i>	1 FTE <i>1 FTE 69K</i>	1 FTE <i>1 FTE 71K</i>
Executive Director 1300	1 FTE <i>1 FTE 65K</i>	1 FTE <i>1 FTE 67K</i>	1 FTE <i>1 FTE 69K</i>	1 FTE <i>1 FTE 71K</i>	1 FTE <i>1 FTE 73K</i>
Paraprofessionals  2100	3 FTE  3 FTE 30K	4 FTE  3 FTE 31K 1 FTE 30K	5 FTE  3 FTE 32K 1 FTE 31K 1 FTE 30K	6 FTE  3 FTE 33K 1 FTE 32K 1 FTE 31K 1 FTE 30K	7 FTE  3 FTE 34K 1 FTE 33K 1 FTE 32K 1 FTE 31K 1 FTE 30K
PE Teacher(s)  2200	0.5 FTE <i>0.5 FTE 15K</i>	0.5 FTE <i>0.5 FTE 15K</i>	1 FTE <i>1 FTE 32K</i>	1 FTE <i>1 FTE 33K</i>	1.5 FTE <i>1 FTE 34K</i> <i>0.5 FTE 15K</i>
Operations Manager / Director of Operations  2400 / 2300	1 FTE <i>1 FTE 55K</i>	1 FTE <i>1 FTE 57K</i>	1 FTE Promoted <i>1 FTE 67K</i>	1 FTE <i>1 FTE 69K</i>	1 FTE <i>1 FTE 71K</i>
Office Manager / Operations Fellow  2400	1 FTE <i>1 FTE 50K</i>	1 FTE <i>1 FTE 52K</i>	Volunteer	Volunteer	Volunteer

The Charter School assumes 5 days of PTO per lead teacher for a total of \$3,000 in substitute costs in year 1.

### Benefits

It is assumed that all certificated employees will participate in a 403B Plan, with 9.07% (half of the projected 18.13% STRS rate) employer contribution and pay into social security.

Hayward Collegiate will offer health insurance to all full-time employees. Health insurance will be capped at \$6,000 for each employee participating. This amount would include health, dental and vision.

Hayward Collegiate has also included employer contributions for Medicare, State Unemployment Insurance and Worker's Compensation.

### Books and Supplies

It will cost Hayward Collegiate \$5,000 to supply each classroom with core curricula, this results in spending \$20,000 in year 1. On a per student basis, Hayward Collegiate has budgeted \$115 to cover the costs of various educational software and resources; such as, assessments, math manipulatives and other classroom supplies (pens, pencils, paper, building blocks, etc).

Hayward Collegiate will spend \$3,500 on office furniture in year 1 and base other supplies off \$25 per student. In addition, \$1,000 for each staff computer is included. Conservatively, the Charter School has budgeted \$20,200 for classroom furniture and equipment. For example, these expenses may include U-shaped desks, chairs, classroom projectors, etc.

In year 1, Hayward Collegiate will spend \$9,500 per classroom on iPads and two iPad carts. In the first 4 years it will be 1 iPad for every 2 students. Starting in year 5, it will be 1 iPad per every 5<sup>th</sup> grade student.

The Charter School will provide a lunch service. As mentioned above, it is assumed that lunch will cost \$3 per student.

### **Services and Operating Expenses**

As much as possible the rationale for the expenses is indicated in the notes column in the budget detail. Most expenses grow at 3% per year to account for inflation, while also increasing relative to the additional number of students and staff as the school grows.

Hayward Collegiate is planning to utilize a Prop 39 facility. We have budgeted \$120,000 for the first year and facilities costs increase as enrollment grows. The facilities cost reaches \$405,183 in year 5.

The Charter School is separately budgeting for utilities, security, janitorial and repairs and maintenance. This is estimated at \$2,280 per month, increasing proportionally with rent each year. Hayward Collegiate will contract with a back office provider for support with budget development, financial management, accounting, payroll, accounts payable, attendance and board support. Fees are estimated based on a sliding scale percentage of revenue and are projected at \$59,896 in year one and gradually increasing as the school continues to grow. Hayward Collegiate has separately budgeted for its annual non-profit audit and tax filings at \$9,000 annually.

The school has budgeted \$2,000 per teacher for professional development. Marketing and student recruitment is estimated at \$2,000 annually, and \$10,000 is set aside annually for any legal fees or retainers. Hayward Collegiate will spend \$2,400 on field trips for students to tour college campuses.

For technology support and services, \$2,000 has been budgeted. Copier and printing costs are based off a monthly rental rate of \$550.

The Charter School is budgeting \$100 per student for insurance. For a student information system, the Charter School will use PowerSchool and pay a one-time startup fee of \$1,000 plus a monthly student rate of \$50.



The Charter School has included the required 1% oversight payment to its charter authorizer. The school is interested in collaborating with the District on special education services, the estimated administration fee is \$550 per ADA.

Special Education w/ District	Year 1	Year 2	Year 3	Year 4	Year 5
Administration Fee of \$550 per ADA	\$63,360	\$97,891	\$134,437	\$172,727	\$213,194

If Hayward Collegiate does not contract special education services with the District, the school will apply and become an independent Local Education Agency (LEA) member in a SELPA. Thus, Hayward Collegiate will provide its students with special education services directly and receive state-based special education funding in year 1 and both state and federal special education funding in year 2 and beyond. Funding is budgeted at a rate of \$514 per ADA and \$125 per ADA respectively (rates projected by the El Dorado Charter SELPA, as a benchmark). To account for potential costs of being an independent LEA for special education, the schools is also projecting in year 1 a 6% administrative fee and a \$5/ADA set-aside fee (based on the fee structure of the El Dorado County Charter SELPA) to be taken from these amounts prior to disbursement of funds to Hayward Collegiate set-aside fee is only taken in year 1, and the administrative fee is reduced to 5% in years 2 and 3, and 4% in year 4 and beyond.

Special Education revenue and expenses assuming El Dorado SELPA	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Funding	\$-	\$15,000	\$22,500	\$30,000	\$37,500
State Funding	\$59,213	\$88,819	\$118,426	\$147,724	\$177,022
Expenses*	\$122,573	\$189,375	\$260,075	\$334,847	\$413,871

\*Expenses may include materials & supplies, legal fees, administrative fees, special education contractors (such as speech therapist, occupational therapist, psychology, behavioral specialist)

High-level budget overview assuming El Dorado SELPA	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	\$1,308,974	\$2,023,712	\$2,773,263	\$3,506,737	\$4,186,368
Expenses	\$1,304,281	\$1,906,616	\$2,652,805	\$3,271,643	\$4,010,510
<b>Operating Income</b>	<b>\$4,694</b>	<b>\$117,096</b>	<b>\$120,458</b>	<b>\$235,094</b>	<b>\$175,858</b>
<i>Fund Balance</i>	<i>\$63,666</i>	<i>\$180,762</i>	<i>\$301,220</i>	<i>\$536,314</i>	<i>\$712,172</i>

Based on benchmarking data, the budget includes \$1,250 for dues and memberships (including CCSA), \$75 per FTE for fingerprinting, \$200 per FTE in payroll fees, \$125 per student for communications (phone and internet), and \$550 in postage and delivery.

### Cash Flow

The cash flow projection assumes that Property Tax payments are paid each month by the district, aside from the first two payments which would come in September 2019 and December 2020 through the special advance apportionment. Education Protection Account payments are disbursed quarterly.

Once authorized, Hayward Collegiate will apply for the California School Finance Authority Charter School Revolving Loan Fund. The Charter School has forecasted receipt of \$250,000 in principal in July 2019, and assumes a three-year payback period. Repayments of this principal consist of \$83.4K per year, in six equal portions in September through March, skipping February. The Charter School has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms.

Should the CSFA loan not be available, the school will seek short term financing from selling its LCFF receivables (based upon PENSEC and 20-Day ADA data) to financing partners such as Charter Asset Management or Charter School Capital.

Expenses have been allocated based on the experience of similar charter schools. Spending for books and supplies is heavier in July and August as the school purchases curriculum, technology and furniture.

**Hayward Collegiate**  
**Multi-year Projection**

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	1,111,400	1,713,219	2,356,589	2,982,585	3,552,949	
Federal Revenue	-	112,773	166,267	221,359	278,066	336,459	
Other State Revenues	-	22,349	35,401	47,514	59,511	71,498	
Local Revenues	-	3,240	5,006	6,875	8,851	10,940	
Fundraising and Grants	100,000	-	-	-	-	-	
<b>Total Revenue</b>	<b>100,000</b>	<b>1,249,762</b>	<b>1,919,893</b>	<b>2,632,337</b>	<b>3,329,014</b>	<b>3,971,846</b>	
<b>Expenses</b>							
Compensation and Benefits	26,708	734,230	1,107,745	1,562,020	1,876,597	2,231,709	
Books and Supplies	5,000	156,200	167,564	221,938	294,827	379,935	
Services and Other Operating Expenditures	9,320	354,638	538,843	742,869	937,960	1,143,828	
Depreciation	-	-	-	-	-	-	
Other Outflows	-	-	981	340	139	143	
<b>Total Expenses</b>	<b>41,028</b>	<b>1,245,068</b>	<b>1,815,132</b>	<b>2,527,167</b>	<b>3,109,523</b>	<b>3,755,614</b>	
<b>Operating Income</b>	<b>58,972</b>	<b>4,694</b>	<b>104,761</b>	<b>105,170</b>	<b>219,490</b>	<b>216,232</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	-	58,972	63,666	168,426	273,597	493,087	
Audit Adjustment	-	-	-	-	-	-	
Beginning Balance (Audited)	-	58,972	63,666	168,426	273,597	493,087	
Operating Income	58,972	4,694	104,761	105,170	219,490	216,232	
<b>Ending Fund Balance</b>	<b>58,972</b>	<b>63,666</b>	<b>168,426</b>	<b>273,597</b>	<b>493,087</b>	<b>709,320</b>	
Ending Fund Balance % of Expenses		5.1%	9.3%	10.8%	15.9%	18.9%	
<b>Key Assumptions</b>							
<b>Enrollment Summary</b>							
K-3		120	180	240	240	240	
4-6		-	-	-	60	120	
<b>Total Enrolled</b>		<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	
<b>ADA %</b>							
K-3		96.0%	96.0%	96.0%	96.0%	96.0%	
4-6					95.0%	95.0%	
<b>Average ADA %</b>		<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>95.8%</b>	<b>95.7%</b>	
<b>ADA</b>							
K-3		115.2	172.8	230.4	230.4	230.4	
4-6		-	-	-	57.0	114.0	
<b>Total ADA</b>		<b>115.2</b>	<b>172.8</b>	<b>230.4</b>	<b>287.4</b>	<b>344.4</b>	
<b>Demographic Information</b>							
CALPADS Enrollment (for unduplicated % calc)		120	180	240	300	360	
# Unduplicated (CALPADS)		94	141	188	235	282	
# Free & Reduced Lunch (CALPADS)		82	123	164	205	246	
# ELL (CALPADS)		36	54	72	90	108	
New Students		120	60	60	60	60	
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011 Charter Schools General Purpose Entitlement - State Aid	-	789,906	1,230,977	1,713,600	2,180,523	2,591,815	
8012 Education Protection Account Entitlement	-	23,040	34,560	46,080	57,480	68,880	
8096 Charter Schools in Lieu of Property Taxes	-	298,454	447,682	596,909	744,582	892,254	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>-</b>	<b>1,111,400</b>	<b>1,713,219</b>	<b>2,356,589</b>	<b>2,982,585</b>	<b>3,552,949</b>	Per LCFF FCMAT calculator v18-2d

Per LCFF FCMAT calculator v18-2d

**Hayward Collegiate**  
Multi-year Projection

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
8220 Child Nutrition Programs	-	48,600	75,087	103,119	132,766	164,099	Assumes 75% of food expenses
8291 Title I	-	29,549	44,280	59,040	73,800	88,560	CY FRL * \$360 rate
8292 Title II	-	24,624	36,900	49,200	61,500	73,800	CY FRL * \$300 rate
8294 Title IV	-	10,000	10,000	10,000	10,000	10,000	Assumes minimum allocation
<b>SUBTOTAL - Federal Revenue</b>	-	<b>112,773</b>	<b>166,267</b>	<b>221,359</b>	<b>278,066</b>	<b>336,459</b>	
<b>Other State Revenue</b>							
8550 Mandated Cost Reimbursements	-	-	1,878	2,817	3,756	4,685	Starts in FY20-21; PY ADA * \$16 rate
8560 State Lottery Revenue	-	22,349	33,523	44,698	55,756	66,814	CY ADA * \$194 rate (\$146 unrestricted + \$48 restricted)
<b>SUBTOTAL - Other State Revenue</b>	-	<b>22,349</b>	<b>35,401</b>	<b>47,514</b>	<b>59,511</b>	<b>71,498</b>	
<b>Local Revenue</b>							
8634 Food Service Sales	-	3,240	5,006	6,875	8,851	10,940	Assumes 5% of food expenses
<b>SUBTOTAL - Local Revenue</b>	-	<b>3,240</b>	<b>5,006</b>	<b>6,875</b>	<b>8,851</b>	<b>10,940</b>	
<b>Fundraising and Grants</b>							
8811 BES Commitment	100,000	-	-	-	-	-	BES Commitment
<b>SUBTOTAL - Fundraising and Grants</b>	<b>100,000</b>	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>100,000</b>	<b>1,249,762</b>	<b>1,919,893</b>	<b>2,632,337</b>	<b>3,329,014</b>	<b>3,971,846</b>	
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100 Lead Teacher Salaries	-	250,000	382,500	518,975	659,544	804,331	See "Staffing and Benefits" section in budget narrative
1150 Enrichment / ESL / Learning Specialist	-	-	120,000	183,600	249,108	316,581	See "Staffing and Benefits" section in budget narrative
1201 Student Services Manager	4,583	62,500	64,375	-	-	-	See "Staffing and Benefits" section in budget narrative
1300 Executive Director	10,833	65,000	66,950	68,959	71,027	73,158	See "Staffing and Benefits" section in budget narrative
1311 Dean of Student Services / Dean of Student Culture / Director of	-	-	-	203,375	209,476	215,761	See "Staffing and Benefits" section in budget narrative
<b>SUBTOTAL - Certificated Salaries</b>	<b>15,417</b>	<b>377,500</b>	<b>633,825</b>	<b>974,909</b>	<b>1,189,156</b>	<b>1,409,830</b>	
<b>Classified Salaries</b>							
2100 Paraprofessionals	-	90,000	122,700	156,381	191,072	226,805	See "Staffing and Benefits" section in budget narrative
2200 PE	-	15,000	15,450	31,827	32,782	48,765	See "Staffing and Benefits" section in budget narrative
2300 Director of Operations	-	-	-	66,650	68,650	70,709	See "Staffing and Benefits" section in budget narrative
2400 Office & Operations Manager	4,583	105,000	108,150	-	-	-	See "Staffing and Benefits" section in budget narrative
<b>SUBTOTAL - Classified Salaries</b>	<b>4,583</b>	<b>210,000</b>	<b>246,300</b>	<b>254,858</b>	<b>292,504</b>	<b>346,279</b>	
<b>Employee Benefits</b>							
3300 OASDI-Medicare-Alternative	1,530	44,944	67,330	94,077	113,347	134,342	Based off State rates
3400 Health & Welfare Benefits	2,333	42,000	66,000	102,000	114,000	138,000	Assumes \$6K maximum per eligible person
3500 Unemployment Insurance	550	588	833	1,078	1,274	1,519	Based off State rates
3600 Workers Comp Insurance	480	14,100	21,123	29,514	35,560	42,147	Assumes 2.4%
3900 Other Employee Benefits	1,815	45,098	72,334	105,584	130,757	159,591	Assumes 403b plan; half of STRS rates
<b>SUBTOTAL - Employee Benefits</b>	<b>6,708</b>	<b>146,730</b>	<b>227,620</b>	<b>332,253</b>	<b>394,938</b>	<b>475,599</b>	
<b>Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	-	20,000	10,300	10,609	10,927	11,255	Per classroom rate of \$5K
4300 Materials & Supplies	1,000	12,000	15,450	20,688	40,500	49,440	Assessments, math manipulatives, other materials
4320 Educational Software	-	1,800	2,781	3,819	4,917	6,078	CY enrollment * \$15 rate
4330 Office Supplies	3,000	4,500	4,635	6,365	16,500	18,540	One time furniture costs in FY19-20 & FY 22-23, other office materials
4410 Classroom Furniture, Equipment & Supplies	1,000	20,200	19,261	24,613	30,269	36,241	Basic classroom furniture (desks, chairs, projector & screen)
4420 Computers (individual items less than \$5k)	-	32,900	15,021	18,352	14,692	39,582	Includes lpads, classroom lpad carts, lpad covers, teacher computers
4710 Student Food Services	-	64,800	100,116	137,493	177,022	218,799	CY enrollment * \$3 for lunch for 180 school days
<b>SUBTOTAL - Books and Supplies</b>	<b>5,000</b>	<b>156,200</b>	<b>167,564</b>	<b>221,938</b>	<b>294,827</b>	<b>379,935</b>	
<b>Services &amp; Other Operating Expenses</b>							
5305 Dues & Membership - Professional	-	1,250	1,288	1,326	1,366	1,407	Flat rate of \$1.3K; i.e. CCSA membership
5400 Insurance	3,000	12,000	18,540	25,462	32,782	40,518	CY enrollment * \$100 rate; i.e. CharterSAFE
5515 Janitorial, Gardening Services & Supplies	-	10,000	15,450	21,218	27,318	33,765	CY enrollment * \$83 rate; includes monthly service rate plus supplies

**Hayward Collegiate**  
**Multi-year Projection**

		Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
5520	Security	-	960	989	3,518	1,049	1,080	Monthly rate of \$80; purchasing front door camera in FY21-22
5535	Utilities - All Utilities	-	12,000	18,540	25,462	32,782	40,518	CY enrollment * \$100 rate; assumes electricity, water, gas
5605	Equipment Leases	-	6,600	6,798	7,002	7,212	7,428	Monthly rate of \$550 for copier rental
5611	Prop 39 Related Costs	-	120,000	185,400	254,616	327,818	405,183	CY enrollment * \$1K rate
5615	Repairs and Maintenance - Building	-	8,000	8,240	8,487	8,742	9,004	Flat rate of \$8K
5803	Accounting Fees	-	9,000	9,270	9,548	9,835	10,130	Flat rate of \$9K
5812	Business Services	-	59,896	101,189	151,341	191,244	227,808	5% of LCFF
5824	District Oversight Fees	-	11,114	17,646	25,001	32,592	39,989	1% of LCFF
5830	Field Trips Expenses	-	2,400	3,708	5,092	6,556	8,104	CY enrollment * \$20 rate
5836	Fingerprinting	-	338	657	955	1,229	1,604	Teacher FTE * \$75
5845	Legal Fees	3,000	10,000	10,300	10,609	10,927	11,255	Flat rate of \$10K
5851	Marketing and Student Recruiting	2,000	2,000	2,060	2,122	2,185	2,251	Flat rate of \$2K; i.e. EDJOIN, flyers
5857	Payroll Fees	100	2,300	3,399	4,668	5,682	6,978	Teacher FTE * \$200 rate
5863	Professional Development	-	9,000	17,510	25,462	32,782	42,769	Teacher FTE * \$2K
5872	Special Education Encroachment	-	63,360	97,891	134,437	172,727	213,194	CY ADA * \$550 rate
5881	Student Information System	-	7,000	9,270	12,731	16,391	20,259	Assumes PowerSchool set-up fee & monthly expenses
5884	Substitutes	-	3,000	5,837	8,487	10,927	14,256	Flat rate of \$3K; assumes 5 days of PTO per lead teacher @ \$150 a day for substitute
5887	Technology Services	-	2,000	2,060	2,122	2,185	2,251	Flat rate of \$2K; includes technology support & services
5910	Communications - Internet / Website Fees	1,120	720	742	764	787	810	Assumes Comcast set-up fee plus monthly expenses
5915	Postage and Delivery	-	1,100	1,442	1,804	2,185	2,589	Assumes postage meter rental plus monthly postage expenses
5920	Communications - Telephone & Fax	100	600	618	637	656	675	Monthly rate of \$50 (\$25 telephone + \$25 fax)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>			<b>9,320</b>	<b>354,638</b>	<b>538,843</b>	<b>742,869</b>	<b>937,960</b>	<b>1,143,828</b>
<b>Depreciation Expense</b>								
<b>SUBTOTAL - Depreciation Expense</b>			-	-	-	-	-	-
<b>Other Outflows</b>								
7438	Long term debt - Interest	-	-	981	340	139	143	CDE Revolving Loan interest
<b>SUBTOTAL - Other Outflows</b>			-	-	<b>981</b>	<b>340</b>	<b>139</b>	<b>143</b>
<b>TOTAL EXPENSES</b>			<b>41,028</b>	<b>1,245,068</b>	<b>1,815,132</b>	<b>2,527,167</b>	<b>3,109,523</b>	<b>3,755,614</b>

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2019-20													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	58,972	236,908	151,808	25,249	302,407	202,861	103,315	202,758	100,741	119,070	122,861	120,893		
REVENUE														
LCFF Entitlement	-	-	-	381,592	-	-	201,665	-	124,813	103,712	97,952	97,952	1,111,400	103,712
Federal Revenue	-	-	-	-	4,860	4,860	4,860	4,860	4,860	4,860	4,860	4,860	112,773	73,893
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	22,349	22,349
Other Local Revenue	-	-	324	324	324	324	324	324	324	324	324	324	3,240	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	324	381,916	5,184	5,184	206,849	5,184	129,997	108,896	103,136	103,136	1,249,762	199,954
EXPENSES														
Certificated Salaries	10,625	10,625	35,625	35,625	35,625	35,625	35,625	35,625	35,625	35,625	35,625	35,625	377,500	-
Classified Salaries	8,750	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	210,000	-
Employee Benefits	9,953	8,975	13,330	13,153	13,124	13,124	13,359	13,153	13,153	11,802	11,802	11,802	146,730	-
Books & Supplies	21,693	21,693	28,353	9,384	9,384	9,384	9,384	9,384	9,384	9,384	9,384	9,384	156,200	-
Services & Other Operating Expenses	21,043	25,511	31,280	28,301	28,301	28,301	30,742	30,742	35,211	29,998	29,998	29,998	354,638	5,213
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	72,064	85,100	126,883	104,759	104,730	104,730	107,406	107,201	111,669	105,105	105,105	105,105	1,245,068	5,213
Operating Cash Inflow (Outflow)	(72,064)	(85,100)	(126,559)	277,157	(99,546)	(99,546)	99,442	(102,017)	18,328	3,792	(1,968)	(1,968)	4,694	194,741
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	250,000	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	236,908	151,808	25,249	302,407	202,861	103,315	202,758	100,741	119,070	122,861	120,893	118,925		

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2020-21													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	118,925	124,847	131,382	82,379	215,107	172,645	105,510	144,623	115,661	116,295	121,547	140,780		
REVENUE														
LCFF Entitlement	-	58,940	76,847	305,166	97,735	97,735	208,411	97,735	176,598	157,153	142,753	142,753	1,713,219	151,393
Federal Revenue	-	-	-	-	30,304	7,509	7,509	30,304	7,509	7,509	30,304	7,509	166,267	37,812
Other State Revenue	-	-	-	-	1,878	-	-	5,587	-	-	5,587	-	35,401	22,349
Other Local Revenue	-	-	501	501	501	501	501	501	501	501	501	501	5,006	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	58,940	77,348	305,667	130,417	105,744	216,420	134,126	184,608	165,162	179,144	150,762	1,919,893	211,554
EXPENSES														
Certificated Salaries	10,944	10,944	61,194	61,194	61,194	61,194	61,194	61,194	61,194	61,194	61,194	61,194	633,825	-
Classified Salaries	9,013	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	246,300	(0)
Employee Benefits	13,826	12,088	20,981	20,731	20,690	20,690	21,023	20,731	20,731	18,709	18,709	18,709	227,620	-
Books & Supplies	14,412	14,412	24,702	12,671	12,671	12,671	12,671	12,671	12,671	12,671	12,671	12,671	167,564	-
Services & Other Operating Expenses	31,454	38,387	47,448	42,826	42,826	42,826	46,920	46,920	53,853	45,765	45,765	45,765	538,843	8,088
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	739	57	40	39	40	-	66	-	-	-	981	-
TOTAL EXPENSES	79,649	97,402	176,635	159,051	158,992	158,991	163,419	163,088	170,086	159,911	159,911	159,911	1,815,132	8,088
Operating Cash Inflow (Outflow)	(79,649)	(38,462)	(99,287)	146,616	(28,575)	(53,247)	53,001	(28,961)	14,522	5,252	19,234	(9,148)	104,761	203,466
Revenues - Prior Year Accruals	90,006	45,775	64,173	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(4,435)	(778)	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(13,888)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-	
Ending Cash	124,847	131,382	82,379	215,107	172,645	105,510	144,623	115,661	116,295	121,547	140,780	131,632		

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2021-22														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	131,632	161,001	188,023	86,153	233,786	206,892	71,949	120,522	104,378	116,161	128,840	162,181			
REVENUE															
LCFF Entitlement	-	91,121	117,982	368,760	151,483	151,483	268,428	151,483	240,843	213,832	196,552	196,552	2,356,589	208,072	
Federal Revenue	-	-	-	-	39,872	10,312	10,312	39,872	10,312	10,312	39,872	10,312	221,359	50,184	
Other State Revenue	-	-	-	-	2,817	-	-	8,381	-	-	8,381	-	47,514	27,936	
Other Local Revenue	-	-	687	687	687	687	687	687	687	687	687	687	6,875	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	91,121	118,669	369,447	194,859	162,482	279,427	200,423	251,843	224,831	245,492	207,551	2,632,337	286,192	
EXPENSES															
Certificated Salaries	22,694	22,694	92,952	92,952	92,952	92,952	92,952	92,952	92,952	92,952	92,952	92,952	974,909	-	
Classified Salaries	5,554	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	254,858	0	
Employee Benefits	20,537	17,885	30,494	30,170	30,116	30,116	30,547	30,170	30,170	27,349	27,349	27,349	332,253	-	
Books & Supplies	17,708	17,708	31,839	17,187	17,187	17,187	17,187	17,187	17,187	17,187	17,187	17,187	221,938	-	
Services & Other Operating Expenses	29,196	38,762	51,299	44,921	44,921	120,592	53,594	53,594	63,160	52,000	52,000	127,670	742,869	11,161	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	199	32	24	26	21	-	38	-	-	-	340	-	
TOTAL EXPENSES	95,689	119,713	229,446	207,926	207,865	283,537	216,966	216,567	226,172	212,152	212,152	287,822	2,527,167	11,161	
Operating Cash Inflow (Outflow)	(95,689)	(28,592)	(110,777)	161,521	(13,006)	(121,055)	62,461	(16,145)	25,671	12,679	33,340	(80,271)	105,170	275,031	
Revenues - Prior Year Accruals	131,910	56,849	22,795	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(6,852)	(1,235)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	(13,888)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-		
Ending Cash	161,001	188,023	86,153	233,786	206,892	71,949	120,522	104,378	116,161	128,840	162,181	81,910			



**Hayward Collegiate**  
**Monthly Cash Forecast**

	2022-23													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	81,910	142,969	197,552	90,085	248,957	237,775	90,893	150,322	150,149	173,886	194,878	243,299		
REVENUE														
LCFF Entitlement	-	123,218	159,032	428,556	205,078	205,078	326,519	205,078	302,700	268,292	248,222	248,222	2,982,585	262,592
Federal Revenue	-	-	-	-	49,602	13,277	13,277	49,602	13,277	13,277	49,602	13,277	278,066	62,878
Other State Revenue	-	-	-	-	3,756	-	-	11,174	-	-	11,174	-	59,511	33,407
Other Local Revenue	-	-	885	885	885	885	885	885	885	885	885	885	8,851	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	123,218	159,917	429,441	259,320	219,240	340,680	266,739	316,862	282,453	309,883	262,383	3,329,014	358,877
EXPENSES														
Certificated Salaries	23,375	23,375	114,241	114,241	114,241	114,241	114,241	114,241	114,241	114,241	114,241	114,241	1,189,156	-
Classified Salaries	5,721	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	292,504	-
Employee Benefits	23,249	19,964	36,504	36,122	36,058	36,058	36,568	36,122	36,122	32,724	32,724	32,724	394,938	-
Books & Supplies	22,678	22,678	40,872	23,178	23,178	23,178	23,178	23,178	23,178	23,178	23,178	23,178	294,827	-
Services & Other Operating Expenses	36,807	49,126	65,270	57,057	57,057	152,679	67,302	67,302	79,621	65,248	65,248	160,870	937,960	14,372
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	99	12	10	8	5	-	5	-	-	-	139	-
TOTAL EXPENSES	111,830	141,216	283,057	256,680	256,614	352,234	267,363	266,912	279,236	261,462	261,462	357,084	3,109,523	14,372
Operating Cash Inflow (Outflow)	(111,830)	(17,998)	(123,140)	172,761	2,706	(132,994)	73,317	(173)	37,625	20,992	48,421	(94,700)	219,490	344,504
Revenues - Prior Year Accruals	182,300	74,331	29,560	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(9,411)	(1,750)	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	(13,888)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-	
Ending Cash	142,969	197,552	90,085	248,957	237,775	90,893	150,322	150,149	173,886	194,878	243,299	148,599		

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2023-24														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	148,599	232,937	304,161	192,817	363,243	372,966	221,011	293,701	300,326	340,917	361,364	415,919			
REVENUE															
LCFF Entitlement	-	152,818	197,493	479,186	254,224	254,224	377,850	254,224	360,411	318,515	295,595	295,595	3,552,949	312,815	
Federal Revenue	-	-	-	-	59,500	16,410	16,410	59,500	16,410	16,410	59,500	16,410	336,459	75,910	
Other State Revenue	-	-	-	-	4,685	-	-	13,939	-	-	13,939	-	71,498	38,936	
Other Local Revenue	-	-	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	10,940	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	152,818	198,587	480,280	319,502	271,727	395,354	328,756	377,915	336,019	370,128	313,099	3,971,846	427,661	
EXPENSES															
Certificated Salaries	24,077	24,077	136,168	136,168	136,168	136,168	136,168	136,168	136,168	136,168	136,168	136,168	1,409,830	-	
Classified Salaries	5,892	30,944	30,944	30,944	30,944	30,944	30,944	30,944	30,944	30,944	30,944	30,944	346,279	-	
Employee Benefits	27,130	23,363	44,091	43,635	43,559	43,559	44,167	43,635	43,635	39,608	39,608	39,608	475,599	-	
Books & Supplies	32,285	32,285	54,772	28,955	28,955	28,955	28,955	28,955	28,955	28,955	28,955	28,955	379,935	-	
Services & Other Operating Expenses	45,096	60,287	80,280	70,153	70,153	184,057	82,430	82,430	97,621	79,898	79,898	193,802	1,143,828	17,723	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	143	143	
TOTAL EXPENSES	134,480	170,955	346,255	309,855	309,779	423,683	322,664	322,132	337,323	315,573	315,573	429,477	3,755,614	17,866	
Operating Cash Inflow (Outflow)	(134,480)	(18,138)	(147,669)	170,426	9,723	(151,955)	72,690	6,624	40,592	20,446	54,555	(116,378)	216,232	409,795	
Revenues - Prior Year Accruals	230,908	91,643	36,325	-	-	-	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	(12,091)	(2,281)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	232,937	304,161	192,817	363,243	372,966	221,011	293,701	300,326	340,917	361,364	415,919	299,541			



**Appendix 7. 2019 – 2020 Draft Calendar**

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# HAYWARD COLLEGIATE

## Hayward Collegiate 2019-2020 Academic Calendar

July 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			
Instructional Days: 0						

August 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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
Instructional Days: 15						

### Key:

Professional Development

Vacation / Holiday

STEP Assessment Window Begins

Data Day

Math Interim Assessments

NWEA-Map Assessment

Collegiate Coffee

Report Card Pick Up

End of Trimester

September 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						7
1	2	3	4	5	6	
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Instructional Days: 19						

October 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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	
Instructional Days: 23						

November 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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
Instructional Days: 17						

December 2019						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			
Instructional Days: 14						

January 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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	
Instructional Days: 19						

February 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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
Instructional Days: 17						

March 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				
Instructional Days: 20						

April 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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		
Instructional Days: 18						

May 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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						
Instructional Days: 19						

June 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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				
Instructional Days: 10						

### Important Dates

	Start Date	End Date
Staff Summer PD	7/17/2019	8/9/2019
Family Orientation Night	8/7/2019	
First Day of School	8/12/2019	
STEP Diagnostic Window	8/19/2019	8/30/2019
Math IA Diagnostic	8/28/2019	
Labor Day	9/2/2019	
Data Day #1	9/3/2019	
Full Day Professional Development	9/3/2019	
Collegiate Coffee	9/4/2019	
NWEA Fall Assessment (Reading&Math)	9/5/2019	9/6/2019
Step Window #1	9/30/2019	10/11/2019
Collegiate Coffee	10/2/2019	
Math IA #1	10/8/2019	
Collegiate Coffee	11/6/2019	
End of Trimester	11/8/2018	
Veterans Day	11/11/2019	
Report Card Pick Up	11/14/2019	11/15/2019
STEP Window #2	11/25/2019	12/6/2019
Thanksgiving Break	11/27/2019	11/29/2019
Collegiate Coffee	12/4/2019	
Math IA #2	12/9/2019	
Data Day #2	12/16/2019	
Winter Break	12/23/2019	1/3/2020
Collegiate Coffee	1/8/2020	
NWEA Winter Assessment (Reading&Math)	1/16/2020	1/17/2020
Martin Luther King Day	1/20/2019	
Collegiate Coffee	2/5/2020	
STEP Window #3	2/10/2019	2/21/2019
Lincoln's Birthday Observed	2/12/2020	
President's Day	2/17/2020	
Math IA #3	2/21/2020	
Data Day #3	2/28/2019	
Collegiate Coffee	3/4/2020	
Report Card Pick Up	3/12/2020	3/13/2020
Spring Break	3/30/2020	4/3/2020
Cesar Chavez Day	3/31/2020	
Data Day #4	4/6/2020	
STEP Window #4	4/7/2020	4/17/2020
Collegiate Coffee	4/8/2020	
Math IA #4	4/16/2020	
Data Day #5	5/1/2020	
Collegiate Coffee	5/6/2020	
Memorial Day	5/25/2020	
Collegiate Coffee	6/3/2020	
NWEA MAP Spring Assessment (Reading&Math)	6/4/2020	6/5/2020
STEP Window #5	6/8/2020	6/12/2020
End of Trimester	6/9/2020	
Math IA #5	6/10/2020	
Report Card Pick Up	6/11/2020	6/12/2020
Last Day of School	6/12/2020	
Data Day #6	6/15/2020	
All Staff End of Year Professional Development	6/16/2020	6/17/2020

Professional Development Days	26
Data Days	6
Abbreviated PD Days	38



## Appendix 8. Technology Platforms Chart

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## Technology Platform Chart

Instructional Program	Description	Subject					TK-2	3-6
		English	Math	Science	History/ S.S.	EL Support		
<b>Accelerated Reader</b>	Monitor reading practice and progress to guide each student's individual reading levels	X				X	X	X
<b>Lexia</b>	Adaptive, self-paced reading comprehension program	X				X	X	X
<b>Read Naturally</b>	Supplemental reading program that improves fluency, accuracy, and reading comprehension.	X				X	X	X
<b>Reading A to Z</b>	Online curriculum resource center	X			X	X	X	
<b>NewsELA</b>	Differentiated non-fiction news articles with comprehension quizzes and discussion questions	X			X	X	X	X
<b>Reading Plus</b>	Personalized reading program to increase reading proficiency.	X				X		X
<b>Fastt Math</b>	Program that helps accelerate		X	X			X	

	proficiency of math facts							
<b>ST Math</b>	Program that builds conceptual understanding of mathematical concepts		X	X			X	X
<b>IXL</b>	A Math program that offers personalized practice recommendations for each student, based on what the student has been practicing.		X	X				X
<b>Code Academy</b>	Coding program						X	X
<b>Code.org</b>	Introduction to coding program						X	X



## Appendix 9. Founding Team Resumes

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# MICHAEL COBB

6050 Castlebrook Drive • Castro Valley, CA • (510) 774-1828 • mikec2775@aol.com

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## EDUCATION

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**Bachelor of Arts, Management** - St. Mary's College – Moraga, CA

**2001**

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## PROFESSIONAL EXPERIENCE

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### EXECUTIVE DIRECTOR OF FOUNDATION

**August 2012 to present**

ST. ROSE HOSPITAL - Hayward, California

Successfully executed planning and administering the comprehensive fundraising programs of the Foundation as directed by the Foundation Board of Directors. Provides management to the Foundation office operations and staff, provides oversight and coordination of all special events and fundraising activities sponsored by the Foundation, which includes preparing requests for grants, solicitations and all fundraising correspondence. Prepares the annual strategic plan and budget. Responsible for all marketing and public relation aspects for the hospital, which includes community outreach opportunities and programs within the Hospital and City.

#### ***Selected Contributions:***

- ☐ Completed the 29<sup>th</sup> Annual St. Rose Hospital Foundation Spectacular in October 2017.
- ☐ Led community based volunteer teams: The St. Rose Hospital Auxiliary and Faces for the Future and Shine Program.
- ☐ Active member of the Hayward Rotary and Hayward Chamber of Commerce.

### CONSULTANT PRESIDENT

**August 2012 to present**  
**February 2006 to August 2012**

CULTURED MARBLE PRODUCTS – San Leandro, California

Efficiently managed overall sales and marketing of product, including establishing and maintaining primary relationships with developer purchasing agents and other senior managers, generating proposals and managing contract execution of multi-unit projects, and supervision of retail / contractor sales staff. Managed support of daily production / installation operations, including managing select key projects, assisting with installer scheduling, and supervision of project management training and development. Executive oversight of company quality assurance system, including supervision of field quality control personnel, and customer service / warranty department and of operational improvement initiatives, including process standardization, cost reduction, and functional training and development. Responsible for meeting stated operational, financial and performance measures consistent with the budget and strategic business plan.

*... Continued...*

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*Professional Experience Continued***Selected Contributions:**

- ☐ Developed sales and marketing plan increasing contractor sales by 20% over the last 4 years.
- ☐ Successfully completed the process to become a Diamond Certified company.
- ☐ Instituted best practices to reduce inefficiency and waste, thereby increasing profitability on projects by 4%.
- ☐ Facilitated monthly project management meetings to build collaborative, synergistic teams encouraging staff contributions.

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**COACHING EXPERIENCE**

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Assumed head coach position in 2009. Responsible for complete softball program development and execution, including but not limited to: leadership, fundraising, purchasing, field acquisition, marketing, community outreach, weight training programs, practice organization, camps, skill instruction, and game preparation

- ☐ NCS Division III Champions 2009, 2010, 2011 & 2012
- ☐ NCS Division III Runner Up 2012
- ☐ Organized and oversaw community service projects
- ☐ Designed, managed and delivered leadership program for athletes
- ☐ 2017 CIF Northern California Coach of the Year
- ☐ Prep2prep 2016 Coach of the Year
- ☐ Developed a marketing plan for multiple camps
- ☐ Managed budget

# YICHEN I. FENG

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## EDUCATION

### **Darden Graduate School of Business Administration University of Virginia**

**Charlottesville, VA**

*Master of Business Administration, May 2015*

- Diversity & International Student Advisor, Net Impact Board Fellow, Student Blogger
- President –Emerging Markets Development Club, VP Finance – Black Business Students Forum

### **Harvard University**

**Cambridge, MA**

*B.A. Social Studies, Visual and Environmental Studies 2010*

- **Elected:** The Harvard Crimson Photo Executive, Delta Gamma Director
- **Awarded:** Harvard Kennedy School of Government Women in Leadership, LA County Arts Commission Fellow, Harvard Arts Festival Artist-in-Residence

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## EXPERIENCE

- |                       |  |                          |
|-----------------------|--|--------------------------|
| <b>2018 - Present</b> | <b>Exceed Capital Partners</b><br><b>Vice President</b> <ul style="list-style-type: none"><li>• Growth investor in global human capital sector including education technology, workforce development, future of work, lifelong learning, etc.</li></ul>  | <b>San Francisco, CA</b> |
| <b>2014 - 2018</b>    | <b>Goldman, Sachs &amp; Co.</b><br><b>Technology, Media, and Telecommunications (TMT) Investment Banking Associate</b> <ul style="list-style-type: none"><li>• Global Education Technology and Knowledge Services coverage team</li><li>• Select transaction experience:<ul style="list-style-type: none"><li>• Snap Inc.'s \$3.9B IPO, Yahoo's \$4.8B sale to Verizon, Nutanix's \$238M IPO, Zillow's \$3.5B acquisition of Trulia</li></ul></li><li>• Provide advisory services for TMT clients and their strategic/ capital needs</li><li>• Ranked top quartile and offered Business Unit Manager promotion for West Coast TMT group</li></ul>  | <b>San Francisco, CA</b> |
| <b>2014-2015</b>      | <b>Village Capital</b><br><i>Global Early Stage Accelerator Program</i><br><b>Finance Associate for Education Technology Program</b> <ul style="list-style-type: none"><li>• Advise 13 education technology start-ups 1:1 on business and financial models</li><li>• Lead financial model training and peer review sessions</li></ul>  | <b>Washington, DC</b>    |
| <b>2011-2013</b>      | <b>Teach for Egypt</b><br><b>Co-Founder</b> <ul style="list-style-type: none"><li>• Won 2nd runner up of social &amp; economic innovation competition at MIT focused on Egypt</li><li>• Led daily operations during start-up phase including curriculum development and fundraising</li><li>• Worked full-time at Amazon.com (Amazon Studios) during first year of program building</li></ul>  | <b>Cairo, Egypt</b>      |
| <b>2010-2011</b>      | <b>Cisco Systems, Inc.</b><br><i>Internal strategy and investment team focused on driving Cisco's \$10B emerging countries business across BRICM (Brazil, Russia, India, China, Mexico) and next wave growth economies.</i><br><b>Business Analyst, Emerging Countries Council</b> <ul style="list-style-type: none"><li>• Managed FY'11 \$13M VC-style portfolio of 15 projects across BRICM countries and multiple business segments to capture opportunities in high growth markets</li><li>• Led corporate FY'12 portfolio planning process, coordinating across functions, country managers and field teams to develop business cases</li><li>• Identified new social responsibility initiatives in BRICM countries</li></ul> | <b>San Jose, CA</b>      |

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## PERSONAL

- **Languages:** English (native); Chinese (native)
- **Interests:** Etsy storeowner, microfinance, visual art, djembe, basketball, documentaries, social theory
- **Community Development:** Women's Initiative for Self-Employment Public Policy Fellow (2011); Prison Entrepreneurship Program Business Plan Advisor (2012-2014); Kalsada Coffee Business Development Advisor (2013-2015); Consultant for Ashoka (2013-2014); Consultant for Homeboy Industries (2015)

# NEENA GOSWAMY

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## EDUCATION

**University of Washington, Seattle WA**  
BA International Studies & Gender Studies  
GPA 3.8 & Dean's List

June 2011

## EXPERIENCE

### **Building Excellent Schools Fellow**

August 2017 - Present

- Studied high-achieving, high-poverty schools in CA and nationally as part of selective training (1-3% selectivity)
- Completed 900 training hours (culture, curriculum/instruction, accountability, governance, operations, finance)
- Engaged and led seven-member, high-capacity founding team through start-up phases of charter development
- Developed with community and founding team vision and proposal for Hayward Collegiate Charter School
- Engaged community listening and information-sharing campaign in South Hayward
- Completed leadership residency with Navigator Schools

### **EDpuzzle, San Francisco, CA Director of Growth**

September 2016 – July 2017

- Created and negotiated annual media plans. Increased media reach and frequency while reducing spend by 25%
- Generated 680 qualified leads in 2016 surpassing our goal by 100%
- Implemented social media advertising via Twitter and Facebook and generated 136,000 impressions and added 3,859 followers in an 11-month period.
- Examined our highest source of user acquisition and built a streamlined process to have presence in conferences and workshops, which increased by 43% during the month I took on full ownership of user acquisition
- Designed and built an Ambassador Program and facilitated the user-testing of 45 current users and built an effective feedback system for these beta users
- Interviewed 95 active users and created 9 case studies for marketing personas that will lead to increased quality leads

### **Applewood Investments, Menlo Park CA Associate Project Manager & Developer**

June 2015 – July 2016

- Spearheaded the first residential construction project that sold for 3.7 million dollars in a 6-month timeframe
- Negotiated with vendor contract management companies and instituted internal cost controls to meet savings targets of 5% annually
- Increased organizational efficiency by documenting the timeline, roles and responsibilities, and overall process for real-estate projects resulting in 100% of projects on schedule and within budget
- Built long-term relationships with contractors to reduce the turnover in vendors and increase the consistency and quality of housing projects resulting in 87.5% retention rate
- Planned and gathered buy-in on construction projects with city council members, architects and neighbors to reduce the risk of project delays by 4-5 months

### **KIPP Bayview Campus, San Francisco CA ELA Teacher, 5<sup>th</sup> Grade**

June 2014 - June 2015

- Developed and taught a literacy curriculum aligned to the CCSS that successfully led to clear daily lesson and unit plans
- Designed and systematized the guided reading group routines and procedures for fifth and sixth grade to ensure that all students received individualized support
- Facilitated and systematized parent conferences to ensure that families and teachers were building bridges from which to encourage student achievement.

### **KIPP Bloom Campus, Chicago IL**

**Founding Humanities Teacher, 5<sup>th</sup> Grade**

June 2013 - June 2014

- Developed and taught a humanities course that successfully raised 82% of students reading scores by 2 grades
- Founded the KIPP: Bloom Campus and designed and facilitated the roll out of an Academic Handbook that promoted pro-social behavior and increased student academic engagement promoting the school's mission across the student body
- Facilitated tailored one-on-one coaching sessions with faculty to enhance cultural sensitivity and build positive and respectful student-to-teacher relationships that were recognized and applauded by the KIPP Foundation
- Founded a before-school running club for ten academically challenged students to enhance wellness and increase social engagement resulting in a 50% decrease in the rate of detention
- Analyzed test data and curated individualized lesson plans based on personal reading level and academic goals resulting in a ranking of top 10 KIPP middle schools in the nation

**Teach for America, Muchin College Prep High School****Literature Teacher, 9<sup>th</sup> & 11<sup>th</sup> Grades**

August 2011 - June 2013

- Designed a curriculum that infused culturally sensitive literature and themes into state sponsored reading curriculum for a 100% minority student population, resulting in a 3-point increase in the 2010 Explore Test, a 9<sup>th</sup> grade statewide reading comprehension exam
- Utilized a data-driven approach to advise and mentor sixteen first-generation college students to develop weekly goals that led to fifteen students graduating from high school and pursuing a four-year college program
- Created a character-building curriculum focused on vision planning and inspiration that jumped student reading level by 2-grades and resulted in the highest in-network Noble Network Interim Assessment scores and a ranking of #1 charter school in Chicago

**Interests**

- Translated for the Dalai Lama in Punjabi for an audience of 47,000.
- Trained in Indian Classical Dance, Kathak; performance venues include The Yerba Buena Center for the Arts, San Francisco.
- Organized CNN Contributor Mel Robbins (6.5 million views on her Ted Talk "How To Stop Screwing Yourself Over") to provide free coaching to 35 low-income students via video-conferencing.

## RELEVANT WORK EXPERIENCE

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**WINDFALL (Consumer Financial Data Software)**  
*Director of Customer Success*

San Francisco, CA  
August 2017 – Present

- Partner with Development and Advancement teams at ~150 non-profits to implement ongoing wealth screening and best practices tailored to the non-profits' goals and objectives
- Define and implement the customer lifecycle process in Salesforce, enabling better reporting and increasing management efficiencies by ~25%
- Built a customer reference program that leveraged customer advocates and led to a 50% increase in referrals in Q4
- Oversee the ongoing collaboration between Customer Success and Engineering to enhance the product and overall customer experience, which resulted in 95% account renewal and 120% ARR renewal in Q4
- Created the Customer Success team hiring plan and designed a new-hire program to ensure efficient and effective onboarding
- Manage customer-facing communication via monthly newsletters, Customer Success guides and support email templates

**CRAFT AND CHILL (Handmade Crafts Small Business)**  
*Founder*

San Francisco, CA  
January 2016 – August 2017

- Pursued a lifelong passion to create personalized gifts and décor for birthdays, engagements, weddings and babies
- Grew sales 50% Q/Q via Etsy, client referrals and craft fairs. 100% of Craft and Chill's reviews on Etsy were 5 stars.
- Led small group crafting classes for brides and children

**RADIUS (B2B Marketing Software)**  
*Senior Customer Success Manager*

San Francisco, CA  
July 2015 – October 2016

- Managed 25 strategic accounts, delivered quarterly business reviews to demonstrate ROI and increased customer retention from 60% to 85%
- Worked with AEs during the sales process to identify customer use cases and validate product solutions
- Served as a business process expert to help customers optimize and grow their marketing and sales channels. Maintained a deep understanding of the Radius product and was able to speak with customers about the most relevant features/functionality for their specific business needs
- Created and managed the internal Customer Success team onboarding program, which included developing the Radius Product Masters Series - an intensive product knowledge course that enabled company-wide new hires to get ramped on the product within 3 weeks

**DOUBLEDUTCH (Mobile Apps for Events and Conferences)**  
*Account Manager*

San Francisco, CA  
October 2014 – July 2015

- Responsible for 100 customer accounts, focusing on retention and upsells, delivering 108% and 115% of quota in Q1 and Q2 respectively
- Demonstrated product ROI to customers by providing post-event analysis and training on DoubleDutch's real-time analytics platform
- Utilized Salesforce and Gainsight to closely nurture accounts, identify and eliminate risk of churn, and boost customer satisfaction
- Created the Account Manager Training Guide to streamline onboarding and reduce ramp time for the growing Account Management team

**SPAREFOOT INC. (Self-Storage Booking Marketplace)**  
*Account Manager*

Austin, TX  
June 2013 – September 2014

- Worked with C-level executives to identify high value initiatives within their accounts. Recommended solutions that aligned with client goals. Achieved 2014 year-end growth target by end of Q1 2014
- Proposed and worked with the Product team to develop new products based on client feedback. Initiated a new product that increased customer engagement by ~20%
- Created and executed new digital marketing campaign strategies that grew accounts up to 300%

**DESIGN BEGINNINGS LTD (Home Goods Retailer and Manufacturer)**  
*Client Relationship Manager*

Hong Kong & Mainland China  
August 2010 – September 2014

- Served as a liaison between international clients and the company, leading to higher levels of client satisfaction and 100% customer retention
- Responsible for project managing the sampling process, closely managing production activity and arranging shipping with freight forwarders
- Collaborated with the Director of Design Beginnings to launch the company's first furniture retail store in Mainland China

## PROFESSIONAL MEMBERSHIP

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**HAYWARD COLLEGIATE (K-6 Charter School)**  
*Founding Board Member*

Hayward, CA  
August 2017 – Present

- Preparing the charter petition and building community support for the school in South Hayward
- Advise on which technology-enabled solutions to purchase and implement for students, administrators, and teachers

## EDUCATION

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**UNIVERSITY OF SOUTHERN CALIFORNIA (MARSHALL SCHOOL OF BUSINESS)**  
*B.S. Business Administration with Emphasis in International Business and Financial Analysis*

Los Angeles, CA  
Graduated August 2010

- *Honors:* Graduated Cum Laude; USC Marshall School of Business Dean's List

SCOTT NIEHAUS  
2512 Franklin St.  
San Francisco, CA 94123  
scott.niehaus@gmail.com  
(203) 228-0853

## Education

- 2015-2017 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**  
Master in Business Administration, May 2017. Member: Technology and Venture Capital & Private Equity Clubs. 1<sup>st</sup> Year Honors (top 15-20% of class).
- 2006-2010 **DARTMOUTH COLLEGE** **HANOVER, NH**  
Bachelor of Arts, *cum laude*, in Economics. GPA 3.7. Elected President and Rush Chair of Alpha Chi Alpha fraternity. Elected Music Director and Social Chair of Dartmouth Cords all male a cappella group.

## Experience

- 2017-Present **GENSTAR CAPITAL** **SAN FRANCISCO, CA**  
**Vice President**  
Investor at \$9 billion private equity fund responsible for identifying, evaluating and executing acquisition and investment opportunities across targeted segments of the financial services, software, industrial technology, and healthcare industries. Current board observer at Institutional Shareholder Services.
- Summer 2016 **SOURCEGRAPH** **SAN FRANCISCO, CA**  
**Business Operations MBA Intern**  
First BizOps hire at 25-person code intelligence software startup backed by Redpoint Ventures. Cross-functional role where I worked directly with the CEO, COO, product and engineering teams to design and execute growth initiatives.
- 2012-2015 **SUMMIT PARTNERS** **MENLO PARK, CA**  
**Associate, Technology Team**  
Top ranked associate on technology team responsible for \$3 billion growth equity fund. Involved in all investment aspects including deal origination, due diligence and portfolio company operations.
- **Business Development:** Cultivated relationships with management teams at high growth technology companies. Conducted over 1,000 calls with CEOs and scheduled over 150 visits with high potential companies. Sourced proprietary investment in Acacia Communications (NASDAQ: ACIA), currently marked at a 15x+ return.
  - **Due Diligence:** Built company operating models, led quantitative and qualitative analysis for deal Investment Committee and managed capital structure, legal and accounting diligence on 3-person deal teams. Select transactions include: Systems Maintenance Services (\$75 million levered recap in datacenter services sector), \$70 million growth equity investment in insurance software sector, \$170 million LBO in database tools sector, \$100 million buyout in unified communications sector.
  - **Technology Coverage:** Developed industry theses through in-depth market research to uncover compelling investment opportunities. Areas of coverage included vertical market software, CRM, human capital management, application performance management, online video software and communications technology.
  - **Portfolio Company Strategy and Operations:** Managed M&A pipeline for SMS, including leading bi-weekly calls with CEO. Sourced, negotiated and closed 2 acquisitions in Europe as part of global expansion strategy.
  - **Recruiting:** Led associate recruiting process, responsible for interviewing over 50 potential candidates and managing relationship with recruiting firm Amity Search Partners.
- 2010-2012 **DEUTSCHE BANK** **NEW YORK, NY**  
**Analyst, Investment Banking Division, Restructuring and Workout Group**  
Sole analyst in group with 8 senior bankers responsible for restructuring the troubled loans of Deutsche Bank. Built LBO, DCF, recovery and covenant models on deal teams. Led creation of pitch materials, interfaced directly with lender groups, clients and advisors, gained legal experience with credit agreements and restructuring documentation.
- Active member of deal team for \$1 billion lead-arranged debt restructuring of a newspaper company.
  - Structured and executed \$300 million debt buyback amendment for a publishing company. Built debt buyback and merger models and led lender group negotiations.
- Community** Member of founding board at Hayward Collegiate proposed charter school in Hayward, CA. Leadership Giving Chair for Dartmouth College Fund responsible for giving outreach to Class of 2010. Mentor at Student Sponsor Partners in New York serving as a mentor for an inner-city high school student from a single parent family.

# Prasad Ram

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Los Altos, CA 94022

[pram@gooru.org](mailto:pram@gooru.org)  
+1 650 229-4625 (m)

## **Objective**

Honor the human right to education by developing technologies that support teachers, students, researchers and the rest of the education ecosystem leverage big data analytics to personalize learning.

## **Summary**

1. Founder, CEO Gooru that has developed a Learning Navigator - a "GPS for Learning". Developed the Gooru prototype while working at Google and piloted with over 1000 students prior to creating Gooru as a non-profit with the mission to honor the human right to education. Council member & Education committee chair of California Council for Science and Technology. Board member at Leadership Public School.
2. During graduate studies, interned as a researcher at IBM Research, RAND Corp. and Enterprise Software Corp. Started my career as a researcher at Xerox PARC and went on to become the General Manager of ContentGuard business at Xerox Corp. Co-founded Dynamx Technology Inc as the CTO Led Yahoo, India as their CTO and then Google India as their CTO As the Director of Research at Google, conceptualized and developed a new model of a textbook. At present, I am the Founder, CEO of Gooru, a 501c3 non-profit organization.
3. Developed key information retrieval, optimization and content security technologies, delivered information integration platforms to Fortune 1000 customers, deployed online services reaching over 500M users, raised investments (\$20M), created high-valued business that were acquired, led large engineering organizations (400+), established a non-profit with funding technology and programs, setup offshore operations (first in 1996), and authored (30+) patents, papers and industry presentations.
4. Received B.Tech. Computer Science from Indian Institute of Technology, Bombay (IIT-B) and an M.S in Computer Science and a PhD . Computer Science from University of California, Los Angeles (UCLA).
5. Led parent volunteer team in 2005 to create a K12 school in Bangalore (PSBB Academy), India and co-founded International School of Information Management (iSIM) in Mysore, India.

## **Experience**

Jan 2011 to  
date

### **Founder, CEO, Gooru**

- Founded Gooru as a 501c3 non-profit with the mission to honor the human right to education. Gooru has attracted over \$25M in grants from Gates, Hewlett & Schusterman Foundation, Office of Naval Research, National Science Foundation, National University, Google, Cisco and Pearson.
- Developed a personalized learning solution where learners can find personalized lessons and quizzes on any K12 topic. Gooru is being used and refined in California school districts with over 500,000 students and 20,000 teachers.
- Gooru Suggest, the core underlying technology that supports personalized learning leverages Learning Catalog, Search, Analytics, Social, Wiki, and Assessment technologies. Gooru is open-sourced and Gooru APIs are open and free and are being used by over 140 companies.

Oct 2006 to  
Jan 2011

### **Director of Research, Google Books**



- Re-imagined the future of textbooks, developed a prototype (Gooru) and piloted it with 1000 students for 9 months.

**Chief Technology Officer, Google India R&D Bangalore**

Built the organization and led the creation and launch of very innovative Google products

- Quest - Using terabytes of search query-log, computed the "inverse function of search" to develop a keyword suggestion tool for Advertisers. Won the Founder's Award.
- Map Maker - with millions of wiki users created user-generated maps for Google Maps
- Full-suite of Language Technologies (Transliteration, Translation, Localization solution for Google products)
- Managed a number of important products such as Google News, Orkut, Google Finance, Mobile solutions

Mar 2004 to  
Oct 2006

**Chief Technology Officer, Yahoo! India, R&D**

Created a complete organization for Yahoo! in India with capabilities for research, platform development, application engineering, product management, user-experience design, market innovation and an India market focused product and engineering.

Led the creation and launch of several products and platforms including

- Behavioral Targeting platform based on clustering and classification of users and ads using terabytes activity data across many Yahoo! Sites to result in increased click-thru on ads.
- Applications such as Y! Audio/Image Search, Y! Desktop Search, HotJobs, Message Boards, Y! 360, Reviews and Ratings, and
- Platforms for Spam Filtering, Behavioral Targeting, Mobile Data Analysis , Vertical Search, and Content Management.

Jan 2000 to  
Feb. 2004

**Chief Technology Officer, Dynamx Technology, Inc.**

- Co-Founded Dynamx Technology, Inc, raised \$1.5M in investments and managed P&L with revenues of \$3M/yr. Dynamx Technology Inc. was acquired by Value Chain pty\_ Ltd.
- Developed Enterprise Information Integration (EII) solution for integrating data across departmental silos to implement business decisions around content licensing. This is based on technology for dynamic composition of web services using constraint-solving techniques.
- Assisted in sales and marketing of the content distribution solution to leading Media and Entertainment customers (McGraw-Hill, John-Wiley, Time Warner, RIAA, OCLC, MusicNet, etc.).

Mar 1995 to  
Jan 2000

**General Manager, ContentGuard, Xerox Corporation.**

- Conceived, incubated and launched ContentGuard (CG), a digital rights management business. Raised \$8M in internal funding, managed P&L with revenues of \$34M, managed sales, marketing, and engineering and support functions with teams across US and India. Led the transaction that resulted in the sale of ContentGuard to Microsoft, Time Warner and Thompson.
- Developed strategic relations (e.g. Adobe, Microsoft, Reciprocal and Real Networks); and new businesses (e.g. Los Alamos National Labs, Thomson, Universal Music and Merrill Lynch).
- Conducted successful analyst and press tours resulting in over 30 news articles in publications including New York Times, Wall Street Journal, Business Week and the Seybold report.

**Research Scientist / Engineering Manager, Xerox Research (PARC).**

- Researched and developed new trusted computing technology with six patents issued/filed. Technical Lead on the development of ContentGuard technology and software suite for digital content commerce. ContentGuard product and technology won Seybold "Hot Pick" award.

Aug 1991 to  
Feb 1995

**Research Scientist, Enterprise Software Corporation.**

- Developed optimization techniques for scheduling jobs on mainframe systems and deployed it with large customers (Nomura Securities, Chemical Bank, AT&T, TransAmerica). Developed queueing models to evaluate schedules
- Technically supported the co-founders in raising \$6.7M in funding from top-tier VCs.

Jun 1988 to  
Jul 1991

**Research Scientist, RAND Corporation.**

- Developed computational geometric algorithms for Geographical Information System
- Automated referential integrity checks and "join" operations for relational databases.

**Education**

06/93

**Ph.D.** Computer Science, University of California, Los Angeles

12/90

**M.S.** Computer Science, University of California, Los Angeles

06/87

**B.Tech.** Computer Science, Indian Institute of Technology, Bombay

**Publications**

**Patents**

- *Self-Protecting Documents*, [US Patent 6 519 700](#).
- *System and Method for Protection of Digital Works*, [EU Patent 01107391.3-2216](#).
- *Encryption using transformations*, 3 patents filed on October 1999.
- *Creating and Trusted Rendering of Polarized Digital Work*, 2 patents filed on February 2000.
- *Dynamic software composition in a component-based software system*, [US Patent 7,448,022](#)

**Papers**

1. *New Product Development Strategy*, 11MB Management Review, September 2005.
2. *The Construction of Huffman Codes is a Sub modular ("Convex") Optimization Problem Over a Lattice of Binary Trees*, 1999 SIAM Journal on Computing, Volume 28, Num.5, pp. 1875-1905
3. *Digital Content & Intellectual Property Rights*, Dr. Dobbs Journal, December 1998
4. *A Linear Algebraic Reconstruction of Majorization*, Technical Report CSD-970036 September 1997

5. *Greed and Majorization*, Technical Report CSD-960003, November 1994; issued March 1996; revised and expanded August 1997
6. *Large-scale Optimization for Scheduling Jobs on Computer Systems*, Technical Report ESC-941003, Enterprise Software Corporation, 1994.
7. *A New Understanding of Greed*, Prasad Ram, Ph. D. Thesis, Computer Science Department, University of California, Los Angeles, 1993
8. *An Intelligent Information Dictionary For Managing Semantic Metadata*, Technical Report, R-3856-DARPA, RAND Corporation, May 1990.
9. *Extending a Relational Database with Deferred Referential Integrity Checking and Intelligent Joins*, SIGMOD 1989.

## **Personal**

### **Industry Recognitions**

- Gooru won the Tech-award-2014 for education.
- Founders Award at Google, 2010 Led the team at solving a big data problem that computed the "inverse function of search" that led to billions of dollars in incremental revenue for Google.
- Distinguished Engineering Leader award at Yahoo!, 2005. Developed innovative key technologies for vertical extraction and a media platform for managing Yahoo News and Yahoo Finance. Created the tools and the organization to support Yahoo!'s vertical search solutions for Shopping, Jobs, and Travel.
- Best of Show Award for ContentGuard Products, Seybold San Francisco, 1999. Product won great acclaim for the technology and market leadership in leading magazines and newspapers in the US.
- Excellence in Research Award, Xerox Corporation 1998. Invented the Digital Rights Management technology at Xerox PARC. This led to the creation and sale of the Content Guard business.

### **Academic Recognitions**

- Nominated for ACM's Best Dissertation Award by UCLA, 1993.
- Best Poster Award, Computer Science Department, UCLA 1993
- Teaching Assistant of the Year Award, Computer Science Department, UCLA, 1991.
- Arco Fellowship, UCLA, 1990.
- Ranked 86 of over 100,000 students in a nationwide IIT Entrance Exam, 1983.

### **Education Initiatives**

- Council member & Education committee chair of California Council for Science and Technology (CCST) - a non-partisan policy advisory group for California legislators.
- Board member of Leadership Public Schools (LPS), a network of three high-schools in Bay Area California with over 80% low-income and minority students.
- Member of Governing Council iSIM. Contributed to design and creation of the academic program at International School of Information Management, an autonomous institute of Mysore University. iSIM started academics since August 2007.
- Founding member of PSBB Academy, a K-12 school. Organized and led a parent volunteer movement to found a school in Bangalore that combines the

best in pedagogy, technology and parent participation to foster local values with global vision. The school commenced operations in June 2006.

- President, India Literacy Project, Southern California Chapter 1993-1995.

# Brittney Riley

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## Education

<b>University of Washington</b>	Bachelor of Arts, International Studies	2011
<b>Monterey Institute of International Studies</b>	Impact Investment Fellowship	2014

## Skills

Team Leadership Partnerships and Fundraising Early-Stage Venture Investing  
Public Speaking and Facilitation

## Experience

**VP, US VENTURES, VILLAGE CAPITAL** 2015-2018

- Created systems and built a 15 person team to source companies, run accelerator programs, and support a portfolio of 80 companies
- Secured \$10 million dollars in funding and managed relations with corporate partners like PayPal, Kaiser Permanente, and UBS
- Built a seed investment portfolio, that has gone on to raise \$200 million, with 90% survival rate

**SENIOR ASSOCIATE, VILLAGE CAPITAL** 2014-2015

- Sourced, performed diligence, and ran an accelerator for 12 start-ups in India to assist growth, and catalyze venture funding

**COMMUNITY GROWTH, SNAPGUIDE (ACQUIRED)** 2012 -2014

- Joined the team pre-launch to build, engage, and support a community around a product with over a million uniques a month

**MARKETING AND COMMUNITY, ZIPONGO** 2011 - 2012

- Launched first product, built initial customer base, and engaged a community around health and food.

## KE WU

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### EDUCATION

#### NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

J.D., *cum laude*, May 2017

Thesis: *Beyond Integration: Combating Unconscious Bias in K-12 and Higher Education*

Honors: Root-Tilden-Kern Public Interest Scholar—*scholarship for service, academic merit, and leadership*  
Vanderbilt Medal—*convocation award “for outstanding contributions to the School of Law”*

Leadership: NYU Chief Diversity Officer Search Committee, Professional Student Representative (2016-2017)  
NYU Law Diversity Working Group, Student Bar Association Representative (2015-2016)  
Coalition on Law & Representation, Co-Leader (2015-2017)

#### THE UNIVERSITY OF CAMBRIDGE, Cambridge, UK

MPhil in Education (Politics, Development, and Democratic Education), with *Distinction*, September 2013

Thesis: *What constitutes an ‘adequate’ education in terms of preparing a child to be a citizen in a liberal democracy?*

Honors: Gates Cambridge Scholar—*full-cost scholarship for academics, leadership, and social commitment*

#### UNIVERSITY OF CALIFORNIA EXTENSION, Los Angeles, CA

Single Subject Teaching Credential (Science), August 2011

#### ARIZONA STATE UNIVERSITY, Tempe, AZ

B.S. in Biochemistry; Minor in Philosophy; Certificate in International Studies, *summa cum laude*, May 2010

Honors Thesis: *Pedagogical Approach towards Socially and Economically Disadvantaged Children*

Honors: Flinn Foundation Scholar—*full-cost scholarship awarded to 20 Arizona students annually*  
Circumnavigators’ Foundation Scholar—*grant for travel-research, which led to thesis*

### EDUCATION SECTOR EXPERIENCE

#### CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, Stanford, CA

*Associate, Networked Improvement Science*, November 2017-Present

Support partner organizations on the design and execution of improvement efforts in education that leverage the power of networks to accelerate changes that effectively lead to better student outcomes. Build the improvement capability of teams tasked with leading improvement efforts within their organizations.

#### CENTER FOR PUBLIC RESEARCH AND LEADERSHIP, New York, NY

*Consultant to the New York City Department of Education*, September 2016-May 2017

Researched continuous improvement efforts by New York City schools participating in a district program focused on inquiry and interschool collaboration. Presented findings and created deliverables for the program team on the systems and processes schools develop and use to improve teacher practices and student outcomes. Advised on improvements to program design.

#### NEW YORK CITY DEPARTMENT OF EDUCATION – KNOWLEDGE SHARING TEAM, New York, NY

*Consultant*, June 2016-August 2016

Analyzed user engagement data and feedback on WeTeachNYC.org, an online platform and resource bank for New York City educators, to improve site design.

*Policy Fellow*, May 2015-August 2015

*Leadership for Educational Equity Policy and Advocacy Fellow*

Developed editorial content and beta-tested WeTeachNYC.org before launch. Reviewed internal data sources for applicability to targeted professional learning. Created informational guide on copyright compliance.

**ADVOCATES FOR CHILDREN**, New York, NY

***Legal Intern***, August 2013-April 2014

***Equal Justice America Fellow***, Spring 2014

Advocated for appropriate educational services for children with special needs, writing demand letters, subpoenas, and mediation/hearing requests. Observed educational evaluation meetings. Secured make-up services for assigned clients. Compiled a database of disciplinary policies from charter schools in Kings County.

**JOHN C. FREMONT HIGH SCHOOL**, Los Angeles, CA

***Chemistry Teacher***, July 2010-May 2012

***Teach for America Corps Member***

Taught over 500 chemistry students. Planned and executed daily lessons, assessed student progress towards rigorous learning objectives, provided daily after-school intervention, and fostered culture of achievement. Elevated the absolute percent of students proficient in chemistry by 30%. Created advisory class for top seniors to successfully apply to top-tier colleges. Coached Academic Decathlon team, improving overall placement by 18 spots. Led a workshop on the California Subject Tests to an academy of 37 teachers. Served on the school site council (the school's financial governing board) in 2010-2011. At Teach for America – LA, served on the Junior Leadership Team, focused on improving content and addressing diversity issues, and the Transition Team.

**VARIOUS INTERNATIONAL ORGANIZATIONS**, Peru, Tanzania, Romania, India, Mongolia

***Independent Researcher***, May 2008-August 2008

Designed and conducted independent investigation of non-profit education projects around the world aimed at disadvantaged children. Presented findings at the Comparative and International Education Society Conference in March 2009.

**NEW GLOBAL CITIZENS**, Phoenix, AZ

***Program Associate***, September 2007-May 2008

Instituted a new student engagement and leadership program centered on the Millennium Development Goals. Mentored Arizona high school student teams organizing humanitarian projects in collaboration with nonprofit organizations worldwide.

## **ADVOCACY EXPERIENCE**

**EQUAL JUSTICE INITIATIVE**, Montgomery, AL

***Legal Intern***, June 2016-August 2016

Researched and wrote memos on historical incidents of racial terror lynching and issues related to death in prison sentences for children and inhumane prison conditions. Assisted clients with securing reentry services. Collected soil from various sites of racial terror lynching across the South for the Community Remembrance Project.

**NYU LAW FAMILY DEFENSE CLINIC**, New York, NY

***Student Attorney***, August 2015-May 2016

Represented indigent clients in child neglect and abuse proceedings at Kings County Family Court. Determined case strategy, filed and argued motions, delivered directs and crosses, and advocated informally outside of the courtroom. Successfully challenged a State Central Registry decision and settled a neglect case with a complicating interstate issue.

**SUPREME COURT OF CALIFORNIA**, San Francisco, CA

***Legal Extern for Justice Goodwin Liu***, September 2014-March 2015 (during a leave of absence)

Drafted memos and portions of capital case calendars (draft opinions), reviewed petitions and briefs, cite checked calendars, and researched relevant state and federal law. Investigated capital cases using records and exhibits.

**NEW YORK UNIVERSITY SCHOOL OF LAW**, New York, NY

***Research Assistant for Professor Kenji Yoshino***, February 2014-May 2014

Analyzed survey data gathered from the *Uncovering Talent* project. Drafted paper on the Asian women subgroup based upon survey data and Kimberlé Crenshaw's 'intersectionality' framework.



## Appendix 10. Staff, Parent, and Student Surveys\_\_\_\_\_



## Staff, Parent, and Student Surveys

### Staff Survey

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**This survey is based on *12: The Elements of Great Managing*.<sup>1</sup>**

**All questions are answered on Likert Scale including: strongly agree, agree, disagree, and strongly disagree.**

1. I know what is expected of me at work.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
2. I have the materials and equipment I need to do my work well.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
3. At work, I have the opportunity to do what I do best every day.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
4. In the last seven days, I have received recognition or praise for doing good work.
  - a. Strongly agree
  - b. Agree
  - c. Disagree

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<sup>1</sup> Wagner, Rodd, and James K. Harter. *12: The Elements of Great Managing*. NY: Free, 2007. Print.

- d. Strongly disagree
5. My supervisor, or someone at work, seems to care about me as a person.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
6. There is someone at work who encourages my development.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
7. At work, my opinions seem to count.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
8. The mission or purpose of our school makes me feel my job is important.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
9. My fellow employees are committed to doing quality work.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

10. I have a good friend at work.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
11. In the last six months, someone at work has talked to me about my progress.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
12. This last year, I have had opportunities at work to learn and grow.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
13. Students treat adults with respect at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
14. Adults treat students with respect at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
15. At this school, there is honest communication on important school issues.
- a. Strongly agree
  - b. Agree

- c. Disagree
- d. Strongly disagree

16. School leadership values teacher feedback.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation, and disabilities.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

18. School leaders communicate a clear vision for this school.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

19. This school's discipline system is effective.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

20. I feel like I am a part of this school's community.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

21. Parents are given opportunities to be involved at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
22. I feel comfortable going to at least one member of this school's administrative team if I have a problem.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
23. The Executive Director sets high expectations for students and staff.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
24. Staff morale is high at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
25. I believe students are getting a high-quality education at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
26. The professional development I received this year provided me with teaching strategies to better meet the needs of my students.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

27. Administrators at this school behave in a professional manner.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

### **Parent Survey**

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**Hayward Collegiate is committed to engaging with parents to gain insight and feedback to improve our school community and policies. Please fill out the following survey.**

1. What grade is your student(s) currently in?

- a. TK
- b. Kindergarten
- c. 1<sup>st</sup> Grade
- d. 2<sup>nd</sup> Grade
- e. 3<sup>rd</sup> Grade
- f. 4<sup>th</sup> Grade
- g. 5<sup>th</sup> Grade
- h. 6<sup>th</sup> Grade

2. For the purpose of this anonymous survey, please identify any unique needs of your student.

- a. IEP
- b. ELL

- c. 504
- d. None of the above

**Questions 3-22 will be answered using a Likert Scale with the following options: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Enough Information to Answer.**

3. Adults at this school challenge my child to be successful.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

4. Adults treat students at this school with respect.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

5. Bullying is a problem at my child's school.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

6. Classroom discipline at this school is fair.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

7. I am aware of my child's progress or problems before report cards are sent home.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

8. I am satisfied with the response I get when I contact the school with questions or concerns.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

9. I am satisfied with the technology and other instructional resources available to my child.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

10. I feel respected by this school.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

11. I feel welcome in this school.

- a. Strongly agree
- b. Agree
- c. Disagree



d. Strongly disagree

12. I feel well-informed about what is going on at my child's school.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

13. I have opportunities to be involved at this school.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

14. I understand the school's rules, for example, for attendance and homework.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

15. I would recommend this school to other families.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

16. If my child has a problem, there is someone at school who can help.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

17. My child feels comfortable asking his or her teachers for help.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
18. My child has a close relationship with at least one adult at the school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
19. My child has access to extra help through the school when he/she needs it.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
20. My child is safe at school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
21. My child's teachers expect my child to go to college.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
22. Overall, I am satisfied with my child's education at this school.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

## **Student Survey**

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**Sample questions are modeled after the Panorama Student Survey<sup>2</sup> and will be adjusted for age-range. All questions will be answered on a Likert Scale including: strongly agree, agree, disagree, strongly disagree.**

### **Teaching Effectiveness**

1. My teachers have strong understanding of their class content.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
2. My classes are safe and under control.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
3. My teachers make my classes interesting and relevant.
  - a. Strongly agree
  - b. Agree
  - c. Disagree

---

<sup>2</sup> “Take a Tour of Panorama.” Panorama Student Survey | Panorama Education, [www.panoramaed.com/panorama-student-survey](http://www.panoramaed.com/panorama-student-survey).

- d. Strongly disagree
4. My teachers present information clearly.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
5. I am comfortable asking my teachers questions about what we are learning.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

### **Classroom Climate**

1. My teachers are excited to teach my classes.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. The rules in my classes are fair to all students.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
3. Student behavior does not get in the way of our learning.
- a. Strongly agree
  - b. Agree
  - c. Disagree

- d. Strongly disagree

### **Expectations**

1. My teachers expect students to explain their answers.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
3. My teachers encourage me to try my best on difficult tasks.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
3. My teachers have high expectations for me.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

### **Classroom Engagement**

1. I look forward to my classes each day.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
2. I am eager to participate in my classes.
  - a. Strongly agree
  - b. Agree

- c. Disagree
- d. Strongly disagree

4. My classes are interesting to me.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

### **Teacher-Student Relationships**

1. My teachers are respectful towards me.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

3. If I walked into class upset, my teachers would be concerned.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

2. My teachers care about me as a person.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

### **Classroom Belonging**

1. I feel respected by my peers in my classes.

- a. Strongly agree

- b. Agree
  - c. Disagree
  - d. Strongly disagree
3. I matter to my teacher and my classmates.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
4. I feel like I belong at this school.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

### **Mindset**

Whether a person does well or poorly in something depends on:

1. Being talented
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. His/her intelligence
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
3. His/her level of effort

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

4. His/her perseverance

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree





## Appendix 11. Professional Development Plan ---

## Professional Development Plan

Hayward Collegiate Charter School (“Hayward Collegiate”) believe that excellent teaching is at the bedrock of student achievement. For this reason, we provide expanded, comprehensive, and targeted professional growth and development for all teachers so that they have the adequate training, time, and resources to deliver highly effective instruction and supports to all students and all subgroups. Across the year, teachers will engage in 26 full days of full professional development, of which six (6) are designated as “Data Days,” and 38 abbreviated school days with two hours of professional development during those days. During Data Days, teachers will analyze student assessment data and build action plans that will drive strong academic results. All professional development is grounded in being responsive to student data so that we may improve student achievement throughout the year.

### Onboarding

New staff members are onboarded to the Hayward Collegiate team from the time they are hired until the start of Summer Professional Development. This occurs so that new staff members can orient themselves around our school culture as well as gain an important understanding about the families in our community. It is also an opportunity for us to address logistical items so that we can focus exclusively on building a strong start to the school year during Summer Professional Development. The key details to the onboarding process are detailed below.

**Figure 1. Teacher Onboarding**

Hayward Collegiate Onboarding Process				
What	Who	When	How	Why
<b>Professional Book Study</b>	All Staff	To be read before the beginning of Summer Professional Development	Book such as <i>Great Habits</i> , <i>Great Readers</i> is assigned; targeted discussion questions provided when hired or at end of school year.	This is to ensure continual professional development among all staff.
<b>Home Visits</b>	TK/Kindergarten Staff	After lottery and enrollment	Staff members will conduct Home Visits according to Hayward Collegiate protocol.	This is to ensure staff members understand community we serve and begin to develop relationships with families.
<b>Parent Orientation</b>	New Staff	Late April or Early August	New staff members will be required to	It is essential for parents to understand

			attend on parent orientation.	relationship between parents, families, and students.
<b>HR Paperwork/Staff Handbook</b>	New Staff	To be completed by the start of Summer Professional Development	Comprehensive folder of all necessary forms, staff handbook, etc.	Allows each new staff member to complete all paperwork as soon as possible.

## Summer Teacher Professional Development

Our Summer Professional Development outlines the expectations to staff members and sets the tone for the school year. The orientation serves three primary roles: (1) to ensure a strong adult culture, (2) to equip teachers with key instructional taxonomies, routines, and procedures to be strong teachers, and (3) immersion in our curriculum and instructional approaches. All staff are required to be present during orientation during year one, and in subsequent years we will invite only new staff members for one week, with the remaining staff joining for the remaining two weeks. We believe there needs to be consistency in every classroom, that teachers must be invested in the routines and procedures we outline, that they have a tool box of important instructional and culture-building taxonomies that allow them to be effective, and that they understand the core curriculum and its implementation.

Summer Professional Development occurs over three weeks. During the first week, we will focus on communicating and internalizing the mission, vision, and educational philosophy of Hayward Collegiate. The second week will cover the routines and procedures we expect to see daily among teachers and leave room for ample practice. During the third week, our focus will transition to curriculum and instruction so that we have a strong start to the year and can have extensive time to practice run-throughs. We will also include multiple team-building and icebreakers to build a strong sense of team and community among our staff. Some of the key details are outlined below.

**Figure 2: Summer PD Content**

Hayward Collegiate Summer Teacher Professional Development				
What	Leader	When	How	Why
Team Building/Ice Breakers	Charter School Administration	Daily	Beginning 10 minutes of every day	Establish a strong adult culture.
Mission, Vision, Educational Philosophy	Executive Director	Week 1	Introduced to entire staff, later break into small groups to analyze core beliefs and report it back to the entire group	Essential so that every staff member understands mission and mindset of our school

Core Values & Culture	Executive Director	Week 1	Teachers break into small groups and plan how to teach each core value to students.	Allows teachers to internalize school's core values and express them to students with confidence
Family Engagement & Communication	Charter School Administration	Week 1	Small groups analyze various articles on importance of family engagement	Clarifies importance of family engagement and expectations for communication with families
Community Scavenger Hunt	Charter School Administration	Week 1	Leadership team plans a scavenger hunt that allows new staff to orient themselves to key community partners and landmarks	Develops critical awareness of our community
Routines and Procedures	Charter School Administration	Week 1	Review responsibilities and expectations for each procedure (lunch routines, morning, dismissal, Advisory, etc.)	Imperative every teacher understands how school operates and knows specifics, language, and expectations for each procedure and their role
Taxonomies	Charter School Administration	Week 2	Introduction of taxonomy to whole group and break into small group or one-on-one practice of skill	Ensures teachers are becoming masters of taxonomies so they can run highly effective classrooms
Routines & Procedures in the classroom	Charter School Administration	Week 2	Teachers practice classroom routines in mock classroom	Routines lead to efficiency and allow more dedicated time for instruction;

			set up so that each teacher can practice teaching	students thrive in consistent environments with every teacher on the same page.
Behavior Management/Discipline System	Executive Director	Week 2	Session first explains system and purpose and switches to practicing and ensuring all teachers know how and when to move student to another level and ensure shared language	Teachers practice keeping emotionally constant tone during this session and have common understanding of the discipline system
Assessment	Charter School Administration	Week 2	Teachers review purpose of each assessment, assessment schedule, and introduce data analysis protocol and how you would action plan for a class using mock assessment data	All staff deeply invested in purpose behind each assessment and how it will inform their instructional capacity
Unit & Lesson Plans	Charter School Administration	Week 3	Teachers use exemplar lesson plans provided for discussion and understanding of what overall structure and exemplars of each component of the lesson is.	This allows teachers to set high bar for what academic excellence and rigor look like in the classroom.
Supporting SPED and ELL Students	Charter School Administration	Week 3	All staff engage in a discussion of best practices	It is our mission for all students to receive a

			for SPED students; lead groups in how to enhance or differentiate support for each student	high-quality education and we must equip teachers with tools that will allow each student to access and master content.
Lesson Internalization/ Intellectual Preparation	Charter School Administration	Week 3	Teachers broken into small groups where one delivers instruction and practices on mock classroom and other teachers deliver feedback	This allows every teacher to practice pacing and overall structure of lesson and get feedback to grow professionally and be prepared for when they are teaching students
Strong Start	Executive Director	Week 3	Executive Director highlights key learnings and objectives of Summer PD to ensure a strong start for the first few weeks of school; staff also practice key procedures for the first week of school	All staff must be on the same page before students arrive in the building; this strong start and practice allows for that and any last-minute adjustments can take place

### Weekly Professional Development

Weekly Professional Development occurs during abbreviated days every week for two hours. During this time, our goal is to ensure we are being responsive to student data so that we can fully realize our mission and vision at Hayward Collegiate. Each weekly professional development focuses on learning a new instructional strategy or best practice that will push academic rigor and school culture. These practices will allow the weekly professional development to be spent as productive as possible and ensure that teachers are getting the adequate support they need to propel student mastery.

## **Data Days**

Full professional development Data Days are used to unpack major assessments and dive into deep data analysis. These Data Days allow teachers to review assessment data, reflect on their instructional practices, and build action plans to address areas for improvement. Analysis includes articulating student misconceptions and analyzing subgroup performance on assessments. Once teachers understand the strength and weaknesses of each student, they will develop a plan in response that will close any gaps in learning. Teachers will also use data to group students based on gaps in learning and identify any student who needs additional one-on-one support. Later in the year, it is the expectation that teachers are comfortable with the data analysis procedure and regularly and comfortably use it to analyze data in their classroom on a weekly and daily level.

## **Individual Professional Development**

We use thoughtful measures to support individual teacher growth. On a weekly level, teachers are observed and coached with up to two pieces of actionable feedback outlined in a written feedback form. Teachers then practice this feedback or new skill with a member of the Leadership Team to ensure they have internalized it before executing it in front of students. Teachers and the Leadership Team will work together depending on the needs of the individual teacher, to be supported in delivering key pieces of their lesson plan. During the feedback session, Teachers and the Leadership Team will reflect on how they are progressing in their goals and any feedback they have.



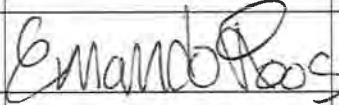

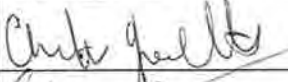

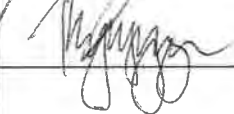
## Appendix 12. Community Support and Interest Signatures\_\_\_\_\_



3 years

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

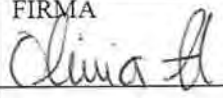
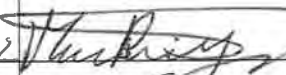





We the undersigned believe that the attached charter for the creation of Hayward Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Hayward Unified School District to grant approval of the charter pursuant to Education Code Section 47605 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 petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Emando Roos		1601 165th Ave #145 San Leandro, CA	510 993 8235	Talk		3/18
2.	Sacheedul Alam	MSA lam	2037 Alder gate way Hayward, CA - 94545	773-972-4964	Talk	Sathgate ES	03/19
3.	Monique Jolivet		2670 Oliver Dr. Hayward, CA 94545	(510) 472-1597	Talk	Lorin Eden ES	3/19
4.	Christie Jolivet		2670 Oliver Dr Hayward CA 94545	(510) 508-9346	Talk	Lorin Eden ES	3/19
5.	Ivan Gutierrez		1029 Shorlin Hayward CA	(510) 635-5486	Talk		3/19
6.	Thong Nguyen		25846 Underwood Ave Hayward CA	510 508 4334	Talk	Schafer Park ES	3/30
7.							
8.							
9.							
10.							

3 años

**PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER HAYWARD COLLEGIATE**

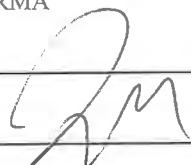
Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de Hayward Collegiate Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Hayward Collegiate que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE	DISTRITO ESCOLAR	FECHA
	Olivia Oregel		433 Ranken Pl #12	510 875 0455	TK/K	Glensbrook ES	3/10/18
1.	Marcelina Ramirez		2649 76th aven	415 756 8575	TK/K		3/10/18
2.	Maria C. Perez		24354 Silva Ave #48	(510) 331-9549	TK/K	East Avenue ES	3/10/18
3.	Paola Hernandez		173 Lund Ave Hayward CA 94544	(510) 680-0853	TK/K	Harder ES	3/14/18
4.	Barbara Ruby Zamora		2051 Garraway United B Hayward, CA 94541	(510) 575-3637	TK/K	Cherryland ES	03/17/18
5.	Juanita Saldivar		26019 Gading Rd Hayward CA 94544	510-715-5559	TK/K	Schafer Park ES	3/19/18
6.	Muhammed		22264 S. Gauden Ave Hayward CA 94544	510 230-6602	TK/K	Longwood ES	3/19/18
7.							
8.							
9.							
10.							

3 años

# **PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER HAYWARD COLLEGIATE**

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	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Alejandro		24660 Amador St 189	(510) 878-5570	TK/K	Park ES	3/20/18
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

3 years

**PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER HAYWARD COLLEGIATE**

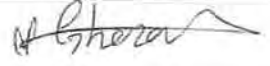
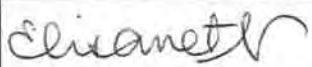
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	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Josue Rivera	J. Rivera	538 ramos ave Hayward CA 94544	510 512-6977	Tk11c	Harder ES	03/19/18
2.	Janeth Ochoa	Janeth Ochoa	27627 La Porte Ave	510-305-6982	Tk11c	Palma Ceia ES	3/30
3.							
4.							
5.							
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3 years

## PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

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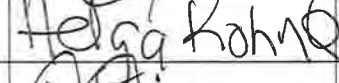

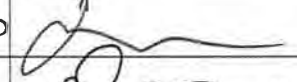

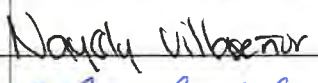
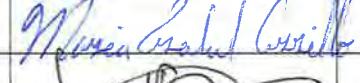

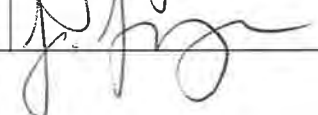
	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Ghezal Raz		24660 Amador St Apt 214	(510) 604 5829	1st grade	Park ES	3/20/18
2.	Elisavet Naranjo		1501 Thrush Ave San Leandro CA.	(510) 414 4323	(TK)/K		3/25/18
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



3 years

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

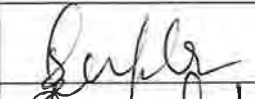
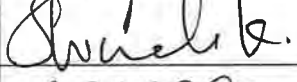
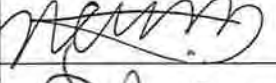
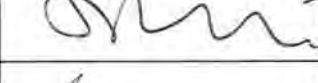
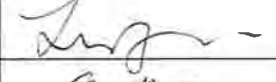
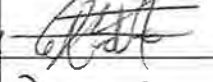
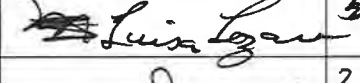
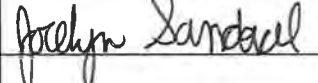


We the undersigned believe that the attached charter for the creation of Hayward Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Hayward Unified School District to grant approval of the charter pursuant to Education Code Section 47605 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 petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Claudia Islas		28262 Applegate St. Hayward CA. 94545	510-918-9062	TK/K	Palma Ceia	3/14/18
2.	Fabiola Heredia		27517 Orlando Ave. Hayward CA. 94545	510-584-6379	TK/K	Palma Ceia	3/14/18
3.	Helga Kohn		27500 Tampa Ave. Apt 86 Hayward CA 94544	510-213-3437	TK/K	Eldridge ES	3/14/18
4.	Nancy Gomez		27474 Patricia Ave Hayward CA. 94544	510-316-4926	TK/K	Eldridge ES	3/14/18
5.	Simon Mueb		411 Grove way Hayward 94541	510-927-5119	TK/K	Cherryland ES	3/14/18
6.	Barra Rogers		27242 Silva Ave #40 Hayward CA. 94544	510-588-2741	TK/K	East Avenue ES	3/15/18
7.	Nayely Villaseñor		94541 926 Harmony Dr Hayward CA	(510) 576 9169	TK/K		3/17/18
8.	Maria Isabel Berillo		286 Smalley Ave Hayward	510-6957324	TK/K		3-17-18
9.	Jennifer Soriano		27817 Orlando Ave Hayward 94545	(510) 828-7604	TK/K	Palma Ceia	03/18/18
10.	Jessica Lozano		534 ramos ave Hayward CA 94544	510-589-6344	TK/K	Harder ES	03/18/18

3 year old

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

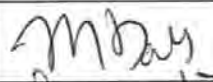
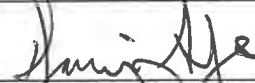


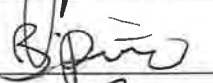

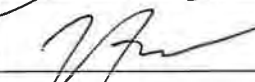
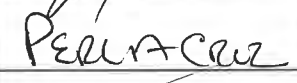

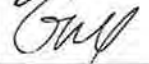
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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20 <u>11</u> -20 <u>20</u> SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Sarika Gupta		24660 Amador St, APT-282 Hayward CA 94544	510-826-8583	(TK) K	PARK ES	3/10
2.	Shivani Kumar		24660 Amador St #153 Hayward CA 94544	510-935-2637	TK (K)	Park ES	3/10
3.	Maria Cazarez		Hayward, CA 94544 24660 Amador St #103	510-330-9883	TK/K	Park ES	3/10
4.	Christine Lee		75 Benmore Drive Hayward, CA 94542	510-219-0370	(TK) K	Stonbrake ES	3/10
5.	Jenny Huynh		663 Chase Drive Hayward, CA 94501	510-3620868	(TK) K	Burbank ES	3/10
6.	<del>Maria Velasquez</del> Gladis Velasquez		357 Smalley Ave APT B Hayward CA 94541	510 246-4560	TK/K		3/10
7.	Luisa Lzama		23244 Nevada Rd Hayward	(510) 754 8027	TK/K	Longwood	3/10
8.	Jurelyn Sandoval Yose		24342 Silva Ave #60 Hayward CA 94544	(510) 362-1939	TK/K	East Avenue ES	3/13
9.	Elizabeth Martinez		24330 Silva Av 94544 Hayward C.A	510-4613917	2 TK (K)	East Avenue ES	3/13
10.	Viviana Silva		24324 Silva Ave APT #178 Hayward CA 94544	(510) 706-9852	(TK) K	East Avenue ES	3/13

4 years old

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

We the undersigned believe that the attached charter for the creation of Hayward Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Hayward Unified 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 petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Margaret Dass		2626 Leeward St	510 355 9191	K/1	Saithgate ES	3/10
2.	Javier Alejos		22889 Kingsford Way	510 881 1326	K/2	East Avenue ES	3/10
3.	Elsa Angel		20255 Concord Ave. #4A Hayward	510 514-1839	K/2	Park ES	3/10
4.	Yesica Rodriguez		50 Austin Ave. Apt. #1	510-415-2157	K/1	Park ES	3/12
5.	BRIANA PINON		20255 Concord Avenue Apt. #5	650 575-1470	K/2	Cherryland ES	3/13
6.	Alfredo Aguilar		386 Grove Way	510 736 9035	K/2	Cherryland ES	3/13
7.	Victor Aragon		23223 Silva Ave Apt #23 HAYWARD CA 94544	(510) 706-9446	K/2	East Avenue ES	3/13
8.	Perla Cruz		24322 Silva Ave apt #80 Hayward CA 94544	510 472 8352	K/2	East Avenue ES	3/13
9.	Hugo Mora		24344 Silva Ave Apt #58 Hayward CA 94544		K/1	East Avenue ES	3/13
10.	PERSON. Person		24300 Silva Ave 59 Hayward CA	510-362-1415	K/1	East Avenue ES	3/13



4 years

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL


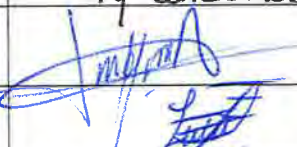
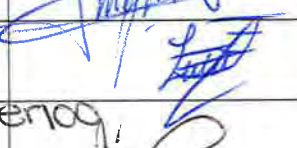
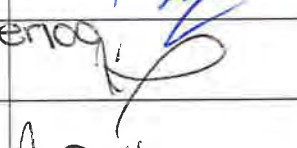
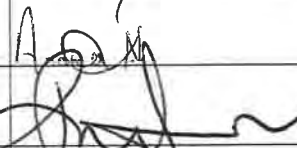
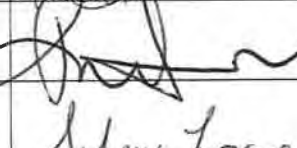
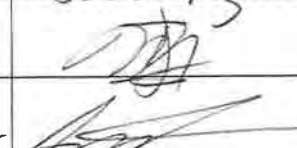

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20 <u>19</u> 20 <u>26</u> SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Jose Peña	Jose Peña	1643 163RD AVE SAN LEANDRO CA	(510) 3952260	K/1		3/18/18
2.	Deyanira Quijia	[Signature]	386 Grove Way Hayward CA	(510) 7369104	K/2	Cherryland ES	3/18/18
3.	Mario Alejandro	Mario Alejandro	559 Sycamore Ave #2 Hayward CA 94544	510 940 6419	K/2	Harder ES	3/18/18
4.	Enarosa Aguirre	[Signature]	27475 Hesperian Blvd #34 Hayward CA 94545	(510) 379-8676	K/2	Lavin Eden ES	3/18/18
5.	Karla Delgad	[Signature]	24650 Amador St. Apt 146 Hayward CA 94544	510 941 2362	(K) 2	Park ES	3/20/18
6.	José Lopez	[Signature]	24650 Amador St Apt 123 Hayward CA 94544	213 9244120	K (1)	Park ES	3/20/18
7.	Byron Torres	[Signature]	24650 Amador St 18 HAYWARD	510 4273267	K/2	Park ES	3/20/18
8.	Mayra Vidal	Mayra U.	963 W Tennyson Rd	510 514 7900	K (1)	Elcridge ES	3/22/18
9.	Robert Yanez	[Signature]	23146 Lilla Rd	408-9100121	K/2	Langwood ES	3/23/18
10.	Edith Ochoa	Edith Ochoa	26563 CHISHOLM CT #4 HAYWARD CA 94544	408 5060566	(K) 1	Glassbrook ES	3/30/18

4 years

# PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL


We the undersigned believe that the attached charter for the creation of Hayward Collegiate Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Hayward Unified 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 petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Virginia Iniguez		24360 Silva Ave. Apt. 42 Hayward, CA	(510) 329-6631	K/1	East Avenue	03/15/18
2.	Katy Cardenas	Katy Cardenas	251 West Harder RD 23	(510) 305-63-19	K/1	Park ES	03/17/18
3.	Jesus Guerra		27654 Portsmouth Ave. 510- Hayward CA. 94545	925-8582	K/1	Larin Eden ES	3/17/18
4.	Lucia Flores		25848 Stanwood Ave Hayward	(510) 209-4220	K/1	Schafer Park ES	3/17/18
5.	Krystal Danotterog		25800 Industrial Blvd Apt 4195 Hayward CA 94545	510-491-7604	K/1	Eden Gardens ES	3/17/18
6.	Andrea Nuñez		19880 Hesperian Blvd. Hayward CA. 94541	510-706-4615	K/2	Longwood ES	3/17/18
7.	Rebecca Torres		700 Memorial way #3 Hayward CA 94541	510-938-5146	T-K	Longwood	3/18/18
8.	Selena Lozano	Selena Lozano	534 Ramos Ave Hayward CA 94544	510-695-6570	K/2	Harder ES	3/18/18
9.	Maria Mejia		19701 Camden Ave Hayward, CA 94541	(510) 397-4449	K/2		3/18/18
10.	Martin Torres		925 Schafer Rd Hayward CA 94644	(510) 224-6072	K/1	classroom ES	3/19/18

4 years

### PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER HAYWARD COLLEGIATE

Nosotros, los abajo firmantes, creemos que el carácter adjunta para la creación de Hayward Collegiate Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Hayward Collegiate que conceda la aprobación del carácter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al carácter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Zahira Nihzad		27696 Orlando Ave 94540 Hayward, Ca	(510) 677 9887	(K) 1	Palma Celia ES	3/30
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

4 años

# PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER HAYWARD COLLEGIATE



Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de Hayward Collegiate Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Hayward Collegiate que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2014-2020	DISTRITO ESCOLAR	FECHA
1.	Mercedes Angeles	Mercedes A.	29279 Magna Ave Hayward CA. 94544	510- 576-9369	1st grade	Park ES	03/12/18
2.	Silvia Gomes	[Signature]	493 ramos ave. Hayward CA. 94544	510)677-4333	K/1	Harder ES	3/14/18
3.	Maria Orozco	[Signature]	208 Schafer Road 94544	510 427 1885	(K) 1	Glassbrook ES	3/14/18
4.	Liliana Mendoza	[Signature]	559 Sycamore ave #2 Hayward CA	650 235- 710 661	(K) 1	Harder ES	3/18/18
5.	Maria Xic	[Signature]	27033 Belvedere Ave. APT 5 Hayward 94544	510- 448910-7030	K/1	Tyrell ES	3/19/18
6.	Mario Cruz	[Signature]	205 Balv 22264 South Garden Hayward CA. 94506	510)472 9699	(K) 1	Langwood ES 3/23/18	3/23/18
7.	Yolanda Manzo	Yolanda Manzo	27678 Orlando Ave. Hayward, Ca 94545	(510) (209) 589-5300	(K) 1	Palma Cena ES	3/23/18
8.	Alexis Orozco	[Signature]	26136 Regal Ave Hayward CA	510 431 0646	(K) 1	Schafer ES	
9.	Julia Freygo so	Julia Freygo	16913 Meekland Ave Hayward CA.	510 470-21-28	(K) 1		
10.							

2 years old

## PETITION FOR THE ESTABLISHMENT OF HAYWARD COLLEGIATE CHARTER SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE
1.	Lamar Burles		24660 Amador St Hayward #158	415 433-2232		Park ES	3/10
2.	Raul Delgado		24280 Silva Ave #2	509 962 2421		East Avenue ES	3/10
3.							
4.							
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The proposed Executive Director, Neena Goswamy, and Founding Families held information sessions with parents or spoke to them at Hayward Farmer's Market to inform them of the academic program at Hayward Collegiate. Attached are names and contact information of attendees.







Submitted  
01/22/18

## Information Session

### Sign in Sheet

Date: 01/20/2018

Location: Adolfina's House

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Murielle	BICHARD	650 733-3064	mbichard@gmail.com
• Maribel	Garcia	209-817-1395	garcia.1985@hotmail.com
• Maria (Nery)	Garcia	510-589-7757	mngarcia2010@gmail
Elvira	Arellano	510-491-3478	
• Maribel	Lozano Silva	(510) 372-6102	Jaylen M15.123@gmail.com
• Selena	Lozano Silva	(510) 695-6570	SelenaLozano13@gmail.com
Adolfina Lozano	Lozano	(510) 677-1424	





**HAYWARD**  
COLLEGIATE

Submitted

## Information Session

### Sign in Sheet

Date: 20 Jan 2018

Location: Hayward Farmers Market

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
(E) Shana	Palomino	(510) 998-1151	(C) obulnes@yahoo.com
(E) Dad Devonn	Harding	devonngrupp@yahoo.com	Shana-Palomino@yahoo.com
<hr/>			
C Catherine O'Donnell	(Mothers of Hayward)	415 994-9425	LucaKat7@yahoo.com
E Linda Prado			LINDA PRADO@gmail.com
S Maria Calle	mother of Hayward	(510) 675-8075	
C Jewell Spalding		510-889-5816	jewellspalding@gmail.com
E Kennetha	Donnelly Taylor	(510) 472-9087	arismom2@hotmail.com
C Adrena Groves		(650)-863-5812	Adrena.harris@yahoo.com
(garden) E Cecile Katara		510.329.5235	Cwbangu@gmail.com
S Mario Martinez		510 688 5371	wfmario@yahoo.com
Gisela Diaz		510 - 695-3308	yuka241@hotmail.com



# Information Session

## Sign in Sheet

 Date: 1/27/2018

 Location: Hayward Farmer's Market

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
e Shanna	Ratliff	510-244-8171	obillfacesally@yahoo.com
e Rebecca A			rmabrams@sbcglobal.net
e AMaraeli	De la Higuera	510-688-2759	
e Simi Kumar	FATHUR	510 467 2026	
Larissa Cliffore		(510) 314-58676	elaisa@grubn.com
PHIL <del>MORABES</del>	MORALES	(408) 409-4100	phil-morales@scwe.org
FF Jenna	Reed	408-679-6054	ladyjenn@gmail.com
INNA	RAZUMOVA	(510) 861-2050	INKARAZUMOVA@gmail.com
Kristina	Moreno	415-250-5506	kristinashineker@gmail.com
Kyle	Pace	914	the kyle pace@gmail.com
Paula	Simpson	510 517 2739	ALPHA paula oct 3@hotmail
ARAVIND	PEDDIRAYANA		PB-ARAVIND@YAHOO.COM









# Information Session

## Sign in Sheet

Date: 01/27/18

Location: Weeches Library

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Ali	Perez	1510/677 41 50	cel4Perez 37@gmail
Arce	sebastian	(510) 305-3804	
Adolfina	lozano	(510) 677-1424	
Yessica Ram	Ramirez	(510) 921 4931	yessieramirez padilla@gmail.com
Lydia	Harding	510-760-1230	mrsHarding@gmail
Devonn	Harding	510-978-2536	devonnngroup@yahoo
Evelyn	Borja	415-244-0962	ecuaere2002@yahoo.com
Anupa	Devi	(510) 862-1198	Anupadevi@gmail.com









## Information Session

### Sign in Sheet

Date: 02/03/18

Location: Neri's House Info. Session.

Submitted

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Adelfina Lozano	Lozano	(510) 677-1424	
Selena Lozano	Lozano	(510) 695-6570	SelenaLozano13@gmail.com
Maribel Lozano Silva	—	(510) 372-6102	Jaylenuls@gmail.com
Maria N. Garcia	Garcia	510-589-7757	mngarcia2010@gmail.com
Jessica Lozano	— 510 589 5344	<del>510 589 7757</del>	JessicaLozanoSilva24@gmail.com
Maribel Garcia		909 817 1395	garciam.1985@hotmail.com
Rocio Briseno		510-677-7990	





Submitted

## Information Session

### Sign in Sheet

Date: 02/03/18

Location: Farmers Market

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Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Alexandra Fuentes		(510) 314 21 30	
Vilma Serrano		(510) 435-1691	Serrano75@att.net
Saul Aragon		(510) 706 4444	
Susan Velazquez		(510) 931-3824	
Alejandra Calvo		(510) 876-7726	italocalvo@gmail.com
OSMAN AH		670-586-2553	
Carol Morgan			cwmorgan@hotmail.com
Tristan B	BEIR	N/A	TRISTANB1983@GMAIL
Ana Falla	SILVA	(415) 994-4751	octubreana@yahoo.com





**HAYWARD  
COLLEGIATE**

Submitted

## Information Session

### Sign in Sheet

Date: Feb 10, 2017

Location: Hayward Farmers Market

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
* LARRY	CHUNG	415 659 5558	larryncchung@gmail.com
Tim	MYNH	650-305-0726	ntseurek@gmail.com
Donar	SILVA	510-485-3967	
* Simerjit	KAUR	(510) 480-27-57	PRITAM 3386@yahoo.com
Maria 1	Lopez	(510) 586 47 66	24955 Cypress Ave
Cynthia	Sirias	(510)	CYN7878@shoglobe.net
Bernadette	OBIDOMA	(510) 677-97 24	
Rocio	BUSANO	510-677-7990	
Hamza H-			200Hamza@gmail.com
* Jesus	CISNEROS	(510) 706 88 06	





# Sign in Sheet

Location: Arleagus

[illegible]





Submitted

# Information Session

## Sign in Sheet

Date: 2/17/2018

Location: Farmers Market

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Not  
Parent

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Qinjie	Wei	(510) 589-3816	625068625@qq.com
SURYA ACHANTA		714-270-1718	surya.achanta@gmail.com
Ingrid Lucero		510.690.4980	ingridlucero26@gmail.com
Summar	Yamant	817-808-5137	stamant@gmail.com
Mario Contreras		(510) 576-9353	mcontreras@yahoo.com
Jackselyn Contreras	Contreras_Jacks@gmail.com	(510) 576-9050	
Ana B. Sandoval		(510) 427-9902	
Jennifer	Cavcutt	(408) 830-7342	jcavcutt@gmail.com
Holly	DUNELP	(510) 600-8248	





## Information Session

### Sign in Sheet

Date: 2/24/2018 (sat)

Location: Hayward Farmers Market

Parent First Name/ Primer Nombre De Padre	Parent Last Name/ Apellido de Padre	Phone Number/ Numero de Telefono	Email/ Correo Electronico
Olga Figueroa		650) 235-6948	cotzojay.olga67@gmail.com
Margaret Alfaro			margaret.youngs@gmail.com
Melanie Martinez		510-566-4668	mellye13@aol.com
C Luna Hu			hxz608@hotmail.com
Mally Romero		(415) 271-3985	mallysromero@yahoo.com
S Greerela Delacruz		(510) 889-1452	
Ruby Lam-		510 432 3775	ruby.lam65@gmail.com
Teacher Ste Jin Park / Grace		415 769. 9497	sarangproject@yahoo.com
Ryan Woollensuebar			woollyb_28@hotmail.com





## Appendix 13. Marketing Flyers

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# Hayward Collegiate

A proposed Tk-6 charter school for the students of Hayward



## Our Mission

Hayward Collegiate Charter School ensures rigorous academics in every classroom and individualized supports for every learner so that all students in kindergarten (including TK) through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence.

## We Believe

Hayward Collegiate believes that every student can be destined for success and opportunity regardless of their race, socio-economic status, home language, or prior achievement. For all of our students to be firmly on the path to college from their first day of kindergarten, Hayward Collegiate is centered around five key elements:

- Creative and critical thinking is a mindset that must be explicitly taught.
- Excellent teaching is foundational to student success.
- Individualized student supports propel student mastery.
- Student achievement is enhanced by the intentional use of technology.
- Communication is the bedrock of student leadership.
- Students thrive in a structured and joyful community.
- College preparatory curriculum is relevant and rigorous.

## Join Our Board

We are looking for mission-driven leaders with backgrounds in law, technology, finance, education, and marketing.

## Tell a Friend

Share our mission and plans with parents, educators, and community leaders.

## Contact Us

Neena Goswamy, Lead Founder  
650.520.3915 | [ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)  
Jaqueline Hernandez, For Spanish  
510.586.1612 | [jaque23303@gmail.com](mailto:jaque23303@gmail.com)



Mission. Impact. Urgency.



## Building Excellent Schools

Following the BES approach of an academically rigorous instructional program, dramatically increased instructional time, and a relentless focus on literacy and mathematics, BES schools routinely outperform their surrounding districts on standardized assessments and thoroughly prepare their students for success in college — and in life.

To date, BES has established 100+ schools in 26 cities across 15 states and the District of Columbia, educating 25,000+ students in grades Pre-K—12.

# Hayward Collegiate

Una escuela charter Tk-6 propuesta para los estudiantes de Hayward



## Nuestra Misión

Hayward Collegiate Charter School asegura académicos rigurosos en cada clase y apoyos individualizados para cada alumno, de modo que todos los estudiantes de kindergarten (incluyendo TK) hasta sexto grado puedan prosperar en las universidades de su elección y puedan comunicarse y liderar con confianza.

### Creemos

Hayward Collegiate cree que cada estudiante puede estar destinado al éxito y la oportunidad, independientemente de su raza, condición socioeconómica, idioma del hogar o logros previos. Para que todos nuestros estudiantes estén firmemente en el camino a la universidad desde su primer día de kindergarten, Hayward Collegiate se centra en cinco elementos clave:

- El pensamiento creativo y crítico es una mentalidad que debe ser enseñada explícitamente.
- La enseñanza excelente es fundamental para el éxito del estudiante.
- Los estudiantes individualizados apoyan el dominio del estudiante.
- El rendimiento estudiantil se ve reforzado por el uso intencional de la tecnología.
- La comunicación es la piedra angular del liderazgo estudiantil.
- Los estudiantes prosperan en una comunidad estructurada y alegre.
- El plan de estudios preparatorio para la universidad es relevante y riguroso.

### Únete A Nuestra Junta

Estamos buscando líderes impulsados por la misión con experiencia en derecho, tecnología, finanzas, educación y marketing.

### Dile A Un Amigo

Comparta nuestra misión y nuestros planes con padres, educadores y líderes comunitarios

### Contáctenos

Neena Goswamy, Lead Founder

650.520.3915 | [ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)

Jaqueline Hernandez, Para Español

510.586.1612 | [jaque23303@gmail.com](mailto:jaque23303@gmail.com)



Mission. Impact. Urgency.



### Building Excellent Schools

Siguiendo el enfoque de BES de un programa de instrucción académicamente riguroso, un tiempo de instrucción dramáticamente mayor y un enfoque implacable en alfabetización y matemáticas, las escuelas de BES rutinariamente superan a sus distritos vecinos en evaluaciones estandarizadas y preparan a fondo a sus estudiantes para el éxito en la universidad y en la vida.

Hasta la fecha, BES ha establecido más de 100 escuelas en 26 ciudades en 15 estados y el Distrito de Columbia, educando a más de 25,000 estudiantes en grados Pre-K-12.





# HAYWARD COLLEGIATE

## PARENT INFO SESSION • SESIÓN INFORMATIVA

**WHERE:**

Weekes Branch Library,  
27300 Patrick Ave,  
Hayward, CA 94544

**WHEN:**

Saturday, Jan. 27, 2018 at  
1PM

**DÓNDE:**

Weekes Branch Library,  
27300 Patrick Ave,  
Hayward, CA 94544

**CUANDO:**

Sabado, Enero 27, 2018 at  
1PM

**For more info:** (650) 520-3915

**Para Español:** (510) 586-1612





**DSAL SOCCER**

# ***Support Our School!***

**WHERE: 16640 E 14th St. San Leandro**

**WHEN: Saturday 3/17 & Sunday 3/18**

**9am-12pm**



Presented to the Hayward Unified School District  
April 14, 2018  
Requested Charter Term: July 1, 2019 - June 30, 2024  
Lead Applicant Contact Information:  
Email: [haywardcollegiate@haywardunified.org](mailto:haywardcollegiate@haywardunified.org)  
Phone: (925) 528-3717

Exclusively submitted to the Hayward Collegiate  
Funding Team:  
Michelle Ho  
Doreen Rios  
Aylin  
Priscilla Diaz  
Mia Vela  
Nancy Gonzalez







# SUPPORT OUR SCHOOL!

DSAL Soccer

**WHERE:** 16640 E 14th St.  
San Leandro

**WHEN:** Saturday 3/24 & Sunday  
3/25  
9am-12pm





HAYWARD COLLEGIATE

# ARTEAGAS FOOD CENTER

COME BY AND SAY HI!

OUR TEAM WILL BE TABLING  
FROM 5-8PM TODAY(2/16)!



**Appendix 14. Scope and Sequence for Core Curriculum, Grades TK – 1\_\_\_\_\_**

## ELA & Social Studies Scope and Sequence: TK/K

Week	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	Learning Targets	Speaking & Listening Standards + Learning Targets	Reading Foundational Standards + Learning Targets	Assessed Language Standards + Learning Targets	Anchor Texts	Writing Standards	Social Studies
Week 0	Routines and Procedures			<p>Following RF Standards taught all year.</p> <p><b>RF.K.3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>I can read common sight words (14 words).</p> <p><i>Taught each week using the sight words listed to the right. Reinforced throughout duration of Unit.</i></p> <p><b>RF.K.3a</b> Demonstrate basic knowledge of one-to-one letter-sound</p>	<p>Following L Standards taught all year:</p> <p><b>L.K.1F</b> Produce and expand complete sentences in shared language activities.</p> <p>I can use a complete sentence when I speak.</p> <p><b>L.K.4a:</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>I can recognize that some words</p>	<p>Listen to Rhymes: "Jack and Jill", "One, Two, Three, Four, Five", "Pease Porridge Hot", "Colors", "To Market, To Market"</p>		<p><b>K.1</b> Students understand that being a good citizen involves acting in certain ways.</p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p><b>K.4</b> Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>2. Determine the relative locations of objects using the</p>

				<p>correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>I can say the most common sound for each consonant in the alphabet (12 letters).</p> <p><b>RF K.1d:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>I can recognize each consonant in the alphabet (12 letters).</p>	<p>have more than one meaning.</p> <p><b>LK.5d :</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>I can act out different shades of meaning among verbs.</p> <p><b>LK.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		<p>terms near/far, left/right, and behind/in front.</p> <p>3. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</p> <p>4. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</p> <p><b>K.3</b> Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>
<b>Week 1</b>	<p>Routines and Procedures</p> <p>Will implicitly teach RL K4 (Ask and answer questions about unknown words in a text) or K10 (Actively engage in group reading activities with</p>		<p><b>SL.K.1A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>I can pair-share.</p>	<p><b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.</p> <p>I can read the words in a book in the right order.</p> <p><b>RF.K.1b:</b> Recognize that</p>	<p><b>LK.1a:</b> Print many upper- and lowercase letters.</p> <p>I can print m and a</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel</p>	<p>Listen to Rhymes: "I Went Upstairs", "Mix a Pancake", "Sing a Song of Sixpence", "Little Arabella Stiller", Listen to Songs, "Quack! Quack! Quack!"</p>	<p><b>W.K.3</b> I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the</p>

	purpose and understanding). Incorporated daily		I can talk about the correct subject. I can listen to others.	spoken words are represented in written language by specific sequences of letters.  I can understand that words I say can be written using letters in a certain order.  <b>RF.K.1c</b> Understand that words are separated by spaces in print.  I can understand that words have spaces between them.  Preschool	sounds (phonemes).  I can print m and a.  I can print the letter when I hear the sound.		order in which they occurred, and provide a reaction to what happened.  <b>Preschool Foundations Writing:</b>  <b>1.1</b> Adjust grasp and body position for increased control in drawing and writing  <b>1.2</b> Write letters or letter like shapes to represent words or ideas.  <b>1.3</b> Write first name nearly correctly
<b>Week 2</b>	<b>RL K.1:</b> With prompting and support, ask and answer questions about key details in a text.	"I Can" Statements:  I can ask questions about details in a fiction text.  I can answer questions about	<b>SLK.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about	<b>RF.K.1a</b> Follow words from left to right, top to bottom, and page by page.  I can read the words in a book in the right order.	<b>LK.1a:</b> Print many upper- and lowercase letters.  I can print s and p.  <b>LK.2c:</b> Write a letter or letters for most	Big Book- What Makes a Family?  Read Aloud- Book-Building with Dad  Paired Selections- "Frere Jacques",	

		<p>details in a fiction text.</p>	<p>key details and requesting clarification if something is not understood.</p> <p>I can ask questions about details I do not understand.</p> <p>I can answer questions about details I do not understand.</p>	<p><b>RF.K.1b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>I can understand that words I say can be written using letters in a certain order.</p> <p><b>RF.K.1c</b> Understand that words are separated by spaces in print.</p> <p>I can understand that words have spaces between them.</p> <p><b>Preschool Foundations: Concepts about Print</b></p> <p><b>1.1</b> Display appropriate book-handling behaviors and knowledge of print conventions</p> <p><b>1.2</b> Understand that print is something that is read and has specific meaning</p>	<p>consonant and short-vowel sounds (phonemes).</p> <p>I can print s and p.</p> <p>I can print the letter when I hear the sound.</p>	<p>"Everybody Says", "Tortillas for Mommy", "My Little Sister"</p>	
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<b>Week 3</b>	<p><b>RL K.2:</b> With prompting and support, retell familiar stories, including key details.</p>	<p>"I Can" Statements: I can retell fiction stories and include details.</p>	<p><b>SL.K.1b</b> Continue a conversation through multiple exchanges.  I can respond to somebody that speaks to me.  I can respond with something to build on what a person says.</p>	<p><b>RF.K.2d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  I can find and say the beginning, middle, and last sound in simple words.  Focus on Beginning Sounds for Unit 1.</p>	<p><b>LK1.a:</b> Print many upper- and lowercase letters.  I can print n and c.  <b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  I can print n and c.  I can print the letter when I hear the sound.</p>	<p>Big Book- How Do Dinosaurs Go to School?  Read Aloud- "Friends at School"  Paired Selection, "My School Bus"</p>	
<b>Week 4</b>	<p><b>RL K.3:</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p>"I Can" Statements:  I can recognize characters in a fiction story. I can recognize the setting in a fiction story.  I can recognize major events in a fiction story.</p>	<p><b>SLK.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  I can ask questions to help me understand. I can answer questions to help me understand.</p>	<p><b>RF.K.2d</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  I can find and say the beginning,</p>	<p><b>L.K.1e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  I can use the most frequently occurring prepositions  <b>LK1.a:</b></p>	<p>Big Book- "Please, Puppy, Please"  Read Aloud- "I Have a Pet!"  Paired Selection, "Different Kinds of Dogs"</p>	



				<p>middle, and last sound in simple words.</p> <p>Focus on Beginning Sounds for Unit 1.</p>	<p>Print many upper- and lowercase letters.</p> <p>I can print t and i.</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print t and i.</p> <p>I can print the letter when I hear the sound.</p>		
<b>Week 5</b>	<p><b>RL K.5:</b> Recognize common types of texts (e.g., storybooks, poems).</p>	<p>"I Can" Statements: I can tell the difference between different types of fiction texts.</p>	<p><b>SLK.5</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>I can tell about people. I can tell about places. I can tell about things. I can tell about events.</p>	<p><b>RF.K.2a</b> Recognize and produce rhyming words.</p> <p>I can recognize and make rhyming words.</p>	<p><b>L.K.1.e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>I can use the most frequently occurring prepositions</p> <p><b>LK1.a:</b> Print many upper- and lowercase</p>	<p>Big Book- "Everybody Works"</p> <p>Read Aloud, "Pizza at Sally's"</p> <p>Paired Selection "The Elves and the Shoemaker", "The Lion and the Mouse", "For Elves Fairy Tale", "For Lion Fable"</p>	

					<p>letters.</p> <p>I can print o and f.</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print o and f.</p> <p>I can print the letter when I hear the sound.</p>		
<b>Week 6</b>	<p><b>RL K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>"I Can" Statements:  I can name the author and illustrator of a story and tell what they do.</p>	<p><b>SLK.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.  I can speak in my college voice.</p>	<p><b>RF.K.2a</b> Recognize and produce rhyming words.  I can recognize and make rhyming words.</p>	<p><b>LK1.a:</b> Print many upper- and lowercase letters.</p> <p>I can print d and h.</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print d and h.</p> <p>I can print the letter when I hear the sound.</p>	<p>Big Book- "The Handiest Things in the World"</p> <p>Read Aloud Book, "The Little Red Hen"</p>	

<b>Week 7</b>	<p><b>RL K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>			<p>Review all Reading Foundational Standards as needed with focus on those scholars need most support.</p> <p>Begin upcoming RF Standards as appropriate.</p>	<p><b>LK2.a:</b> Capitalize the first word in a sentence and the pronoun I</p> <p>I can capitalize the first letter in a sentence.</p> <p>I can capitalize the pronoun I.</p> <p><b>LK1.a:</b> Print many upper- and lowercase letters.</p> <p>I can print r and e.</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print r and e.</p> <p>I can print the letter when I hear the sound.</p> <p>*Use the letters listed on the right</p>	<p>Big Book "My Five Senses"</p> <p>Read Aloud, "Listen, Look"</p> <p>Paired Selections "Poem About Senses", "Picnic Day", "Here Are My Eyes", "Wonderful Senses"</p>	

<p><b>Week 8</b></p>	<p><b>RL K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>"I Can" Statements:  I can recognize similarities and differences between characters and experiences in different fictional stories.</p>	<p><b>SLK.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  I can tell about people.  I can tell about places.  I can tell about things.  I can tell about events.</p>	<p><b>RF.K.2b:</b> Count, pronounce, blend, and segment syllables in spoken words.  I can count syllables.  I can pronounce syllables.  I can blend syllables.  I can segment syllables.</p>	<p><b>LK1.c:</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  I can make nouns plural by adding s  I can make nouns plural by adding "es".  <b>LK1.a:</b> Print many upper- and lowercase letters.  I can print b and l.  <b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  I can print b and l.  I can print the letter when I hear the sound.</p>	<p>Big Book- "Mice Squeak, We Speak"  Read Aloud, "Amelia's S"  Paired Selection- "The Fort Worth Zoo"</p>	
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<b>Week 9</b>	Flex Week Review Standards as Needed		Review all 7 Speaking and Listening Standards as needed with focus on any not at full mastery.	<p><b>RF.K.2b:</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p>I can count syllables.</p> <p>I can pronounce syllables.</p> <p>I can blend syllables.</p> <p>I can segment syllables.</p>	<p><b>LK2.b:</b> Recognize and name end punctuation.</p> <p>I can recognize end punctuation by name.</p> <p><b>LK1.a:</b> Print many upper- and lowercase letters.</p> <p>I can print k and u.</p> <p><b>LK.2c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print k and u.</p> <p>I can print the letter when I hear the sound.</p>		<p><b>W.K.1</b> I can draw or write to help me share what I think.</p> <p><b>Preschool Foundations Writing:</b></p> <p><b>1.1</b> Adjust grasp and body position for increased control in drawing and writing</p> <p><b>1.2</b> Write letters or letter like shapes to represent words or ideas.</p> <p><b>1.3</b> Write first name nearly correctly</p>	
<b>Week 10</b>  <i>Parent Teacher Conferences</i>	<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a	"I Can" Statements:  I can ask questions about details in a non- fiction text.	<b>SL.K.1a</b> Follow agreed- upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and	<b>RF.K.2.d</b> (Focus on Endings) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme	<p><b>LK1.b:</b> Use frequently occurring nouns and verbs.</p> <p>I can use many nouns.</p>	Big Book- "What Do Wheels Do All Day?"  Read Aloud- "Good Morning", Paired Selection-		<b>K.2</b> Students recognize national and state symbols and icons such as the national and state flags, the bald

	text.	I can answer questions about details in a non-fiction text.	texts under discussion). I can pair-share. I can talk about the correct subject. I can listen to others.	(consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  I can find and say the beginning, middle, and ending sounds in simple words.	I can use many verbs.  <b>LK1.a:</b> Print many upper- and lowercase letters.  I can print g and w.  <b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  I can print g and w.  <b>L.K.2.d:</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  I can spell simple words by sounding them out.	"Wheels Long Ago and Today"		eagle, and the Statue of Liberty.
<b>Week 11</b>	<b>RI.K.2:</b> With prompting and support, identify the main	"I Can" Statements:	<b>SLK.2</b> Confirm understanding of a text read aloud	<b>RF.K.2.d</b> (Focus on Endings) Isolate and pronounce the	<b>LK5.a:</b> Sort common objects into categories (e.g.,	Big Book- "Mouse Shapes",		<b>K.2</b> Students recognize national and state symbols and icons such as

<i>Parent Teacher Conferences</i>	topic and retell key details of a text.	I can tell the main topic and important details in non-fiction books	or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  I can ask questions about details I do not understand.  I can answer questions about details I do not understand.	initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  I can find and say the beginning, middle, and ending sounds in simple words.	shapes, foods) to gain a sense of the concepts the categories represent.  I can sort objects in to categories.  LK1A : Print many upper- and lowercase letters.  I can print j and q.  <b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).  I can print j and q.	Read Aloud- "David's Drawing"  Paired Selection- "Signs and Shapes"		the national and state flags, the bald eagle, and the Statue of Liberty.
<b>Week 12</b>	<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	"I Can" Statements:  I can tell how people, events or ideas are connected.	<b>SL.K.1b</b> Continue a conversation through multiple exchanges.  I can respond to somebody that speaks to me.  I can respond with something to build on what a person says.	<b>RF.K.2d</b> (Focus on Middle) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>LK1.b:</b> Use frequently occurring nouns and verbs.  I can use many nouns.  I can use many verbs.  <b>LK1.a:</b> Print many upper- and lowercase	Big Book- "Jump into January"  Read Aloud- "Every Season"  Paired Selection- "Holidays All Year Long"		<b>K.2</b> Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

				<p>I can find and say the beginning, <b>middle</b>, and ending sounds in simple words.</p>	<p>letters.</p> <p>I can print v and x.</p> <p><b>LK2.c:</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>I can print v and x.</p>		
<b>Week 13</b>	<p>Will implicitly teach <b>RIK.4</b></p> <p>(With prompting and support, ask and answer questions about unknown words in a text). Incorporated daily.</p> <p><b>RIK.5:</b> Identify the front cover, back cover, and title page of a book.</p>	<p>"I Can" Statements:</p> <p>I can identify the front cover, back cover, and title page of a non-fiction book.</p>	<p><b>SLK.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>I can ask questions to help me understand.</p> <p>I can answer questions to help me understand.</p>	<p><b>RF.K.2d</b> (Focus on Middle) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>I can find and say the beginning, <b>middle</b>, and ending sounds in simple words.</p>	<p><b>LK5.b:</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>I can use the antonym of many verbs.</p> <p>I can use the antonym of many adjectives.</p> <p><b>LK1.a:</b> Print many upper- and lowercase letters.</p> <p>I can print y and z.</p> <p><b>LK2c:</b></p>	<p>Big Book- "Snow"</p> <p>Read Aloud- "Storm is Coming!"</p> <p>Paired Selection, "How Water Changes"</p>	



					Write a letter or letters for most consonant and short-vowel sounds (phonemes).  I can print y and z.			
<b>Week 14</b>	<b>RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>"I Can" Statements:</b>  I can tell who the author and illustrator are in non-fiction books.  I can tell what their jobs are.	<b>SLK.5</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  I can tell about people.  I can tell about places.  I can tell about things.  I can tell about events.	<b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.  I can blend and take apart the beginning sounds of one-syllable words.  I can blend and take apart the ending sounds of one-syllable words.	<b>LK5.c:</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).  I can make real connections between words and how I use them.	Big Book- "What Do You Do With a Tail Like This?"  Read Aloud- "A Zebras World"  Paired Selection- "Wings Dragonflies, Tails on Their Way"		<b>K.2</b> Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
<b>Week 15</b>	<b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,	<b>"I Can" Statements:</b>  I can tell how the words and pictures go together in non-fiction books.		<b>RF.K.2c</b> Blend and segment onsets and rimes of single-syllable spoken words.  I can blend and take apart the beginning sounds of one-syllable words.	<b>LK1.d:</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			<b>K.2</b> Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

	place, thing, or idea in the text an illustration depicts).			I can blend and take apart the ending sounds of one-syllable words.	I can understand and use question words.			
<b>Week 16</b>	Flex Week Review Standards as Needed			Review all Reading Foundational Standards as needed with focus on any not at full mastery.  Introduce upcoming RF standards as appropriate		Big Book- "Splash!"  Read Aloud- "Home for a Tiger"  Paired Selection- "Where Animals Live"		<b>K.2</b> Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
<b>Week 17</b> Re-teaching Routines and Procedures	<b>RI.K.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.	"I Can" Statements:  I can give reasons why an author gives a point.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  I can use details when I tell about a person, place, or thing.	**Coming back from break.  Review all Reading Foundational Standards as needed with focus on any not at full mastery  Introduce upcoming RF standards as appropriate		Big Book- "What a Beautiful Sky!"  Read Aloud- "How Many Stars in the Sky?"  Paired Selection- "What Will the Weather Be Like?"	<b>W.K.2</b> I can draw or write to help me explain about a topic.  <b>Preschool Foundations Writing:</b>  <b>1.1</b> Adjust grasp and body position for increased control in drawing and writing  <b>1.2</b> Write letters or letter like shapes to represent words or ideas.	<b>K.5</b> Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.  5. <b>K.6</b> Students understand that history relates to events, people, and places of other times. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T.

							<b>1.3</b> Write first name nearly correctly	Washington, Daniel Boone, and Benjamin Franklin.
<b>Week 18</b>	<b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	"I Can" Statements:  I can tell how 2 non-fiction books about the same thing are alike and different.	<b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  I can pair-share.  I can talk about the correct subject. I can listen to others.	Review all Reading Foundational Standards as needed with focus on any not at full mastery.  Introduce upcoming RF standards as appropriate	<b>LK4.b:</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.  I can use inflections and affixes to help me find the meaning of a word.	Big Book- "What is Science?"  Read Aloud- "Dear Mr. Blueberry"  Paired Selection- "Benjamin Franklin, Inventor"		
<b>Week 19</b>	<b>RL K.1:</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.1:</b> With prompting and support, ask and answer	"I Can" Statements:  I can ask questions about details in a text.  I can answer questions about details in a text.  I can ask questions about	<b>SLK.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>RFK.3b:</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  I can recognize that vowels have two sounds.  I can say the long vowel sound.  I can say the short		Big Book- "From Caterpillar to Butterfly"  Read Aloud- "It is the Wind"  Paired Selection- "Anansi and the Grasshopper"		

	questions about key details in a text.	details in a non-fiction text.  I can answer questions about details in a non-fiction text.	I can ask questions about details I do not understand.  I can answer questions about details I do not understand.	vowel sound.  I can say vowel team sounds.			
<b>Week 20</b>	<p><b>RL K.2:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p>I can retell fiction stories and include details.</p> <p>I can tell the main topic and important details in non-fiction books</p>	<p><b>SL.K.1.b</b> Continue a conversation through multiple exchanges.</p> <p>I can respond to somebody that speaks to me. I can respond with something to build on what a person says.</p>	<p><b>RFK.3B:</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>I can recognize that vowels have two sounds.</p> <p>I can say the long vowel sound.</p> <p>I can say the short vowel sound.</p> <p>I can say vowel team sounds.</p>	<p>Big Book- "Atlantic"</p> <p>Read Aloud- "One-Dog Canoe"</p> <p>Paired Selections- "If You Ever", "A Sailor Went to Sea, Sea, Sea"</p>		
<b>Week 21</b>	<p><b>RL K.3:</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p>"I Can" Statements:  I can recognize characters in a story.</p> <p>I can recognize</p>	<p><b>SLK.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>RF.K.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>I can tell the difference between</p>	<p>Big Book- "Sheep Take a Hike"</p> <p>Read Aloud- "Nicky and the Rainy Day"</p>		

	<p><b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>the setting in a story.</p> <p>I can recognize major events in a story.</p> <p>I can tell how people, events or ideas are connected.</p>	<p>I can ask questions to help me understand.</p> <p>I can answer questions to help me understand.</p>	<p>and read similar words by looking at the letters that are different.</p>		<p>Paired Selections- "The Three Billy Goats Gruff", "The Builder and the Oni"</p>		
<p><b>Week 22</b></p>	<p><b>RL K.5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RIK.5:</b> Identify the front cover, back cover, and title page of a book.</p>	<p>"I Can" Statements:</p> <p>I can tell the difference between different types of fiction texts.</p>	<p><b>SLK.5</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>I can tell about people.</p> <p>I can tell about places.</p> <p>I can tell about things.</p> <p>I can tell about events.</p>	<p><b>RF.K.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>I can tell the difference between and read similar words by looking at the letters that are different.</p>		<p>Big Book- "Curious George's Dinosaur Discovery"</p> <p>Read Aloud- "Duck and Goose"</p> <p>Paired Selection- "Exploring Land and Water"</p>		
<p><b>Week 23</b></p>	<p><b>RL K.6:</b> With prompting and support, name the author and illustrator of a</p>	<p>"I Can" Statements:</p> <p>I can name the</p>	<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with</p>	<p><b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable</p>		<p>Big Book- "Zin! Zin! Zin! a Violin"</p>		

	<p>story and define the role of each in telling the story.</p> <p><b>RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>author and illustrator of a story and tell what they do.</p> <p>I can tell who the author and illustrator are in non-fiction books.</p> <p>I can tell what their jobs are.</p>	<p>prompting and support, provide additional detail.</p> <p>I can use details when I tell about a person, place, or thing.</p>	<p>words to make new words.</p> <p>I can make new words by changing a consonant or vowel sound in a word I already know.</p>		<p>Read Aloud- "Simon and Molly plus Hester"</p> <p>Paired Selections- "Celebration The Lobsters and the Fiddler Crab" Poetry/Song- "The More We Get Together", "Make New Friends"</p>	
<b>Week 24</b>	<p><b>RL K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and</p>	<p>"I Can" Statements:</p> <p>I can tell how the pictures show what happens in a fiction story.</p> <p>I can tell how the words and pictures go together in non-fiction books.</p>	<p><b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>I can pair-share.</p> <p>I can talk about the correct subject.</p> <p>I can listen to others.</p>	<p><b>RF.K.2e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>I can make new words by changing a consonant or vowel sound in a word I already know.</p>		<p>Big Book- "Leo the Late Bloomer"</p> <p>Read Aloud- "A Tiger Grows Up"</p> <p>Paired Selection- "What Can a Baby Animal Do?"</p>	<p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>5. K.6 Students understand that history relates to events, people, and places of other times.</p> <p>Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel</p>

	the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).							Boone, and Benjamin Franklin.
<b>Week 25</b>	<b>RI.K.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.	"I Can" Statements:  I can give reasons why an author gives a point.	<b>SLK.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  I can ask questions about details I do not understand.  I can answer questions about details I do not understand.	<b>RF.K.2.d</b> (Beginning, Middle, and End) Review Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  I can find and say the beginning, <b>middle</b> , and ending sounds in simple words.		Big Book- "Zinnia's Flower Garden"  Read Aloud- "Oscar and the Frog"  Paired Selections- "Growing Sunflowers"		
<b>Week 26</b>	<b>RL K.9:</b> With prompting and support, compare and	"I Can" Statements:	<b>SL.K.1.b</b> Continue a conversation through multiple	<b>RF.K.2a</b> Review Recognize and produce rhyming		Big Book- "Chameleon, Chameleon"		

	<p>contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>I can recognize similarities and differences between characters and experiences in different stories.</p> <p>I can tell how 2 non-fiction books about the same thing are alike and different.</p>	<p>exchanges.</p> <p>I can respond to somebody that speaks to me.</p> <p>I can respond with something to build on what a person says.</p>	<p>words.</p> <p>I can recognize and make rhyming words.</p>		<p>Read Aloud- "Red Eyes"</p> <p>Paired Selection- "Animal Bodies"</p>		
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<p><b>Week 27</b></p>	<p>Flex Week Review Standards as Needed</p> <p>Assessment Week</p>				<p><b>L.K.1a</b> I can listen and take turns when I am having conversations.</p> <p><b>L.K.1d</b> I can understand and use question words.</p> <p><b>L.K.2d</b> I can use what I know about letter sounds to spell easy words.</p> <p><b>L.K.4a</b> I can find new meanings for words I already know.</p> <p><b>L.K.4b</b> I can use beginnings and endings of words to find their meanings.</p> <p><b>L.K.5b</b> I can use common nouns and verbs and their opposites.</p> <p><b>L.K.5d</b> I can act out words that are similar to words I know.</p>	<p>Big Book- "Pie in the Sky"</p> <p>Read Aloud- "Bread Comes to Life"</p> <p>Paired Selection- "From Apple Tree to Store"</p>	<p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p> <p>4. K.6 Students understand that history relates to events, people, and places of other times. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming</p>
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					<b>L.K.6</b> I can use words and phrases that I learn in school.		organizations, living by rules and laws).
<b>Week 28</b>	<b>RL K.1:</b> With prompting and support, ask and answer questions about key details in a	<b>"I Can"</b> Statements:	<b>SLK.5</b> Describe familiar people, places, things, and events and, with prompting and	<b>RF.K.2b:</b> Review Count, pronounce, blend, and segment syllables in spoken words.		Big Book- "Kitten's First Full Moon"	

	text.  <b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	I can ask questions about details in a text.  I can answer questions about details in a text.	support, provide additional detail.  I can tell about people.  I can tell about places.  I can tell about things.  I can tell about events.	I can count syllables.  I can pronounce syllables.  I can blend syllables.  I can segment syllables."	Read Aloud- "Curious George Makes..."  Paired Selection- "Drinking Fountain", "The Puppy Chased the Sivery Moon Boat"	
<b>Week 29</b>	<b>RL K.2:</b> With prompting and support, retell familiar stories, including key details.  <b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	"I Can" Statements:  I can retell stories and include details.  I can tell the main topic and important details in non-fiction books	<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  I can use details when I tell about a person, place, or thing.	<b>RF.K.2c</b> Review Blend and segment onsets and rimes of single-syllable spoken words.  I can blend and take apart the beginning sounds of one-syllable words.  I can blend and take apart the ending sounds of one-syllable words.	Big Book- "One of Three"  Read Aloud- "Someone Big",  Paired Selection- "Cross Country Trip"	
<b>Week 30</b>	<b>RL K.3:</b> With prompting and support, identify characters, settings, and major events in a story.	"I Can" Statements:  I can recognize characters in a story.	<b>SL.K.1a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under	<b>RFK.3b:</b> Review Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Big Book- "You Can Do It, Curious George!"  Read Aloud- "The Little Engine That Could"	K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Construct maps and

	<p><b>RL.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>I can recognize the setting in a story.</p> <p>I can recognize major events in a story.</p> <p>I can tell how people, events or ideas are connected.</p>	<p>discussion).</p> <p>I can pair-share.</p> <p>I can talk about the correct subject.</p> <p>I can listen to others.</p>	<p>I can recognize that vowels have two sounds.</p> <p>I can say the long vowel sound.</p> <p>I can say the short vowel sound.</p> <p>I can say vowel team sounds.</p>		<p>Paired Selections- "Whistling", "Time to Play", "By Myself"</p>		<p>models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p>
<p><b>Week 31</b></p>	<p><b>RL K.5:</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RIK.5:</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a</p>	<p>"I Can" Statements:</p> <p>I can tell the difference between different types of fiction texts.</p> <p>I can tell how the pictures show what happens in a fiction story.</p> <p>I can tell how the words and pictures go together in non-fiction books.</p>	<p><b>SLK.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>I can ask questions about details I do not understand.</p> <p>I can answer questions about details I do not understand.</p>	<p><b>RF.K.3d</b> Review Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>I can tell the difference between and read similar words by looking at the letters that are different.</p>		<p>Big Book- "Look at Us"</p> <p>Read Aloud- "Baby Brains"</p> <p>Paired Selection- "The Three Little Pigs"</p>		<p>4. K.6 Students understand that history relates to events, people, and places of other times. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>

	<p>story an illustration depicts).</p> <p><b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>						
<b>Week 32</b>	<p><b>RLK.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>"I Can" Statements:</p> <p>I can name the author and illustrator of a story and tell what they do.</p> <p>I can tell who the author and illustrator are in non-fiction books.</p>	<p><b>SL.K.1b</b> Continue a conversation through multiple exchanges.</p> <p>I can respond to somebody that speaks to me.</p> <p>I can respond with something to build on what a person says.</p>	<p><b>RF.K.2e</b> Review Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>I can make new words by changing a consonant or vowel sound in a word I already know.</p>		<p>Big Book- "Miss Bindergarten Celebrates the Last Day of Kindergarten"</p> <p>Read Aloud- "Pet Show!"</p> <p>Paired Selection- "Schools Then and Now"</p>	

	<b>RI.K.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.	I can tell what their jobs are.						
Week 33	ELPAC Window							
<b>Week 34</b>	<b>RL K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>"I Can" Statements:</b>  I can recognize similarities and differences between characters and experiences in different stories.  I can tell how 2 non-fiction books about the same thing are alike and different.	<b>SLK.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  I can ask questions to help me understand.  I can answer questions to help me understand.					
<b>Week 35 &amp; 36</b>	Flex Week Review Standards as Needed  Assessment Week			Review all Reading Foundational Standards as needed with focus on those not at full mastery.				

Week 40	End of Year Celebrations							

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## Mathematics Scope and Sequence: TK/K

Week	Standard	Spiral Review and/or Frontloads
<b>Unit 1</b>		
Week 0	Routines and Procedures	
Week 1	<p><b>K.CC.4A</b></p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Idea: Count with one-to-one correspondence</p>	<p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
<i>Week 2: Math Interim Diagnostic – Flex Week</i>		
Week 3	<p><b>K.CC.4B:</b></p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>Idea: Count to tell how many</p>	<p>Reviewing / Frontloading: KCC4A-C Frontloading: Vocabulary "How Many" using objects like dots together to identify a number.</p> <p>Example: Draw two dots, how many dots do I have now?</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 4	<p><b>K.CC.4C:</b></p> <p>Understand that each successive number name</p>	



	<p>refers to a quantity that is one larger.</p> <p>Idea: Finding smaller sets within a total</p>	<p>Reviewing / Frontloading: KCC4A-C Frontloading: Vocabulary "How Many" using objects like dots together to identify a number.</p> <p>Example: Draw two dots, how many dots do I have now?</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 5	<p><b>K.CC.5:</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Idea: Count to answer how many</p>	<p>Reviewing: KCC4A-C</p> <p>Frontloading: Vocabulary "How Many" using objects like dots together to identify a number.</p> <p>Example: Draw two dots, how many dots do I have now?</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 6	<p><b>K.CC.5:</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Idea: Count to answer how many</p>	<p>Using "How Many" to frontload the numbers 0-20 in terms of greater, less than, or equal to using objects like dots or stars, etc.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>

Week 7	<b>Review all standards not mastered</b>	
Week 8	<b>Math Interim Assessment – Flex Week</b>	
Week 9	<p><b>K.CC.3:</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Idea: Write numbers from 0 to 20</p>	<p>Using "How Many" to frontload the numbers 0-20 in terms of greater, less than, or equal to using objects like dots or stars, etc.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li><i>1. Children understand numbers and quantities in their everyday environment</i></li> <li><i>2. Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 10	<p><b>K.CC.6:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to 10 objects.</p> <p>Idea: Compare using greater than/ less than</p>	<p>Using "How Many" to frontload the numbers 0-10 in terms of greater, less than, or equal to using the actual numbers.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li><i>1. Children understand numbers and quantities in their everyday environment</i></li> <li><i>2. Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 11	<p><b>K.CC.6:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to 10 objects.</p> <p>Idea: Compare using greater than/ less than</p>	<p>Frontload: Using a hundreds chart to find missing numbers or numbers that come next using ones of tens.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li><i>1. Children understand numbers and quantities in their everyday environment</i></li> <li><i>2. Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 12	<p><b>K.CC.7:</b> Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Frontload: Using a hundreds chart to find missing numbers or numbers that come next using ones of tens.</p>

	Idea: Comparing 2 numbers	<p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 13	<p>K.CC.1: Count to 100 by ones and by tens.</p> <p>Idea: Count to 100 by ones and by tens</p>	<p>Spiral: Ensure at this point all students can at least recognize, write, and count numbers 0 - 20, also, have mastered greater than, less than, and equal to.</p> <p>Frontload: Can continue to use a hundreds chart, pick a number, and have them count forward to the end of the number chart, or a designated number.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 14	<p>K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>Idea: Count forward from a given number</p>	<p>Frontload: Addition symbol with the use of "How Many", "In total", "all together" vocabulary.</p> <p><i>Preschool Foundations Number Sense</i></p> <ol style="list-style-type: none"> <li>1. <i>Children understand numbers and quantities in their everyday environment</i></li> <li>2. <i>Children understand number relationships and operations in their everyday environment</i></li> </ol>
Week 15	<p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Idea: Represent addition</p>	<p>Frontload: Subtraction symbol with the use of "difference", "how many less", "how many left" vocabulary.</p> <p><i>Preschool Foundations Number Sense</i></p>

Week 16	<b>Review all standards not mastered</b>	
Week 17	<b>Math Interim Assessment – Flex Week</b>	
Week 18	<p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Idea: Represent addition</p>	<p>Spiral: Spend more time with addition and subtraction symbols as needed as those can be challenging concepts.</p> <p>Frontload: Can frontload addition word problem vocabulary and examples.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 19	<p>K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Idea: Solve addition word problems</p>	<p>Spiral: Spend more time with addition and subtraction symbols as needed as those can be challenging concepts.</p> <p>Frontload: Can frontload subtraction word problem vocabulary and examples.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 20	<p>K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Idea: Solve addition word problems</p>	<p>Spiral: Spend more time with addition and subtraction symbols as needed as those can be challenging concepts.</p> <p>Spiral addition and subtraction word problems, as it is a challenging concept.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 21	<p>K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p>Spiral: Recognizing, writing, and counting numbers 0-20. Greater than, less than, or equal numbers 0-10 for sure, likely 0-20. Addition and subtraction, word problems and recognizing the signs with general computation.</p>

	Idea: Decompose numbers	<i>Preschool Foundations Number Sense</i>
Week 22	<p>K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>Idea: Decompose numbers</p>	<p>Spiral: Recognizing, writing, and counting numbers 0-20. Greater than, less than, or equal numbers 0-10 for sure, likely 0-20. Addition and subtraction, word problems and recognizing the signs with general computation.</p> <p>Frontload: Making ten using two numbers 1-9 (similar to decomposing numbers within 10).</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 23	<p>K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Idea: Find the number that makes 10</p>	<p>Frontload: Making ten using two numbers 1-9 (similar to decomposing numbers within 10).</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 24	Review all standards not mastered	
Week 25	Math Interim Assessment – Flex Week	
Week 26	<p>K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Idea: Find the number that makes 10</p>	<p>Frontload: Rapid fluency with addition and subtraction up to 5, can reasonably go up to 10 if your group can handle it.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 27	<p>K.OA.5: Fluently add and subtract within 5.</p> <p>Idea: Fluently add and subtract within 5</p>	<p>Frontload: Place Value for NBT.</p> <p><i>Preschool Foundations Number Sense</i></p>

Week 28	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Idea: Compose numbers 11 to 19</p>	<p>Frontload: Place Value for NBT.</p> <p>Start frontloading vocabulary for measurement.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 29	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Idea: Compose numbers 11 to 19</p>	<p>Spiral: NBT Place Value.</p> <p>Frontload vocabulary for measurement.</p> <p><i>Preschool Foundations Number Sense</i></p>
Week 30	<p>K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>Idea: Describing measurable attributes</p>	<p>Spiral: For sure check in on their addition and subtraction fluency from numbers 1 -30 at this point.</p> <p>Frontload: Using vocabulary from MD and identifying the differences.</p> <p><i>Preschool Foundations Classification &amp; Patterning and Measurement</i></p> <ol style="list-style-type: none"> <li>1. <i>Children sort and classify objects in their environment</i></li> <li>2. <i>Children recognize/expand understanding of simple repeating patterns</i></li> <li>3. <i>Children compare, order, and measure objects.</i></li> </ol>

Week 31	<p>K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>Idea: Directly compare two objects with a measurable attribute in common</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30.</p> <p>Frontload: Vocabulary for MD in terms of categories.</p> <p><i>Preschool Foundations Classification &amp; Patterning and Measurement</i></p> <ol style="list-style-type: none"> <li>1. <i>Children sort and classify objects in their environment</i></li> <li>2. <i>Children recognize/expand understanding of simple repeating patterns</i></li> <li>3. <i>Children compare, order, and measure objects.</i></li> </ol>
Week 32	Math Interim Assessment – Flex Week	
Week 33	<p>K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Idea: Classify and sort objects</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30.</p> <p>Frontload: Prepositions.</p> <p><i>Preschool Foundations Classification &amp; Patterning and Measurement</i></p> <ol style="list-style-type: none"> <li>1. <i>Children sort and classify objects in their environment</i></li> <li>2. <i>Children recognize/expand understanding of simple repeating patterns</i></li> <li>3. <i>Children compare, order, and measure objects.</i></li> </ol>
Week 34	<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>Idea: Describe the position of objects</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Frontload: Give shapes in a different orientation, and discuss how it is still the same. Give two different size triangles and describe how they are still the same shape.</p>

Week 35	<p><b>K.G.2:</b> Correctly name shapes regardless of their orientations or overall size.</p> <p>Idea: Naming shapes</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Frontload: 2D and 3d Vocabulary and their difference.</p> <p><i>Preschool Foundations Geometry</i></p> <ol style="list-style-type: none"> <li>1. <i>Children identify and use shapes</i></li> <li>2. <i>Children understand positions in space</i></li> </ol>
Week 36	<p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>Idea: Identifying shapes as 2-D and 3-D</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Do a check that they know their numbers 1 - 100, do not have to be fluent in their addition and subtraction to 100 though.</p> <p>Frontload: Corners, vertices, sides vocabulary and attributes.</p> <p><i>Preschool Foundations Geometry</i></p> <ol style="list-style-type: none"> <li>1. <i>Children identify and use shapes</i></li> <li>2. <i>Children understand positions in space</i></li> </ol>
Week 37	<p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>Idea: Analyze and compare 2-D and 3-D shapes</p> <p><b>K.G.5:</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Do a check that they know their numbers 1 - 100, do not have to be fluent in their addition and subtraction to 100.</p> <p><i>Preschool Foundations Geometry</i></p> <ol style="list-style-type: none"> <li>1. <i>Children identify and use shapes</i></li> <li>2. <i>Children understand positions in space</i></li> </ol> <p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p>



	Idea: Model shapes	Frontload: Dissecting a larger shape into smaller shapes. Draw a square and cut it to two triangles.
Week 38	<p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>Idea: Analyze and compare 2-D and 3-D shapes</p> <p>K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>Idea: Model shapes</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Do a check that they know their numbers 1 - 100, do not have to be fluent in their addition and subtraction to 100.</p> <p><i>Preschool Foundations Geometry</i></p> <ol style="list-style-type: none"> <li>1. <i>Children identify and use shapes</i></li> <li>2. <i>Children understand positions in space</i></li> </ol> <p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Frontload: Dissecting a larger shape into smaller shapes. Draw a square and cut it to two triangles.</p>
Week 39	<p>K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>Idea: Composing shapes to form larger shapes</p> <p>K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p> <p>Idea: Composing shapes to form larger shapes</p>	<p>Spiral: Addition and subtraction fluency from numbers 1 -30, greater than, less than, and equal to.</p> <p>Do a check in on greater than, less than, and equal to again. Can try and push students to do addition / subtraction to higher numbers if your class is able.</p> <p><i>Preschool Foundations Geometry</i></p> <ol style="list-style-type: none"> <li>1. <i>Children identify and use shapes</i></li> <li>2. <i>Children understand positions in space</i></li> </ol>

Week 40	<b>Interim Assessment – Flex Week</b>	Review all as needed.
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## Science Scope and Sequence: Grades TK/K

Dates	STANDARD	GUIDING QUESTIONS	ASSESSMENT TITLE
<b>Unit 1</b>			
Week 0-10	<p>K-LS-1 Survival Needs: Food All animals need to find food in order to survive. They go about finding food in different ways, but all animals have this need in common. Knowing that animals have this need can help you find animals where you live, as well as help you make sense of their behaviors.</p> <p>DCIs: LS1.C Students obtain information through observations of different animal behaviors. They use evidence from their observations to argue for their explanation of why animals are acting in these ways.</p> <p>K-LS-1 Survival Needs: Safety All animals also need to find safety (protection) in order to survive. They go about find safety in different ways, but all animals also have this need in common. Knowing that animals have this need can help you find animals where you live, as well as help you make sense of their behaviors.</p> <p>DCIs: Extends LS1.C Students obtain information through observations of different animal behaviors. They use evidence from their observations to argue for their explanation of why animals are acting in these ways.</p>	<ul style="list-style-type: none"> <li>- What do plants need?</li> <li>- What do animals need?</li> <li>- What do people need?</li> <li>- Where are plants and animals found?</li> <li>- How do plants and animals change earth?</li> <li>- How do people change earth?</li> <li>- How can people take care of earth?</li> </ul>	Project

<b>Unit 2</b>	<b>STANDARD</b>	<b>GUIDING QUESTION</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
Week 11 - 20	<p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<ul style="list-style-type: none"> <li>- How do things move?</li> <li>- What do pushes and pulls do?</li> <li>- How do pushes and pulls move things?</li> <li>- What happens when objects bump?</li> <li>- How do people design things that move?</li> </ul>	Project
<b>Unit 3</b>	<b>STANDARD</b>	<b>GUIDING QUESTION</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
Week 21- 30	K-ESS2-1. Use and share observations of local weather conditions to describe patterns	<ul style="list-style-type: none"> <li>- What is weather?</li> <li>- When does weather change?</li> <li>- What keeps earth warm?</li> <li>- How can people stay cool in hot weather?</li> </ul>	Project

	<p>over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<p>- What makes storms on earth?</p> <p>- How can people prepare for storms?</p>	
			Summative
<b>Unit 4</b>	<b>STANDARD</b>	<b>GUIDING QUESTIONS</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
Week 31 - 40	Review all standards not yet mastered		

## ELA and Social Studies Scope and Sequence: Grade 1

Week and Theme	Reading Standards	Learning Targets	Sight Words	Writing Standards	Social Studies Standards	Speaking & Listening Standards
<b>Unit 1 Themes: Back to School, Citizenship, Community, Mapping</b>						
<b>Week 0</b>  Setting Expectations  Routines and Procedures	NA	Set and Practice Routines and Procedures in the classroom	N/A		<b>CSS 1.1.1 Students describe the rights and individual responsibilities of citizenship.</b> Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. Focus: Rule making/voting	
<b>Week 1</b>  "Citizenship/All About Me"  Routines and Procedures	NA	Set and Practice Routines and Procedures in the classroom	N/A	Diagnostic writing assessment to gauge levels of writing	<b>CSS 1.1.2 Students describe the rights and individual responsibilities of citizenship.</b> Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	<b>CCSS.ELA-LITERACY.SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>Week 2</b>  "Citizenship/Community Helpers"	<b>RL 1.1</b> Asking questions about key details in a text	I can ask and answer questions about important	Red, bed, fed, sled, fled, fed, shed, led, wed, bled		<b>CSS 1.1.2 Students describe the rights and individual responsibilities of citizenship.</b> Understand the elements of	<b>CCSS.ELA-LITERACY.SL.1.1.B</b> Build on others' talk in conversations by responding to the

Routines and Procedures (as needed)		details in stories.	He led the dog to a bed.		fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”	comments of others through multiple exchanges.
<b>Week 3</b> "Community Helpers"	<b>RL 1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson (in class formative assessment via thinking map)	I can retell a story I know using important details and show that I know the author is trying to teach me.	Can, fan, man, pan, ran, tan, van, plan, scan, ban  We can see the man with a van.	<b>GPS- Expository Writing</b> <b>CCSS.ELA-LITERACY.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>Narrative Writing</b> <b>CCSS.ELA-LITERACY.W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>CSS 1.1.1 Students describe the rights and individual responsibilities of citizenship.</b> Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.  Focus: Democracy in classroom, school, (Principal, Student Council)	<b>CCSS.ELA-LITERACY.SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.
<b>Week 4</b> "Community Helpers"	<b>RL 1.3</b> Describe characters, settings, and	I can tell the characters, setting and	cop, hop, mop, pop, top, drop, stop, crop, flop	Writing instruction as stated above Unit 1 (Week 3-Week 9)	<b>CSS 1.1.1 Students describe the rights and individual responsibilities of citizenship.</b>	<b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer

	<p>major events in a story, using key details.</p> <p><b>RL 1.1-1.4</b> Formal Instruction ends this week, can give quiz in isolation, or wait until end of Unit 1 in Week 9.</p> <p><i>RL 1.4 should be taught at all times since it is working on vocabulary.</i></p>	what happens in stories.	The bug had to hop over the mop.		<p>Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.</p> <p>Democracy--elected officials within community</p>	<p>questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Week 5</b></p> <p>"Community/Mapping"</p>	<p><b>RL 1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	I can tell the difference between fiction and nonfiction.	<p>Review: red, can, cop, fled, ran, top, bled, ban, flop, van</p> <p>The red barn has a fan on top.</p>		<p><b>CSS 1.2.1 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</b> Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood..</p>
<p><b>Week 6</b></p> <p>"Community/Mapping"</p>	<p><b>RL 1.6</b> Identify who is telling the story at various points in a text.</p>	I can identify who is telling a story at different parts in the story. (Point of view)	<p>old, bold, cold, fold, gold, hold, mold, sold, told, scold</p> <p>I was told that my old pig was sold.</p>		<p><b>CSS 1.2.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</b></p>	<p><b>CCSS.ELA-LITERACY.SL.1.4</b> Describe people, places, things, and events with relevant details, expressing</p>



					Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	ideas and feelings clearly.
<b>Week 7</b> "Community/Mapping"	<b>RL 1.7</b> Use illustrations to describe a story's setting.	I can use the pictures and details in a story to tell about its characters, setting or events.	had, bad, mad, dad, sad, lad, fad, pad, tad, glad  Ted had a glad dad.		<b>CSS 1.2.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</b> Construct a simple map, using cardinal directions and map symbols.	<b>CCSS.ELA-LITERACY.SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Week 8</b> "Community/Mapping"	<b>RL 1.9</b> Compare and contrast the adventures and experiences of characters in stories.	I can compare what happens to characters in stories.	dice, ice, vice, mice, nice, rice, price, slice, spice, twice  Those nice cats have mice, rice and dice.		<b>CSS 1.2.3 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</b> Construct a simple map, using cardinal directions and map symbols.	<b>CCSS.ELA-LITERACY.SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
<b>Week 9</b> "Community/Mapping"  ** RL 1.8 does not exist.	RL 1.1-1.4 and RL 1.5-1.9 assessments	<b>Testing</b>	Review: bad, sad, pad, glad, cold, gold, sold, ice, nice, slice  Dad was nice to an old man.		<b>CSS 1.2.4 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</b> Describe how location, weather, and physical environment affect the way people live, including the	Review any and all speaking and listening standards

					effects on their food, clothing, shelter, transportation, and recreation.	
<b>Unit 2</b>						
<b>Week 10</b> "Long Ago and Today"	<b>RI 1.1</b> Ask and answer questions about details in a non-fiction or informational text.	I can ask and answer questions about important details in nonfiction books.	back, pack, rack, lack, black, crack, tack, snack, sack, track Pack the snack in the sack.	<b>Opinion Writing</b> <b>CCSS.ELA-LITERACY.W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <b>Expository Writing-</b> <b>CCSS.ELA-LITERACY.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>CSS 1.4.1 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</b> Examine the structure of schools and communities in the past.	<b>CCSS.ELA-LITERACY.SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

<p><b>Week 11</b></p> <p>"Long Ago and Today/Mayflower"</p> <p><i>Parent / Teacher Conferences</i></p>	<p><b>RI 1.2</b> Using informational text, identify the main idea or topic, etc.</p>	<p>I can tell the main topic and important details in nonfiction books.</p>	<p>day, say, pay, hay, may, way, play, gray, stay, clay</p> <p>The pig will lay in the hay.</p>	<p><b>CSS 1.4.2 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</b> Study transportation methods of earlier days.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.B</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p><b>Week 12</b></p> <p>"Long Ago and Today/Pilgrims and Native Americans"</p> <p><i>Parent / Teacher Conferences</i></p>	<p><b>RI 1.3</b> Identify how people, events, or ideas are connected.</p> <p><i>RI 1.4 spiraled everyday with all texts as you build their vocabulary.</i></p>	<p>I can tell how people, events or ideas are connected in nonfiction books.</p>	<p>fall, wall, mall, ball, call, all, small, tall, hall, stall</p> <p>Toss the ball at the wall.</p>	<p><b>CSS 1.4.3 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</b> Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>

<p><b>Week 13</b></p> <p>"Thanksgiving"</p>	<p><b>RI 1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>I can understand and use all the helpful parts of nonfiction books to help me find important facts and details.</p>	<p>Review: back, rack, snack, day, way, stay, ball, call, hall, small</p> <p>I will pack a small snack for the day.</p>	<p><b>CSS 1.5.1 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Week 14</b></p> <p>"Backgrounds of American Citizens"</p>	<p><b>RI 1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>I can find some information from pictures and some information from the words in nonfiction books.</p>	<p>bump, dump, hump, jump, lump, pump, grump, plump, stump, thump I got a lump and a bump after I fell.</p>	<p><b>CSS 1.5.2 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood..</p>
<p><b>Week 15</b></p> <p>"Christmas Around the World"</p>	<p><b>RI 1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p>I can use the pictures and words in nonfiction books to help me tell about the main ideas.</p>	<p>at, bat, cat, fat, hat, mat, pat, rat, sat, that  The cat sat on the mat.</p>	<p><b>CSS 1.5.3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

<p><b>Week 16</b></p> <p>"Christmas Around the World"</p>	<p>Review all standards as needed.</p>	<p>NA</p>	<p>pin, bin, tin, win, spin, chin, skin, fin, thin, twin The twin did a spin on his chair.</p>	<p><b>CSS 1.5.3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>Week 17</b></p> <p>"Martin Luther King"</p>	<p><b>RI 1.8</b> Reasons authors give to help teach about the main idea.</p>	<p>I can find the reasons that an author gives to help teach about the main idea.</p>	<p>Review: bump, jump, thump, bat, rat, sat, that, pin, win, chin The bat can jump over the bin.</p>	<p><b>CSS 1.5.3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>	<p><b>CCSS.ELA-LITERACY.SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
<p><b>Week 18</b></p> <p>"Backgrounds of American Citizens"</p>	<p><b>RI 1.9</b> Compare and Contrast in two non-fiction books.</p>	<p>I can find things that are the same and different in two nonfiction books that teach about the same topic.</p> <p><b>Testing</b></p>	<p>dump, lump, pump, stump, cat, hat, pat, tin, spin, skin  She sat on the stump with her twin.</p>	<p><b>CSS 1.5.3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b> Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>	<p>Review all speaking and listening standards</p>

Unit 3						
<p><b>Week 19</b></p> <p>"Patriotic Songs/Pledge of Allegiance"</p>	<p><b>RI 1.1</b> Ask and answer questions about details in a non-fiction or informational text.</p> <p><b>RL 1.1</b> Asking questions about key details in a text</p>	<p>I can ask and answer questions about important details in stories.</p> <p>I can ask and answer questions about important details in nonfiction books.</p>	<p>dog, fog, hog, jog, log, smog, frog, soggy, groggy, clog</p> <p>The frog sat on the log.</p>	<p><b>Narrative Writing</b> <b>CCSS.ELA-LITERACY.W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>Opinion Writing-</b> <b>CCSS.ELA-LITERACY.W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>CSS 1.3.1 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").</p>	<p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p><b>Week 20</b></p> <p>"Patriotic Songs/Pledge of Allegiance"</p>	<p><b>RL 1.2</b> Retell stories, including key details, and demonstrate</p>	<p>I can retell a story I know using important details and</p>	<p>fit, hit, sit, bit, lit, split, skit, grit, mitten, kitten I will sit by the fire pit.</p>	<p>Writing instruction as stated above Unit 3 (Week 19- Week 27)</p>	<p><b>CSS 1.3.1 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of</b></p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.B</b> Build on others' talk in conversations by responding to the</p>

	<p>understanding of their central message or lesson.</p> <p><b>RI 1.2</b> Identify the main topic and retell key details of a text.</p>	<p>show that I know the author is trying to teach me.</p> <p>I can tell the main topic and important details in nonfiction books.</p>	<p>We show grit at school.</p>		<p><b>community across time.</b> Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”).</p>	<p>comments of others through multiple exchanges.</p>
<p><b>Week 21</b> "Patriotic Songs/Pledge of Allegiance"</p>	<p><b>RL 1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RI 1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>I can tell the characters, setting and what happens in stories.</p> <p>I can tell how people, events or ideas are connected in nonfiction books.</p>	<p>bill, fill, hill, will, pill, chill, drill, grill, spill, still</p> <p>He still went up the hill.</p>		<p><b>CSS 1.3.1 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”).</p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p><b>Week 22</b> "Presidents/Abraham Lincoln/Friendship (Valentine's)"</p>	<p><b>RI 1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic</p>	<p>I can tell the difference between fiction and nonfiction.</p> <p>I can understand and use all the helpful parts of</p>	<p>Review: dog, log, frof, fit, sit, split, chill, hill, will, still</p> <p>The dog will sit on the hill.</p>		<p><b>CSS 1.3.2 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Understand the significance of our national holidays and the</p>	<p><b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

	<p>menus, icons) to locate key facts or information in a text.</p> <p><b>RL 1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>nonfiction books to help me find important facts and details.</p>			<p>heroism and the achievements of the people associated with them.</p> <p>Focus: Presidents-Abraham Lincoln</p>	
<p><b>Week 23 &amp; 24</b></p> <p>"Presidents/George Washington"</p>	<p><b>RL 1.6</b> Identify who is telling the story at various points in a text.</p> <p><b>RI 1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>I can figure out who is telling a story at different parts in the story.</p> <p>I can find some information from pictures and some information from the words in nonfiction books.</p>	<p>rain, gain, main, pain, brain, plain, train, stain, drain, chain</p> <p>It will rain on main street.</p>		<p><b>CSS 1.3.2 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b></p> <p>Understand the significance of our national holidays and the heroism and the achievements of the people associated with them.</p> <p>Focus: Presidents-George Washington</p>	<p><b>CCSS.ELA-LITERACY.SL.1.3</b></p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p><b>Week 25</b></p> <p>"American Flag"</p>	<p><b>RL 1.7</b> Use illustrations to describe a story's setting.</p>	<p>I can use the pictures and details in a story to tell</p>	<p>bent, cent, dent, lent, rent, sent, tent, went, spent, parent</p>		<p><b>CSS 1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide</b></p>	<p><b>CCSS.ELA-LITERACY.SL.1.4</b></p> <p>Describe people, places, things, and</p>



	<b>RI 1.7</b> Use the illustrations and details in a text to describe its key ideas.	about its characters, setting or events.  I can use the pictures and words in nonfiction books to help me tell about the main ideas.	I went and spent my cent.		<b>continuity and a sense of community across time.</b> Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. Focus: American Symbols--American Flag	events with relevant details, expressing ideas and feelings clearly.
<b>Week 26</b> "Bald Eagle"	<b>RI 1.8</b> Identify the reasons an author gives to support points in a text.	I can find the reasons that an author gives to help teach about the main idea.	dine, fine, mine, vine, pine, shine, spine, twine, line, whine I will be fine by the pine tree.		<b>CSS 1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. Focus: Bald Eagle	<b>CCSS.ELA-LITERACY.SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>Week 27</b> "Statue of Liberty"	<b>RL 1.9</b> Compare and contrast the adventures and experiences of characters in stories.	I can compare what happens to characters in stories.  I can find things that are	Review: rain, main, brain, chain, rent, tent, spent, mine, shine, line  They went on a train to the mine.		<b>CSS 1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Identify American symbols,	<b>CCSS.ELA-LITERACY.SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1

	<b>RI 1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	the same and different in two nonfiction books that teach about the same topic.			landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. Focus: Statue of Liberty	and 3 here for specific expectations.)
<b>Week 28</b> "American Symbols"			Review: gain, train, stain, dent, bent, fine, spine, pine, lent, cent  The stain on my tent is fine.		N/A	Review all speaking and listening standards
Unit 4						
<b>Week 29 &amp; 30</b> "Declaration of Independence"		I can identify the main idea of a text.  I can ask and answer questions about important details in a text.	Thank you for your help.		<b>CSS 1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. -Focus: Declaration of Independence	<b>CCSS.ELA-LITERACY.SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

<p><b>Week 31</b></p> <p>"U.S. Constitution"</p> <p><i>*Chance ELPAC could spill over into this week, be prepared for either circumstance.</i></p>	<p><b>RI 1.1</b> Ask and answer questions about details in a non-fiction or informational text.</p> <p><b>RI 1.1</b> Asking questions about key details in a text</p>	<p>I can ask and answer questions about important details in stories.</p> <p>I can ask and answer questions about important details in nonfiction books.</p>	<p>How far can my car go?</p>	<p><b>CSS 1.3.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b> Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. -Focus: U.S. Constitution</p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.B</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p><b>Week 32</b></p> <p>"Economics (needs and wants)"</p>	<p><b>RI 1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI 1.2</b> Identify the main topic and retell key details of a text.</p>	<p>I can retell a story I know using important details and show that I know the author is trying to teach me.</p> <p>I can tell the main topic and important details in nonfiction books.</p>	<p>Review: I will fill the tank in my car.</p>	<p><b>CSS 1.6.1 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Understand the concept of exchange and the use of money to purchase goods and services. Focus: Economics-purchasing (focus on needs and wants when purchasing)</p>	<p><b>CCSS.ELA-LITERACY.SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p><b>Week 33</b></p> <p>"Economics (needs and</p>	<p><b>RI 1.3</b> Describe characters,</p>	<p>I can tell the characters, setting and</p>		<p><b>CSS 1.6.1 Students understand basic economic concepts and the role of individual choice in a free-</b></p>	<p><b>CCSS.ELA-LITERACY.SL.1.2</b> Ask and answer</p>

wants)"	<p>settings, and major events in a story, using key details.</p> <p><b>RI 1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>what happens in stories.</p> <p>I can tell how people, events or ideas are connected in nonfiction books.</p>			<p><b>market economy.</b> Understand the concept of exchange and the use of money to purchase goods and services. Focus: Economics-purchasing (focus on needs and wants when purchasing)</p>	<p>questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Week 34</b></p> <p>"Economics (needs and wants)/Mother's Day"</p>	<p><b>RI 1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RL 1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>I can tell the difference between fiction and nonfiction.</p> <p>I can understand and use all the helpful parts of nonfiction books to help me find important facts and details.</p>	I have the same book.		<p><b>CSS 1.6.1 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Understand the concept of exchange and the use of money to purchase goods and services. Focus: Economics-purchasing (focus on needs and wants when purchasing)</p>	<p><b>CCSS.ELA-LITERACY.SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood..</p>

<p><b>Week 35 &amp; 36</b></p> <p>"Economics (needs and wants)"</p>	<p><b>RL 1.6</b> Identify who is telling the story at various points in a text.</p> <p><b>RI 1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>I can figure out who is telling a story at different parts in the story.</p> <p>I can find some information from pictures and some information from the words in nonfiction books.</p>	<p>There is a thing on the swing.</p>	<p><b>CSS 1.6.1 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Understand the concept of exchange and the use of money to purchase goods and services. Focus: Economics-purchasing (focus on needs and wants when purchasing)</p>	<p><b>CCSS.ELA-LITERACY.SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p><b>Week 37</b></p> <p>"Economics (needs and wants)"</p>	<p><b>RL 1.7</b> Use illustrations to describe a story's setting.</p> <p><b>RI 1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p>I can use the pictures and details in a story to tell about its characters, setting or events.</p> <p>I can use the pictures and words in nonfiction books to help me tell about the main ideas.</p>	<p>Review</p>	<p><b>CSS 1.6.1 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Understand the concept of exchange and the use of money to purchase goods and services. Focus: Economics-purchasing (focus on needs and wants when purchasing)</p>	<p><b>CCSS.ELA-LITERACY.SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>

<p><b>Week 38</b></p> <p>"Economics (goods and services)/Memorial Day"</p>	<p><b>RI 1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RL 1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI 1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)."</p>	<p>I can find the reasons that an author gives to help teach about the main idea.</p> <p>I can compare what happens to characters in stories.</p> <p>I can find things that are the same and different in two nonfiction books that teach about the same topic.</p>	<p>Review</p>	<p><b>CSS 1.6.2 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. Focus: Economics-goods and services and how you receive those</p>	<p><b>CCSS.ELA-LITERACY.SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
<p><b>Week 39</b></p> <p>"Economics (goods and services)"</p>	<p>No new standards. Review as needed.</p>	<p>End of Year Celebrations / Review / Flex Week</p>	<p>None</p>	<p><b>CSS 1.6.2 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	<p>Review all speaking and listening standards</p>

					Focus: Economics-goods and services and how you receive those	
<b>Week 40</b> "Economics (goods and services)"	No new standards. Review as needed.	End of Year Celebrations / Review / Flex Week	None		<b>CSS 1.6.2 Students understand basic economic concepts and the role of individual choice in a free-market economy.</b> Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. Focus: Economics-goods and services and how you receive those	Review all speaking and listening standards

## Mathematics Scope and Sequence: Grade 1

WEEK	STANDARD	LEARNING TARGET	KEY VOCABULARY
Week 0	Routines and Procedures	I can perform first grade routines and procedures. (Community building)	
Week 1	1.OA.5 – (assess Week 2)	Continue with Routines and Procedures. OA 5 content - to be tested in Week 2	
Week 2 Math Interim Diagnostic Week			
Week 2	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can explain how counting forward and backward relates to addition and subtraction strategies such as 1 more, 1 less, 2 more, and 2 less.	Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families
Week 3	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by	I know of variety of strategies for adding and subtracting numbers within 20 (the numbers 0-9).  I can EASILY and QUICKLY add and subtract numbers within 10 (the numbers 0-5).[5]  Add & Subtract within 20 Fact Families	Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families



	creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).s		
Week 4	<p>1.OA.1</p> <p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>+/- within 20 to solve word problems</p> <p>Use drawings and equations</p>	I can solve word problems using addition and subtraction. I can solve problems using objects, drawings, and even equations.	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 5	<p>1.OA.4</p> <p>Understand subtraction as an unknown-addend problem.</p> <p>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</p>	I can solve a subtraction problem by finding the number to add to the smaller one to get the larger one.	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 6	<p>1.OA.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 +</math></p>	<p>I know of variety of strategies for adding and subtracting numbers within 20 (the numbers 0-9).</p> <p>Making 10 and decomposing a number to make a 10.</p>	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>

	<p>4 = 12, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).s</p> <p>Addition doubles and doubles +1.</p>		
Week 7	<p>1.OA.8</p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</p>	I can find the missing number in an equation that has two other numbers given in an addition or subtraction equation	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 8: Math Interim Flex Week			
Week 9	<p>1.OA.3</p> <p>Apply properties of operations as strategies to add and subtract.2</p> <p>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.)</p> <p>To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p>	<p>I know the Commutative Property says I can switch the two numbers in an addition problem and the answer will stay the same.</p> <p>I know the Associative Property says I can mix the order that I add numbers in an addition problem and the answer will stay the same.</p>	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 10	<p>1.OA.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>);</p>	<p>I know of variety of strategies for adding and subtracting numbers within 20 (the numbers 0-9).</p> <p>I can EASILY and QUICKLY add and subtract numbers</p>	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of</p>

	<p>decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).s</p> <p>Making a 10</p>	<p>within 10 (the numbers 0-5).[5]</p> <p>Check your answer</p> <p>Creating equivalent but easier known sums.</p>	<p>addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 11	<p>1.OA.7</p> <p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	<p>I know the equal sign means "the same as" and does not just mean an answer follows.</p> <p>I can determine if an equation is true or false even when written in a variety of ways.</p>	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 12	<p>1.OA.2</p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can solve word problems that require me to add three numbers using objects, drawings, and equations.</p>	<p>Domain Words: Digits, Unknown Result, Equation, Add, Sum, Subtract, Take From, Count On, Put together, Take apart, Total, Addend, More, Fewer, Difference, Set, Making Ten, Double fact, Commutative Property of addition, Associative property of addition, Equation, Decompose, Plus one fact, Plus two fact, Inverse, Fact Families</p>
Week 13	<p>Review OA to this point</p> <p>Performance Task</p>	<p>Review Standard using Data to reteach all standards not mastered as needed / Flex Week</p>	
Week 14	<p>1.NBT.2b</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>I can explain how the teen numbers are formed by one "ten" and the correct number of "ones".</p>	<p><b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple</p>

Week 15	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.”.	I can explain how ten "ones" can be grouped together and given a new name of "ten".	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 16	Review NBT to this point Performance Task	Review Standard using Data to reteach all standards not mastered as needed / Flex Week	
<b>Week 17: Math Interim Assessment – Flex Week</b>			
Week 18	1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	I can explain how 10, 20, 30, 40, 50, 60, 70, 80, and 90 are made from a number of "tens" and no "one's".	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 19	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	I can count to 120 or more by ones. I can write any of the numbers up to 120. I can name and write the number of a group of objects up to 120 or more.	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 20	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	I can count to 120 or more by one's. I can write any of the numbers up to 120. I can name and write the number of a group of objects upto 120 or more.	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 21	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the	I can add or subtract 10 from any number from 10 to 99 in my head and explain how I did it using the properties of place value.	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple

	number, without having to count; explain the reasoning used.		
Week 22	1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	I can subtract multiples of 10 from multiples of 10 (all from 10-90), and explain the answer with a drawing, base ten blocks, or other ways.	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 23	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	I can compare two numbers from 10 to 99 and say how many "tens" and how many "ones" each number has.  I can compare two numbers from 10 to 99 and write the proper number sentence to compare them.	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple
Week 24	Review NBT to this point Performance Task	Review Standard using Data to reteach all standards not mastered as needed / Flex Week	
<b>Week 25: Interim Assessment – Flex week</b>			
Week 26	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple	I can add two numbers from 0 to 100 (two digit + one digit or two digit + multiple of 10) using many different ways and explain how I did it  I can add two numbers from 0 to 100 (two digit + one digit or two digit + multiple of 10) and can explain	<b>Domain Words:</b> Digits, Place Value, Equal sign, Number sentence, Compose, Decompose, Standard form, Sum, Difference, Less, More, Multiple

	<p>of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>how it is sometimes necessary to take ten "ones" and regroup/rename as "ten".</p>	
Week 27	<p>1.G.1</p> <p>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>I can describe the IMPORTANT parts about what makes triangles, squares, trapezoids, and rectangles special.</p> <p>I can build a shape with the attributes that someone gives me.</p>	<p><b>Domain Words:</b> Attribute, Defining Attribute, Non-Defining Attribute, Triangle, Trapezoid, Hexagon, Parallel, Side, Angle, Rectangle, Circle, Square, Half-circle, Quarter-Circle, Compose, Two-Dimensional, Composite Shape, Partition, Equal Parts, Equal Shares, Whole, Half, Fourth Quarter, Closed</p>
Week 28	<p>1.G.2</p> <p>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>I can put two-dimensional shapes together to make triangles, squares, trapezoids, and rectangles.</p> <p>I can put three-dimensional shapes together to make cubes, right rectangular prisms, right circular cones, and right circular cylinders.</p>	<p><b>Domain Words:</b> Attribute, Defining Attribute, Non-Defining Attribute, Triangle, Trapezoid, Hexagon, Parallel, Side, Angle, Rectangle, Circle, Square, Half-circle, Quarter-Circle, Compose, Two-Dimensional, Composite Shape, Partition, Equal Parts, Equal Shares, Whole, Half, Fourth Quarter, Closed</p>
Week 29	<p>1.G.3</p> <p>Partition circles and rectangles into two and four equal shares, describe the shares</p>	<p>I can divide circles and rectangles into two and four equal parts and name the parts.</p>	<p><b>Domain Words:</b> Attribute, Defining Attribute, Non-Defining Attribute, Triangle, Trapezoid, Hexagon, Parallel, Side, Angle,</p>

	using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	I can explain how dividing a circle or rectangle into more parts means there will be smaller parts.	Rectangle, Circle, Square, Half-circle, Quarter-Circle, Compose, Two-Dimensional, Composite Shape, Partition, Equal Parts, Equal Shares, Whole, Half, Fourth Quarter, Closed
Week 30	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	I can divide circles and rectangles into two and four equal parts and name the parts.  I can explain how dividing a circle or rectangle into more parts means there will be smaller parts.	<b>Domain Words:</b> Attribute, Defining Attribute, Non-Defining Attribute, Triangle, Trapezoid, Hexagon, Parallel, Side, Angle, Rectangle, Circle, Square, Half-circle, Quarter-Circle, Compose, Two-Dimensional, Composite Shape, Partition, Equal Parts, Equal Shares, Whole, Half, Fourth Quarter, Closed
Week 31	Review G to this point Performance Task	Review Standard using Data to reteach all standards not mastered as needed / Flex Week	
<b>Week 32: Interim Math Assessment - Flex Week</b>			
Week 33	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	I can put three objects in order from longest to shortest using one of the objects to measure the other two.	Length Clock Analog Digital Hour hand Minute hand Category Data Picture graph Bar graph
Week 34	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	I can tell time to the nearest hour or half hour on any clock.	

Week 35	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	I can collect data and organize it in a list or a chart. (graph is optional)  I can answer questions about the data such as how many in each group, which group has more, and which group has less	
Week 36	G and MD Review / Flex Week / Performance Task	All G and MD Learning Targets	
Week 37	Review poorest test scores, and use time to reteach those standards - it will vary by students	All Learning Targets not previously mastered	
Week 38	Review poorest test scores, and use time to reteach those standards - it will vary by students		
Week 39	Review poorest test scores, and use time to reteach those standards - it will vary by students		
Week 40: Interim Assessment – Flex Week			



## Science Scope and Sequence: Grade 1

Dates	STANDARD	GUIDING QUESTIONS	ASSESSMENT TITLE
<b>Unit 1</b>			
Week 0 – 10	<p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly alike, their parents.</p>	<p>1.How Are Plants and Animals Like Others of the Same Kind?</p> <p>2.How Are Plants and Animals Like Their Parents?</p> <p>3.What Different Parts Do Plants Have?</p> <p>4.What Different Parts Do Animals Have?</p> <p>5.How Do Plants and Animals Sense Things?</p> <p>6.How Do Plants and Animals Take in Water, Food, Air, and Light?</p> <p>7.How Do Plants and Animals Stay Safe?</p> <p>8.How Do Young Plants and Animals Stay Safe?</p>	Project
<b>Unit 2</b>	<b>STANDARD</b>	<b>GUIDING QUESTION</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
Week 11 - 20	<p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</p> <p>1-PS4-3. Plan and conduct investigations to determine the effect</p>	<p>1.How Does Light Help You See?</p> <p>2. How Does Light Travel?</p> <p>3. How Are Shadows Made?</p> <p>4. How Is Sound Made?</p> <p>5. How Does Sound Travel?</p> <p>6. How Do People Use Light and Sound to Send Messages?</p>	Project

	<p>of placing objects made with</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>		
<b>Unit 3</b>	<b>STANDARD</b>	<b>GUIDING QUESTION</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
<p>Week 20-30</p>	<p>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. Spinning Sky Mystery 1 and Mystery 2 address some of the disciplinary core ideas and scientific practices required for students to meet this performance expectation. Further Mysteries are in development.</p> <p>1-ESS1-2. Make observations at different times of the year to relate the amount of daylight to the time of year. Mysteries that address this performance expectation are in development.</p>	<p>1. What Do You See in the Sky?  2. Where Is the Sun in the Sky?  3. How Long Is the Sun in the Sky?  4. Where Is the Moon in the Sky?  5. Where Are Stars in the Sky?</p>	<p>Project</p> <p>Summative</p>
<b>Unit 4</b>	<b>STANDARD</b>	<b>GUIDING QUESTIONS</b>	<b>ASSESSMENT TITLE</b>
<b>Dates</b>			
<p>Week 30-40</p>	<p>Review all standards not yet mastered</p>		

**TAB 4A:**  
**District Board**  
**Meeting Minutes**

## HUSD Board of Education Meeting

### Hayward USD

June 06, 2018 5:00PM

Hayward City Hall, 2nd Floor 777 B Street, Hayward, CA 94541 Closed Session

5:00 p.m./Open Session 6:30 p.m.

#### A. CALL TO ORDER (Procedural Item)

##### Minutes:

Opened meeting at 5:08pm.  
Adjourned to closed session at 5:11pm.  
Reconvened open session at 6:41pm.  
Opened J.1 Public Hearing at 8:33pm.  
Adjourned J.1 Public Hearing at 8:37pm.  
Opened J.2 Public Hearing at 8:37pm.  
Adjourned J.2 Public Hearing at 9:37pm.  
Reconvened open session at 9:37pm.

#### A.1. Board Roll Call (Procedural Item)

##### Rationale:

###### Board Members

Dr. Annette Walker, President  
Mr. William McGee, Vice-President  
Mrs. Lisa Brunner, Clerk  
Dr. Luis Reynoso, Trustee  
Dr. Robert Carlson, Trustee

###### Administration

Dr. Matt Wayne, Superintendent and Board Secretary

#### A.2. Announcement of Interpretation Services (Procedural Item)

#### A.3. Collect and Hear "Request to Address The Board of Education"

#### Cards for Closed Session Items (Procedural Item)

##### Rationale:

Speakers will typically be permitted 2 minutes speaking time, and 4 minutes should translation be needed.  
A period not greater than 15 minutes is set aside to permit public comments specifically for item **B.1**.  
**Closed Session** only.

##### Minutes:

1 speaker: Annie Mladinich - Closed Session matter upcoming for the June 20, 2018 meeting.

#### B. ADJOURN TO CLOSED SESSION (Procedural Item)

##### Rationale:

The Governing Board and Staff committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold closed sessions only for purposes authorized by law. A closed session may be held during a regular, special, or emergency meeting in accordance with law.

#### B.1. Closed Session (Action Item)

##### Rationale:

**PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT** (Government Code Section 54957(b))

Director I, Hayward Promise Neighborhoods

**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE** (Government Code Section 54957(b))

(No additional information is required in connection with a closed session to consider discipline, dismissal, or release of a public employee. Discipline includes potential reduction of compensation.) - GC

§54954.5(e)

Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. - GC §54957

**CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION** (Government Code Section 54956.9)

HG-16-807725

RG-17-85017

555-2017-01171

OAH - 2017120638

**CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION** (Government Code Section 54956.9(d))

Number of Cases: 1

**CONFERENCE WITH LABOR NEGOTIATORS** (Government Code Section 54957.6)

District's Negotiator(s): Delia Ruiz, Assistant Superintendent, Human Resources

Employee organizations: Service Employees International Union, Local 1021- Maintenance & Operations/SAFECO and Paraprofessional/YEP Units (SEIU), and Hayward Education Association (HEA)

## C. RECONVENE TO OPEN SESSION (Procedural Item)

### C.1. Board Roll Call (Procedural Item)

#### Rationale:

<b>Board Members</b> Dr. Annette Walker, President Mr. William McGee, Vice-President Mrs. Lisa Brunner, Clerk Dr. Luis Reynoso, Trustee Dr. Robert Carlson, Trustee	<b>Administration</b> Dr. Matt Wayne, Superintendent and Board Secretary  <b>Student Board Members</b> Stephon Kirkendoll, Brenkwitz High Leon, Hayward High Ellysa Bellah or Madeline Vu, Mount Eden High Angelika Rodriguez, Tennyson
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### C.2. Announcement of Interpretation Services (Procedural Item)

### C.3. Pledge of Allegiance (Procedural Item)

### C.4. Call for and Collect Public Speaker Cards (Procedural Item)

#### Rationale:

##### RULES FOR ALL SPEAKERS

- Complete and submit this card **before** the period of public speaking ends to the recording secretary.
- Speakers will be called in the order in which the Speaker's Cards were received.
- If the allotted time for public comment expires before your placement in the order of speakers,

you may be denied the right to speak.

- Your placement on the speaker's list does not carry over to the next meeting.
- Individual speakers shall be allowed one single appearance for no more than two minutes to address the Board on each agenda or non-agenda item.
- The Board President may reduce speaking time to one minute to facilitate more public speakers.
- The Board may vote to extend a public speaking period beyond 20 minutes to facilitate more public speakers.

***It is your obligation to understand all limitations on your rights as a speaker imposed by law and Board Bylaws. District staff, before a Board meeting, can help you understand your rights and limitations. Due to time limitations and the press of business, questions regarding your rights and limitations cannot be addressed during the meeting.***

## **C.5. Report Actions Taken by the Board of Education in Closed Session (Procedural Item)**

### **Actions:**

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#### **Motion**

Appoint Kimberly Watts as Director I, HPN for year 2018-19 Passed with a motion by Mrs. Lisa Brunner and a second by Dr. Luis Reynoso.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

#### **Motion**

Approve a settlement agreement with a certificated employee. Passed with a motion by Mrs. Lisa Brunner and a second by Dr. Luis Reynoso.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

#### **Motion**

Authorize Superintendent to issues assignments/reassignments notice as directed by the Board. Passed with a motion by Mrs. Lisa Brunner and a second by Dr. Luis Reynoso.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

#### **Motion**

Approve settlement of Case OAH-2017120638 Passed with a motion by Dr. Robert Carlson and a second by Mrs. Lisa Brunner.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

## **C.6. Approve the Order of the Agenda (Action Item)**

### **Actions:**

---

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Mrs. Lisa Brunner.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**D. COMMENTS BY THE STUDENT BOARD MEMBERS (Procedural Item)****Minutes:**

Elyssa Bellah - Mt. Eden Academics: Our finals are next week, and all of our classes are preparing for our finals, or finishing our final projects. Last Thursday, we held our Senior Awards Night as our graduating Seniors of class of 2018 received their well-deserving awards and achievements. Activities: Last Wednesday, we held our last Career Fair in the quad, and our students had the opportunity to see the various different careers offered. The students were also able to get their hair braided and cut! Last Friday we held our 6th Annual Night Rally. It was an overall successful event where many clubs and programs sold food in the quad to help fundraise money. There was music, food, games, prizes, and teachers that helped make our Night Rally as fun as possible. Overall, I had a fun, and my favorite part was dancing to the Cupid Shuffle. Stage Left performed their last concert at Chabot Performing Arts Center yesterday and today at 7pm. Their theme was Hamilton and the students have been preparing for this show for a couple months now, and their hard work definitely paid off. Our choir program is hosting their annual POPS performance in the Auditorium on June 7th, 8th, and 9th. The Downright Disney show will start at 6:30pm and tickets will be sold at the door and from any choir student. The prices are \$10 for children 10 or under and \$15 for adults. There will be performances by soloist, duets, Monarch Mirage, Who's Yo Daddy, and Ochoa's Glitter and Gold! We finished our elections for our ASB Core and Class Officers, and I am proud to say that I will be serving as Mount Eden's ASB Vice President for the next 2018-2019 school year. Thank you for having me at the board meeting tonight, as it will be my last time reporting and representing Mount Eden. Just remember: you can't hide that monarch pride!

**E. GENERAL PUBLIC COMMENTS FOR ITEMS NOT APPEARING ON THE AGENDA (Procedural Item)****Rationale:**

General comment speakers will typically be permitted 2 minutes speaking time, and 4 minutes should translation be needed. A period not greater than 45 minutes is set aside for public comments for items NOT appearing on the current agenda. Please note that personnel matters are an item on the Closed Session Agenda before Open Session.

**Minutes:**

6:56pm - 7:27pm

1. Mary Walsh - Chair of Secondary Curriculum Council; closed session discussion request. Process for course approval, selection occurs in February. 4 courses came up that were tabled in order to appropriately develop them for consideration. Dr. Parenti and Cabinet overturned 2 of the 4 courses.
  2. Taslin Kimball - Proposals for curriculum are due no later than December.
- STAFF FOLLOW UP TO BOARD ON CURRICULUM PUBLIC COMMENTS.

3. Geoff Landreau - Procedures and processes, specifically at Mt. Eden. Teaching 24 years. Lack of support for VAPA classes. Students aren't being placed in VAPA courses. Being redirected to AVID.

#### STAFF FOLLOW UP

4. Jagdeep Nasbit - Counselor at Mt. Eden for 11 years. April 16, 3 courses to be approved; but not true. Being redirected.

5. Mercedes Faraj - HEA President, 4 different meetings last week: involuntary transfer process 1pm - 7pm, members still don't know their assignments today, supposed to know by June 1. Retirement party giving accolades. SBDM meeting, where they talked about the issue being brought up tonight regarding curriculum. Bargaining, we'd like a settlement to match what the LCAP says about hiring and retaining staff.

6. James Lewis - SEIU/Safeco Treasurer - custodians and security staff. Mr. Garde gave a presentation to the board that changes made to the security; that did not take place. Request the board to look at the training, tools, and properly identifiable security vehicles that we need. Custodial needs do need to be improved, we've expanded real estate without expanding services.

6. Wendy Whittaker - SEIU/Safeco President - Stressed members, not having that support. There are several custodians that are not coming to work because they are stressed out. Financial difficulties, yet raises for management personnel, additional substitutes working at Chavez but not at the other middle schools.

7. Jim Drake - Concerned Parents Alliance/College Bound program. Washington DC has a program that teaches kids to teach kids how to fill out college forms.

8. Tami Rossell - Burbank parent, students have been bullied by teachers, racism. No accountability, spoken with Dr. Wayne, Dr. Parenti, the principal repeatedly to no avail. My children are being damaged.

9. Siobhan Isome - 6 year employee. May 25 received a letter being involuntarily transferred. Article 12 of contract violated. Supervisor not notified. Just cause was not provided.

10. Dupal Gaudhi - Chavez teacher for 2 years. In advocacy of Ms. Isome. People are being made to work outside of their job scope, this has been brought up but it continues. A decision regarding a student was overridden by the district who referenced a hospital's report as superceding.

11. Jenny Blaha Dawson - Co-chair of AVID, Chavez, contesting alternative placement. 18 years, never had an administrative team for more than 3 years, but once. In advocacy of Ms. Isome.

12. Marlene Haub - reading a letter of a Science teacher, in advocacy of Ms. Isome. Ms. Isome has been with Chavez for 6 years.

13. Araceli Orozco - Thanks and gratitude for the parent appreciation event.

#### **F. COMMENTS BY THE BOARD MEMBERS (Procedural Item)**

##### **Minutes:**

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7:28pm - 7:36pm

Carlson - No comment

Reynoso - No comment

Brunner - Thank you for all the feedback positive and negative, in order for us to address those concerns. Registration is open. Faith Ringgold K-8, class size is approximately 15 students, Career Pathways in High Schools. Summer School Programs: HPD Cadet Program. Attended Parent Recognition Night, parent



hours are up to 1000 hours this year. If there is an incident of any kind with your student at school (i.e. bullying, skinned-knee), you should receive a report in writing, demand one, let the board know. NFTE Competition is next week. Bay Area Finals next week. This is the state level competition competing for finals. Get involved volunteering, anything. If college tours are available to students, make sure they go.

McGee - Contacted by some of our schools that will be performing at the street parties. VAPA was approved; I'm interested in seeing how that comes to fruition. Next week, graduations and promotions: Hats off!

## **G. COMMENTS BY THE SUPERINTENDENT (Procedural Item)**

### **Minutes:**

None

## **H. CONSENT ITEMS (Consent Agenda)**

### **Actions:**

#### **Motion**

Pull H.6 and approve the balance of consent items.  
Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

## **H.1. Appointments, Changes of Status, Waivers, Retirements, Leaves of Absence, and Terminations (Human Resources) (Consent Item)**

### **Rationale:**

PURPOSE OF PRESENTATION

Staff presents these personnel appointments, changes of status, waivers, retirements, leaves of absence, and terminations for approval.

### **Recommended Motion:**

Approve these personnel appointments, changes of status, waivers, retirements, leaves of absence, and terminations.

### **Actions:**

#### **Motion**

Approve these personnel appointments, changes of status, waivers, retirements, leaves of absence, and terminations.

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### **Minutes:**

Brunner- I want reasons for transfers on page 5 of 7.

Ruiz - The reason give especially at those three sites was improvements to efficiency, and confidential personnel matters we cannot discuss. We've been working Deisy Bates since November 2017 on transfers. Discussion with employees and union reps, side letter/MOU was agreed to.

### **Attachments:**

Staffing List 060618

## **H.2. Year-Round (K-12) Calendar (Revised) (v) (Human Resources) (Consent Item)**

### **Rationale:**

#### **HISTORY/BACKGROUND**

School district governing boards shall adopt school calendars that meet legal requirements as well as the needs of students, families, the community, and the work year as negotiated with the District's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendars are aligned with assessment and accountability schedules to support the District's goals for student achievement.

#### **PURPOSE OF PRESENTATION**

On May 9, 2018 the Board approved attached Calendar #1. It was later determined that for September 21, 2018, the designation of "Teacher Work Day" was inadvertently omitted on that version. The attached Calendar #2 with the necessary revision has been negotiated with the appropriate employee organization and is presented here for Board approval.

#### **IMPLEMENTATION**

Upon approval by the Board, the attached revised calendar will be distributed to all work sites and posted on the District website.

### **Recommended Motion:**

Approve the revision of the Year Round School Year calendar for the 2018-2019 school year.

### **Actions:**

#### **Motion**

Approve the revision of the Year Round School Year calendar for the 2018-2019 school year.

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### **Attachments:**

Year Round School Calendar Revised 1819

## **H.3. Overnight Study Trip (Educational Services) (Consent Item)**

### **Rationale:**

#### **HISTORY/BACKGROUND**

1. **Tennyson High School: June 15, 2018:** Twelve 11<sup>th</sup> grade will participate in an out of state study trip to Reno, Nevada where they will participate in a college tour at the University of Nevada. Students will be departing Tennyson High School on June 15th and travel by private vehicle to Nevada. They will depart from Nevada on that same afternoon and return back to Tennyson High by 7:00 pm that same evening. There will be one male chaperone and female chaperone. Mr. Ward Stein, Teacher, is in charge of this trip. The cost per student is \$0.00. Donations will finance this trip.
1. **Student Information and Assessment Center (SIAC) Migrant Education Program: June 18-30, 2018:** Ten 9<sup>th</sup> -11<sup>th</sup> grade students will be participate in a study trip to California State University Fresno (CSUF) where they will be taking courses related to STEM and leadership, learning basic concepts of engineering and medical and agricultural

science. Students will be departing SIAC on June 18<sup>th</sup> and travel by school bus to Fresno where they will be staying at the CSUF dorms for the duration of their stay. They will depart Fresno on June 30<sup>th</sup> and return back to SIAC by 6:00 pm that same evening. There will be one male chaperone and a second chaperone will be determined by the Migrant Institute of STEM and Leadership. Yael Jaari, Teacher for the Santa Clara County Office of Education, is in charge of this trip. The cost per student is \$0.00. Santa Clara County Office of Education Migrant Education funds will finance this trip.

#### **PURPOSE OF PRESENTATION**

To present study trips for Board consideration. No student will be denied participation due to lack of funds.

#### **Recommended Motion:**

Approve overnight study trips.

#### **Actions:**

##### **Motion**

Approve overnight study trips.

Passed with a motion by Dr. Luis Reynoso and  
a second by Dr. Robert Carlson.

##### **Vote:**

**Yes** Mrs. Lisa Brunner.

**Yes** Dr. Robert Carlson.

**Yes** Mr. William McGee.

**Yes** Dr. Luis Reynoso.

**Absent** Dr. Annette

Walker.

#### **Attachments:**

Overnight Study Trip 6.6.18

**H.4. School Representatives to the North Coast Section, California  
Interscholastic Federation (CIF) League 2018-19 (Educational Services)  
(Consent Item)**

#### **Rationale:**

##### **HISTORY/BACKGROUND**

The following will serve as school representatives for the North Coast Section of the California Interscholastic Federation (C.I.F.) for the 2018-19 school year:

Kristy Prasad	Hayward High School	Athletic Director
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Gary Duran	Mt. Eden High School	Athletic Director
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Hugh Lenehan	Tennyson High School	Athletic Director
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### **PURPOSE OF PRESENTATION**

The North Coast Section, California Interscholastic Federation (C.I.F.), requires that the Board of Education ratify the appointment of persons who will serve as school representatives to the athletic league in order to ensure the voting privileges of the affected schools.

### **Recommended Motion:**

Approve the school representatives to the North Coast Section, C.I.F. Athletic League for the 2018-19 school year.

### **Actions:**

#### **Motion**

Approve the school representatives to the North Coast Section, C.I.F. Athletic League for the 2018-19 school year.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

### **Attachments:**

CIF 6.6.18

### **H.5. Non-Public School Placements (NPS) (Student and Family Services) (Consent Item)**

#### **Actions:**

#### **Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

#### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### **Attachments:**

Non-Public School Placements (NPS)

### **H.6. Non-Public Agencies (NPA) (Student and Family Services) (Consent**

**Item)**

**Minutes:**

Reynoso - Where are the contracts so that I can review them?

Wayne - This item isn't something we typically attach the agreements to. This is Special Education with Non-Public Agencies.

Reynoso - Typically the General Fund gets tapped for Special Ed each year and in closed session we settle many SpecEd cases out of the General Fund. I would like to do my due diligence to see if we are getting a fair deal or not.

STAFF PROVIDE THE AGREEMENTS FOR REVIEW.

STAFF PROVIDE AN ANALYSIS ON SAN LORENZO'S PROGRAM OF IN-HOUSE SPEECH.

STAFF PROVIDE A MEMO ON THE CONNECTION WITH SELPA SERVICES AS THEY RELATE TO THISE CONTRACTS.

**Attachments:**

Non-Public Agencies (NPA)

**H.7. Approve Memorandums of Understanding (MOU) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.

**Yes** Dr. Robert Carlson.

**Yes** Mr. William McGee.

**Yes** Dr. Luis Reynoso.

**Absent** Dr. Annette Walker.

**Attachments:**

000-MOU-Summary-06.06.18

**H.7.a. Santa Clara County Office of Education (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.

**Yes** Dr. Robert Carlson.

**Yes** Mr. William McGee.

**Yes** Dr. Luis Reynoso.

**Absent** Dr. Annette Walker.

**Attachments:**

Santa Clara County Office of Education

**H.7.b. San Joaquin County Office of Education (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.

**Yes** Dr. Robert Carlson.

**Yes** Mr. William McGee.

**Yes** Dr. Luis Reynoso.

**Absent** Dr. Annette Walker.

**Attachments:**

San Joaquin County Office of Education

**H.7.c. Alameda County Health Care Services Agency Center for Healthy Schools and Communities (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

Alameda County Health Care Services Agency Center for Healthy Schools and Communities

**H.8. Approve Contracts (Consent Item)**

**Rationale:**

**PURPOSE OF PRESENTATION**

To present contracts to the Board for approval.

	Vendor	Purpose	Div/Program	Amount/Fund	End Date
a	Staffing Solutions Group	Provide payroll services for paid Internships for the Adult School's YES program.	Educational Services	\$48,960/ Adult Education Fund	06/30/19
b	Signet Testing Labs, Inc.	Testing and inspection services are necessary to complete the STEAM building project at Hayward, Mt. Eden, and Tennyson High Schools.	Business Services, Measure L	\$423,863 / Measure L	09/30/19
c	Souto Brothers Landscaping, Inc.	Eliminate trip hazard by replacing damaged concrete pavement with new concrete pavement.	Business Services	\$13,950 / General Fund	06/21/18
d	Suzanne Stephanik	Mental and health counselling services Rate = \$110/hour	Student & Family Services/ Special Education	\$45,000 / Special Education General Fund	06/30/19
e	Baby Builders, Inc.	Occupational and Physical therapy based on needs	Student & Family Services/ Special Education	\$20,000 / Special Education General Fund	06/30/19
f	Syntex Global	For interpreting during meetings in other languages	Student & Family Services/ Special Education	\$50,000 / Special Education General Fund	06/30/19
g	Lloyd Davis	Mental and health counselling services Rate = \$110/hour	Student & Family Services/ Special Education	\$45,000 / Special Education General Fund	06/30/19
h	School Innovations	Software and services for absence notifications	Student & Family Services/Child	\$79,000 / LCFF Supplemental/Concentration	6/30/21

Achievement

Welfare and  
Attendance

### Recommended Motion:

Approve the above contracts.

### Actions:

#### Motion

Approve the above contracts.

#### Vote:

**Yes** Mrs. Lisa Brunner.

**Yes** Dr. Robert Carlson.

**Yes** Mr. William McGee.

**Yes** Dr. Luis Reynoso.

**Absent** Dr. Annette Walker.

Passed with a motion by Dr. Luis Reynoso and a second  
by Dr. Robert Carlson.

### Attachments:

000-Contract Summary-06.06.18

#### **H.8.a. Adult School Contract with Staffing Solutions for 2018-2019 (Yearly, Renewal) (Educational Services) (Consent Item)**

#### **Rationale:**

##### **HISTORY/BACKGROUND**

The Adult School's YES program provides paid Internships for Opportunity Youth. This is a Grant funded by the Alameda County Workforce Development Board. The Adult School has been overseeing this program for 13+ years.

Since the paid student Internships are funded through the grant, HUSD cannot be involved with the processing of salaries and related payroll costs as the students are not employees of HUSD. The Adult School has been using the Staffing Solutions Group for several years to process these payroll services.

This contract provides payroll services for paid Internships for the Adult School's YES program.

Name of Vendor:

The Staffing Solutions Group, Taxpayer ID: 68-0220331

Gary Petsuch, President

3478 Buskirk Ave, Suite 110

Pleasant Hill, CA 94527

Cost: \$48,960

Funding Source: Adult School (Fund 11 Resource 5601)

**Recommended Motion:**

Renew this yearly contract.

**Actions:****Motion**

Renew this yearly contract.

Passed with a motion by Dr. Luis Reynoso  
and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Adult School: Staffing Solutions Contract 6.6.18

**H.8.b. Signet Testing Labs, Inc. (Business Services, Measure L)  
(Consent Item)****Actions:****Motion**

Passed with a motion by Dr. Luis Reynoso  
and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Signet Testing Labs, Inc.

**H.8.c. Souto Brothers Landscaping, Inc. (Business Services)  
(Consent Item)****Actions:****Motion**

Passed with a motion by Dr. Luis Reynoso  
and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Souto Brothers Landscape Inc.

**H.8.d. Suzanne Stephanik (Student and Family Services) (Consent  
Item)****Actions:****Motion**

Passed with a motion by Dr. Luis Reynoso

**Vote:**

**Yes** Mrs. Lisa Brunner.



and a second by Dr. Robert Carlson.

**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

Suzanne Stephanik

**H.8.e. Baby Builders (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

Baby Builders, Inc.

**H.8.f. Syntex Global (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

Syntex Global

**H.8.g. Lloyd Davis (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

Lloyd Davis

**H.8.h. School Innovations and Achievements for Attendance2Attendance (Student and Family Services) (Consent Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Luis Reynoso

**Vote:**

**Yes** Mrs. Lisa Brunner.

and a second by Dr. Robert Carlson.

**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

**Attachments:**

School Innovations and Achievement for Attendance2Attendance

**H.9. Approve Board of Education Meeting Minutes (Office of the Superintendent) (Consent Item)**

**Rationale:**

**HISTORY/BACKGROUND**

In accordance with Board Bylaw 9324 Minutes and Recordings; after adoption by the Board of Education, these minutes become the official record of actions taken by the Board of Education and are kept indefinitely.

**PURPOSE OF PRESENTATION**

To present the minutes of the following Board of Education Meeting for adoption:

- May 23, 2018

**Recommended Motion:**

Approve and adopt the minutes for the regular Board of Education meeting held on May 23, 2018.

**Actions:**

**Motion**

Approve and adopt the minutes for the regular Board of Education meeting held on May 23, 2018.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

**Attachments:**

Regular Minutes - May 23, 2018

**I. ACTION ITEMS (Action Item)**

**I.1. Parent Involvement Project Liaison (Consent Item)**

**Recommended**

## **Motion:**

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### **I.1.a. Acceptance of Parent Involvement Project Grant (v) (Educational Services) (Consent Item)**

#### **Rationale:**

---

##### **HISTORY/BACKGROUND**

Hayward USD has been presented with an opportunity to collaborate with West Ed to participate in the 'Parent Involvement in Preschool' Project. The project allows HUSD to provide family engagement support services to all HUSD State Preschool classrooms.

The program will be phased in over a three-year period: 2018-19 at the Helen Turner location, 2019-20 at the other traditional preschool locations, and 2020-21 at the year-round preschool locations. The grant will fund specialized classified positions, parent education classes, and educational enrichment opportunities for students.

##### **PURPOSE OF PRESENTATION**

Present an overview of the Parent Involvement in Preschool (PIP) program, detailing the implementation plan, and presenting the Letter of Intent from WestEd to fund the program.

##### **IMPLEMENTATION**

If approved, the District will partner with West Ed to implement the Parent Involvement in Preschool (PIP) program.

## **Recommended Motion:**

---

Accept Letter of Intent from WestEd to Fund the Parent Involvement Project.

## **Actions:**

---

### **Motion**

Accept Letter of Intent from WestEd to Fund the Parent Involvement Project.

### **Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

Passed with a motion by Dr. Luis Reynoso  
and a second by Mrs. Lisa Brunner.

### **Minutes:**

As presented by Kristina Adams, Pre-School Director. Funding by WestEd. Serving 700 families presently, children age 3 by September 1, low and very low income.

Wu-Fernandez - Wrap around services for parents.

Ruiz - The positions would be HUSD employees, working with SEIU unit to see how services would be delivered.

Dr. Weiss (West Ed) - We are a non-profit, researchers and supporter of infant and toddler programs. 20 year history in San Mateo/Foster City, learned the benefit of approaching parents early as they are the biggest and first impact on student success.

1 speaker Araceli Orozco - Inconsistent approach to encourage parents engagement while still their are parents not being heard by principals.

### **Attachments:**

Acceptance of Parent Involvement Project Grant 6.6.18

### **I.1.b. Parent Involvement Project Liaison Classification (New) (v) (Human Resources) (Consent Item)**

### **Rationale:**

#### **HISTORY/BACKGROUND**

The Hayward Unified School District was selected by the privately-funded Silicon Valley Community Foundation to join such school districts as Fremont, San Mateo and San Francisco, as a recipient of funding to provide the Parent Involvement Program (PIP). PIP was created to increase children's academic and social emotional gains through wrap-around family engagement services focusing at the early childhood education level. PIP has been in existence for over 10 years, and we would be the largest and only program to join in the past 5 years. PIP would start at Helen Turner Preschool and have a "phase in" plan to support all other preschool locations over the next three years.

Staff has collaborated with labor partners in the development of the classifications and job description. The attached job description indicates incumbents will perform liaison duties among Early Childhood Education staff and parents, other staff and community resources to increase early childhood students' academic and social development.

#### **PURPOSE OF PRESENTATION**

Staff recommends approving the Parent Involvement Project Liaison classifications and job description.

#### **IMPLEMENTATION**

Staff will collaborate with labor partners and funding representative to implement.

#### **FINANCIAL IMPACT**

No cost to the District. Approximately \$200,000 for salary and statutory benefits for 4 FTE paid for by private foundation.

### Recommended Motion:

Approve the Parent Involvement Project Liaison classifications and attached job description.

### Actions:

#### Motion

Approve the Parent Involvement Project Liaison classifications and attached job description.

Passed with a motion by Mrs. Lisa Brunner and a second by Dr. Luis Reynoso.

#### Vote:

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### Attachments:

PIP Liaison Job Description

## I.2. Hayward Collegiate Charter School Petition (d) (Educational Services) (Action Item)

### Rationale:

#### BACKGROUND

The Hayward Unified School District received a charter petition proposing to operate the 'Hayward Collegiate Charter School' within the territorial boundaries of the Hayward Unified School District. The Petition proposes a TK - Grade 6 charter school beginning in July 1, 2019. The Petitioners seek a five-year charter, with the expiration date falling on June 30, 2024. Furthermore, pursuant to Proposition 39, the Petitioners will seek District facilities from the Hayward Unified School District.

Education Code 47605 requires the Board of Education to conduct a Public Hearing within 30 days of the District's receipt of the petition. The Public Hearing was held on May 9, 2018. Education Code 47605 further requires that a final decision concerning the approval or denial of the charter school petition be made within 60 days of receiving the petition.

#### Petition Review

The Petition has been reviewed by HUSD administration. The attached report provides a full evaluation of the petition based upon the requirements necessary by law to establish a charter school. The charter petition evaluation summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, as well as an articulation of strengths and foreseeable challenges, pursuant to the petition review process. The factual findings in this report demonstrate that the petition meets the following conditions for denial of *Education Code* § 47605:

**Administrative experience & skills:** The proposed Executive Director for the Charter School is Neena Goswamy. (Petition, p. 112.) Ms. Goswamy reports that she was a Founding Teacher in 5<sup>th</sup> grade Non-Fiction Humanities Literature at KIPP: Bloom in Chicago in 2013-2014. (Petition, p. 13.) Her resume also states that she "[f]ounded the KIPP Bloom Campus." (Petition, Exh. 9, p. 61.) It is not clear from the documentation in the Petition whether her experience extends to founding or running a public school as an administrator.

The District is concerned that the Charter school's founding team lacks the required depth in public school administration to successfully operate the charter school. Many of the founding team members have accomplishments primarily in the private sector. None of the founding members listed in the Petition have significant experience in running public school as an administrator (*i.e.*, superintendent or principal.)

**Enrollment:** The petition claims to have engaged community stakeholders. Using a standard script

of questions, HUSD staff surveyed the 78 families who signed the petition claiming meaningful interest in their child attending the charter school. Of the total families listed, 41 families answered the calls, 30 families did not answer, and 7 families with wrong numbers were noted.

Of the 41 families who answered, ten expressed that they did not have any meaningful interest in their child attending the charter school. Responses included *"Didn't sign anything."* *"Happy with home school Park Elementary."* *"I just signed. We're not taking our children out of San Leandro Unified School District."* For those who expressed meaningful interest in their child attending the charter school, some cited wanting programs that will not be offered by the school, such as dual language immersion and smaller class sizes.

At Year One, the enrollment plan calls for 120 TK/K & 1<sup>st</sup> grade students. Staff are concerned that, based on the responses of the parents/guardians who signed the petition, the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the Charter school's entire budget is contingent upon reaching its enrollment (and ADA) goals.

**Budget:** The financial plan relies upon several assumptions about revenues to make the budget balance:

1. COLA
2. Title I
3. Free & Reduced Lunch
4. Other outside resources: Loans

Additionally, staff salaries are low, the Charter School would not offer PERS/STRS, and the budget relies upon a low cap on Health Insurance. Being able to hire the staff at the experience level that the Charter School wants/needs may be problematic.

No contingency plan is outlined if proposed resources do not come to fruition.

The Petitioners confirmed many processes and policies would need to be developed during the Start-Up year to be operational for Year 1. However, limited legal fees and no professional development funds were noted in the start-up year. The interview panel also noted an expectation for pro-bono legal services.

Finances depend on an agreement with Hayward USD or El Dorado SELPA for Special Education services. No one on the Founding Team or Proposed Executive Director has experience with El Dorado SELPA or their timelines for implementation.

**Hiring of staff:** There are concerns as to whether or not this curriculum can be successfully implemented. Success is dependent upon the hiring of general and specialized credentialed teachers and staff. Given the current shortage of qualified educators, there are concerns about whether the Charter School would be able to deliver the curriculum effectively.

**Special Education:** The Petition states that the Charter School would be a "school of the District" for special education purposes under Ed. Code section 47641, but may join an LEA as a SELPA at some indeterminate time. However, the Petition lacks a reasonably comprehensive description of the circumstances under which it would join a SELPA, and no reference to the application requirements and timelines for doing so. The Petition also only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically educate special education students in a least restrictive environment, or how it would train its staff to do so.

**Facilities:** The petitioners are asking/expecting to have a District facility in South Hayward. Figure 3 references a layout of South Hayward and Figure 4 references elementary schools in South Hayward. Only 18 of the 80 community support and interest signatures are in the target area and another 4 are outside of Hayward.

The Petition also lacks a discussion of how the Charter School would obtain a facility as an alternate

to Proposition 39.

### Recommended Motion:

Staff recommends that the Board of Education deny the Petition on the following grounds and adopt the following factual findings in support of its denial:

- Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
- The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b) (5)(A)-(O)).

### Actions:

#### Motion

Staff recommends that the Board of Education deny the Petition on the following grounds and adopt the following factual findings in support of its denial:

- Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
- The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b) (5)(A)-(O)).

#### Vote:

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

Passed with a motion by Dr. Luis Reynoso and a second by Mrs. Lisa Brunner.

### Minutes:

As presented by Dr. Peter Parenti, Assistant Superintendent, Educational Services.

Public Speaking Session 8:05pm - 8:20pm

1. Sei Hee Park (attorney) - In Support of Charter School application.

Rebutting presumption of Special Education components of the application.

Feels denial is not within the legal requirements.

2. Neena Goswamy - Respectfully disagrees with denial.

3. Yichen Fang - Proposed Board Treasurer of Hayward Collegiate.

Respectfully disagree, budget terms incorrect. EdTech as a backend provider to ensure both strong and conservative. Teacher salary was

referenced as low but is commensurate with Hayward salaries. SELPA, financing partners are outlined in the narrative and in-person interview.

4. Ke Wu - Proposed Board Secretary of Hayward Collegiate. Sufficient hiring was challenged. Development plan is comprehensive and within the application.

5. Kenneth Ranella - Disappointed by staff recommendation to deny application. Disagree with interpretation of how the interview went. I have all the expertise as an administrator and I am proposed to be the board. No discussion on education or curriculum, only budget where we state we will firewall the district from our operations expenses.

6. Maria Garcia - Parent. I have held informational sessions at my home and farmer's markets for the past several months. Disappointed in denial.

7. Jaime Quiroga - Made in Hayward Parent in advocacy of Spec Ed in Hayward Collegiate

8. Edward Alvarez - Trades in support of Staff recommendation as the charter does not support union labor.

#### Board Comments/Questions

Brunner - I carefully reviewed the application. The data. Page 73 was in no way referenced to the question of Special Ed. Experience as administrators - the comparison made excluded the fact that the others have Masters in Education, those within the Hayward Collegiate leadership does not.

Reynoso - I asked at the public hearing whether Independent and Dependent charter school set up was desired, and the response was worrisome as they did not know what the difference was. Acknowledgement of HUSD Staff's response and recommendation. Rent escalation, \$2500-\$3000 for a 1bd. Step/Column does not support this cost of living for teachers. Pension, STRS happens to be the one CA subscribes to. I was disappointed in the application, I expected more thoroughness.

#### **Attachments:**

Collegiate Charter School Petition

### **I.3. Board Policies - First Reading (v) (Office of the Superintendent) (Action Item)**

#### **Rationale:**

##### **HISTORY/BACKGROUND**

BB 9310 includes that "other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or district circumstances."

##### **PURPOSE OF PRESENTATION**

To present to the Board of Education for a first reading:

Count	Policy	BP/AR	Title	CSBA Update
1	6173.1	BP	Education for Foster Youth	13-Dec
2	6173.1	AR	Education for Foster Youth	17-Oct

##### **IMPLEMENTATION**

BB 9310 provides a policy development and adoption process that includes:

- The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting.



- At its second reading, the Board may take action on the proposed policy. The Board may waive the second reading or may require an additional reading if necessary. (cf.9323- Meeting Conduct)
- Only policies formally adopted by a majority vote of the Board shall constitute official Board policy. (cf.9322- Agenda/Meeting Materials), (cf.9323.2- Actions by the Board)
- Policies shall become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

### Recommended Motion:

Approve the first reading of Board Policy and associated Administrative Regulation 6173.1 Education for Foster Youth as presented to the Board of Education and waive the second reading.

### Actions:

#### Motion

Approve the first reading of Board Policy and associated Administrative Regulation 6173.1 Education for Foster Youth as presented to the Board of Education, bringing back for a second reading with clarification on Page 12 paragraph 1 regarding 1/2 credit.

Passed with a motion by Dr. Luis Reynoso and a second by Dr. Robert Carlson.

#### Vote:

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### Attachments:

BP-AR-6173.1

### I.4. Adopt Board of Education Resolutions (Action Item)

#### Rationale:

##### PURPOSE OF PRESENTATION

The Governing Board is being presented with the following Resolutions:

- #1718-34, Approving Engineer's Report, Confirming Diagram and Assessment, and Ordering The Continuation of Assessment
- #1718-37, Education Protection Act

### Recommended Motion:

Adopt the resolutions as presented.

### Actions:

#### Motion

Adopt the resolutions as presented.

Passed with a motion by Dr. Robert Carlson and a second by Dr. Luis Reynoso.

#### Vote:

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette Walker.

### Attachments:

000-Resolution Summary 1718-34&37

### I.4.a. #1718-34, Maintenance Assessment District for 2018-19 Engineer's Report (v) (Business Services) (Procedural Item)

#### Actions:

#### Motion

#### Vote:

Passed with a motion by Dr. Robert Carlson  
and a second by Dr. Luis Reynoso.

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Resolution 1718-34, Maintenance Assessment District for 2018-19  
Engineer's Report

**I.4.b. #1718-37, Education Protection Act (v) (Business Services)  
(Action Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Robert Carlson  
and a second by Dr. Luis Reynoso.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**Yes** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Education Protection Act

**I.5. Adopt Board of Education Resolutions Regarding Energy Services  
Projects (Consent Item)**

**Rationale:**

**PURPOSE OF PRESENTATION**

The Governing Board is being presented with the following Resolutions:

- #1718-35, CEQA Categorical Exemption
- #1718-36, Government Code 4217 and Award of Engie Contract

**Recommended Motion:**

Adopt the resolutions as presented.

**Actions:**

**Motion**

Adopt the resolutions as presented.

Passed with a motion by Dr. Robert Carlson  
and a second by Mrs. Lisa Brunner.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**No** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Minutes:**

1 speaker Edward Alvarez - Support this contract for many reasons,  
especially labor.

**Attachments:**

000-Resolution Summary 1718-35-36

**I.5.a. #1718-35, CEQA Categorical Exemption (v) (Business Services)**

**(Action Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Robert Carlson  
and a second by Mrs. Lisa Brunner.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**No** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

CEQA Resolution

**I.5.b. #1718-36, Government Code 4217 and Award of Engie Contract  
(v) (Business Services) (Action Item)**

**Actions:**

**Motion**

Passed with a motion by Dr. Robert Carlson  
and a second by Mrs. Lisa Brunner.

**Vote:**

**Yes** Mrs. Lisa Brunner.  
**Yes** Dr. Robert Carlson.  
**Yes** Mr. William McGee.  
**No** Dr. Luis Reynoso.  
**Absent** Dr. Annette  
Walker.

**Attachments:**

Government Code 4217 and Engie Contract

**J. PUBLIC HEARINGS - MEETING NOTICE (OPEN TO THE PUBLIC)  
(Procedural Item)**

**J.1. Public Hearing for Resolution #1718-37 Education Protection Act (v)  
(Business Services) (Action Item)**

**Minutes:**

Opened J.1 Public Hearing at 8:33pm.  
No speakers  
Adjourned J.1 Public Hearing at 8:37pm.

**Attachments:**

Public Hearing for Resolution #1718-37 Education Protection Account

**J.2. 2018-19 Tentative LCAP and Tentative Proposed General Fund  
Budget (Action Item)**

**Minutes:**

Opened J.2 Public Hearing at 8:37pm.  
Adjourned J.2 Public Hearing at 9:37pm.

**J.2.a. 2018-19 Tentative LCAP (Ed Services) (Procedural Item)**

**Rationale:**

**HISTORY/BACKGROUND:**

The State requires that every district submit a Local Control Accountability Plan (LCAP) with its coinciding budget to document how expenditures are aligned to achieve student outcomes. Before submitting the LCAP, districts must provide the public with an opportunity to give feedback on the LCAP. By law, districts must solicit input with parents, the District English Learner Advisory Committee, students and other stakeholders. HUSD formed a Parent

Advisory Committee (PAC) comprised of an SSC member from every school. The Student Ambassadors, a student representative from each school site, provided feedback to the Superintendent by conducting action research at their sites. The District English Learner Advisory Committee, with representatives from each site also provided input on the LCAP. Further, the District invited input from a District Advisory Committee (DAC) which was comprised of representatives from each of the groups mentioned and representatives from the bargaining units. District staff facilitated the DAC meeting.

District staff met with representatives of the Alameda County Office of Education on May 16, 2018, to receive initial feedback on the draft LCAP and Budget. The County offered concrete recommendations that the District has incorporated in its revised draft.

The District's Tentative General Fund Budget includes the expenditures necessary to implement the LCAP. Budget Assumptions are built using data from the Governor's 2017-18 May Revision and include the latest estimates for state revenue using the Local Control Funding formula and projected revenue for Federal, Other State, local, and grant funded programs.

#### **PURPOSE OF PRESENTATION:**

The purpose of the presentation is to provide an overview and conduct a Public Hearing of the 2018-19 Tentative LCAP and Tentative Proposed General Fund Budget.

-

#### **IMPLEMENTATION:**

The final draft of the LCAP and the complete Proposed Budget will be submitted to the Board for approval at the June 20, 2018 Board Meeting. The LCAP and the Budget must be submitted to Alameda County Office of Education no later than July 1st.

#### **Recommended Motion:**

Conduct the required LCAP Public Hearing and provide direction for any changes to the LCAP or Proposed Budget to be brought back on June 20, 2018.

#### **Minutes:**

Opened J.2 Public Hearing at 8:37pm.

Brunner - Page 16 Differentiated assistance from the county "CA School Dashboard: HUSD Student Group Report

McGee - Suspension rates are still high, what is the plan? What engagement was there? If the issue is academics for example, were teachers engaged in the discussion? Did ACOE give suggestions?

Parenti - Broad suggestions that are not specific to our district.

3 public speakers

1. Diane Levy - People didn't know about the LCAP hearing, how do

you hear them if no one knows about it. DAC meeting met twice I believe. Was the document presented before tonight? There is difference between culturally relevant and culturally responsive. I think notes should be on all priorities not only priority one.

2. Mercedes Faraj - I'm not sure as to the depth of the conversations with teachers there were.

3. Mary Walsh - Echo the two public speakers.

#### **Attachments:**

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Board Summary LCAP Plan and Annual Update 1

Board Summary LCAP Plan and Annual Update 2

#### **J.2.b. 2018-19 Tentative Proposed General Fund Budget (Business Services) (Procedural Item)**

#### **Minutes:**

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9:02pm - hearing continuing

Brunner - Page on PERS/STRS Impact on HUD General Fund. Explain 2019/20 differential between 2nd Interim and the Tentative Budget.

Wayne - The natural progression of step/column and their impact on PERS/STRS.

MgGee - Appreciate the information, would like to go more in-depth for the monitoring of which programs are working for us. Agenda numbering is odd, please check CSBA.

2 public speakers

1. Mercedes Faraj - Budget allocations on page 21. There's no depth, just a number given. Compared to what we heard in negotiations tonight's messaging is different regarding PERS/STRS. News to us that retirement is now in these numbers, they weren't before. The reports/charts are not clear. Consistency in charting is also a concern.

2. Mary Walsh - Similar comments. The lack of understanding with Mr. Garde has been a real problem overall. I don't think he understands financials.

Adjourn J.2. public hearing at 9:27pm.

#### **Attachments:**

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Tentative Proposed General Fund Budget

#### **K. INFORMATIONAL/DISCUSSION ITEMS (Discussion Item)**

##### **K.1. Facilities Master Plan Update (d) (Business Services) (Discussion Item)**

#### **Minutes:**

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As presented by Tim Cody, Director III Facilities, Maintenance, Operations, and Transportation and Safety.

Brunner - \$96M in "Community Enhancements" What are these?

Cody - I.E. Beautification improvements in front of campuses, landscaper, table areas, etc.

Q: Speaking with the parks department?

A: Not currently.

Board Recommends - Discuss plans with HARD and other city divisions for what the partnership would look like.

Q: State bond funds for ROP/CTE sites?

A: Yes, we can provide an update on where we are in that process. ROP

and HUSD would have to apply jointly.  
McGee - Asset Mapping? Boundary study, demographics, etc.

#### **Attachments:**

Facilities Master Plan Update

### **L. RETURN TO GENERAL PUBLIC COMMENTS FOR ITEMS NOT APPEARING ON THE AGENDA (Procedural Item)**

#### **Rationale:**

General comment speakers will typically be permitted 2 minutes speaking time, and 4 minutes should translation be needed. A period not greater than 15 minutes is set aside for public comments for items NOT appearing on the current agenda. Please note that personnel matters are an item on the closed session agenda before Open Session.

### **M. FUTURE MEETING DATES (Procedural Item)**

#### **Rationale:**

**Regular Meetings are typically held at Hayward City Hall, 2nd Floor Council Chambers 777 B Street, Hayward, CA, 94540**

5:00pm Open Meeting, Adjourn to (CLOSED SESSION)

6:30pm Reconvene (OPEN SESSION)

10:30pm Adjourn Meeting

Upcoming Meetings:

Wednesday, June 20, 2018

Wednesday, July 25, 2018 - Workshop

### **N. ADJOURNMENT (Procedural Item)**

#### **Rationale:**

*Assistance will be provided to those requiring accommodations for disabilities in compliance with the Americans with Disabilities Act of 1990. Interested persons must request accommodations at least 48 hours in advance of the meeting by contacting the Superintendent's Office at (510) 784-2640*

*This agenda is available on the internet: <http://hayward.agendaonline.net/public/>*

#### **Minutes:**

Adjourned at 10:03pm in honor of the HUSD graduates.

#### **6/6/2018 5:08:00 PM ( Original )**

Present Mrs. Lisa Brunner

Present Dr. Robert Carlson

Present Mr. William McGee

Absent Dr. Luis Reynoso

Absent Dr. Annette Walker

#### **6/6/2018 5:11:00 PM**

Present Dr. Luis Reynoso

**TAB 4B:**  
**District Findings in**  
**Support of Denial**

## **BOARD OF EDUCATION SUMMARY REPORT**

**DIVISION:** Educational Services

**SUBMITTED BY:** Dr. Peter Parenti, Assistant Superintendent Educational Services  
Delia Ruiz, Assistant Superintendent, Human Resources  
Chien Wu-Fernandez, Associate Superintendent Student and Family Services  
Allan Garde, Assistant Superintendent Business Services

**SUBJECT:** Hayward Collegiate Charter School Petition

**PRIORITY/GOAL:** 2.0. Ensure ALL students graduate college and/or career ready

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### **BACKGROUND**

The Hayward Unified School District received a charter petition proposing to operate the 'Hayward Collegiate Charter School' within the territorial boundaries of the Hayward Unified School District. The Petition proposes a TK - Grade 6 charter school beginning in July 1, 2019. The Petitioners seek a five-year charter, with the expiration date falling on June 30, 2024. Furthermore, pursuant to Proposition 39, the Petitioners will seek District facilities from the Hayward Unified School District.

Education Code 47605 requires the Board of Education to conduct a Public Hearing within 30 days of the District's receipt of the petition. The Public Hearing was held on May 9, 2018. Education Code 47605 further requires that a final decision concerning the approval or denial of the charter school petition be made within 60 days of receiving the petition.

### **PETITION REVIEW**

The Petition has been reviewed by HUSD administration. The attached report provides a full evaluation of the petition based upon the requirements necessary by law to establish a charter school. The charter petition evaluation summarizes the consensus of the District reviewers with respect to the educational program and proposed school operations, as well as an articulation of strengths and foreseeable challenges, pursuant to the petition review process. The factual findings in this report demonstrate that the petition meets the following conditions for denial of *Education Code § 47605*:

**Administrative experience & skills:** The proposed Executive Director for the Charter School is Neena Goswamy. (Petition, p. 112.) Ms. Goswamy reports that she was a Founding Teacher in 5<sup>th</sup> grade Non-Fiction Humanities Literature at KIPP:



Bloom in Chicago in 2013-2014. (Petition, p. 13.) Her resume also states that she “[f]ounded the KIPP Bloom Campus.” (Petition, Exh. 9, p. 61.) It is not clear from the documentation in the Petition whether her experience extends to founding or running a public school as an administrator.

The District is concerned that the Charter school’s founding team lacks the required depth in public school administration to successfully operate the charter school. Many of the founding team members have accomplishments primarily in the private sector. None of the founding members listed in the Petition have significant experience in running public school as an administrator (*i.e.*, superintendent or principal.)

**Enrollment:** The petition claims to have engaged community stakeholders. Using a standard script of questions, HUSD staff surveyed the 78 families who signed the petition claiming meaningful interest in their child attending the charter school. Of the total families listed, 41 families answered the calls, 30 families did not answer, and 7 families with wrong numbers were noted.

Of the 41 families who answered, ten expressed that they did not have any meaningful interest in their child attending the charter school. Responses included *“Didn’t sign anything.” “Happy with home school Park Elementary.” “I just signed. We’re not taking our children out of San Leandro Unified School District.”* For those who expressed meaningful interest in their child attending the charter school, some cited wanting programs that will not be offered by the school, such as dual language immersion and smaller class sizes.

At Year One, the enrollment plan calls for 120 TK/K & 1<sup>st</sup> grade students. Staff are concerned that, based on the responses of the parents/guardians who signed the petition, the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the Charter school’s entire budget is contingent upon reaching its enrollment (and ADA) goals.

**Budget:** The financial plan relies upon several assumptions about revenues to make the budget balance:

1. COLA
2. Title I
3. Free & Reduced Lunch
4. Other outside resources: Loans

Additionally, staff salaries are low, the Charter School would not offer PERS/STRS, and the budget relies upon a low cap on Health Insurance. Being able to hire the staff at the experience level that the Charter School wants/needs may be problematic.

No contingency plan is outlined if proposed resources do not come to fruition.

The Petitioners confirmed many processes and policies would need to be developed during the Start-Up year to be operational for Year 1. However, limited legal fees and no professional development funds were noted in the start-up year. The interview panel also noted an expectation for pro-bono legal services.

Finances depend on an agreement with Hayward USD or El Dorado SELPA for Special Education services. No one on the Founding Team or Proposed Executive Director has experience with El Dorado SELPA or their timelines for implementation.

**Hiring of staff:** There are concerns are whether or not this curriculum can be successfully implemented. Success is dependent upon the hiring of general and

specialized credentialed teachers and staff. Given the current shortage of qualified educators, there are concerns about whether the Charter School would be able to deliver the curriculum effectively.

**Special Education:** The Petition states that the Charter School would be a “school of the District” for special education purposes under Ed. Code section 47641, but may join an LEA as a SELPA at some indeterminate time. However, the Petition lacks a reasonably comprehensive description of the circumstances under which it would join a SELPA, and no reference to the application requirements and timelines for doing so. The Petition also only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically educate special education students in a least restrictive environment, or how it would train its staff to do so.

**Facilities:** The petitioners are asking/expecting to have a District facility in South Hayward. Figure 3 references a layout of South Hayward and Figure 4 references elementary schools in South Hayward. Only 18 of the 80 community support and interest signatures are in the target area and another 4 are outside of Hayward.

The Petition also lacks a discussion of how the Charter School would obtain a facility as an alternate to Proposition 39.

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## **RECOMMENDATION**

Staff recommends that the Board of Education deny the Petition on the following grounds and adopt the following factual findings in support of its denial:

- Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
- The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b) (5)(A)-(O)).



# Hayward Unified School District

## *Building a Culture of Success: "ALL Means ALL"*

### Charter Petition Evaluation Rubric

**School Name:** Hayward Collegiate Charter

**Reviewer Name:**

Dr. Peter I. Parenti, Assistant Superintendent, Educational Services

Delia Ruiz, Assistant Superintendent, Human Resources

Chien Wu-Fernandez, Associate Superintendent Student and Family Services

Allan Garde, Assistant Superintendent Business Services

**Review Date:** May 2018

This template is designed to guide review of charter school petitions. Throughout the evaluation, you are asked to rate the response as *Inadequate*, *Approaches*, *Meets* or *Excels*:

<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>	<b>Excels</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria for each section define the qualities of an "Excels" response in relation to the specific topic. In addition, the following rating definitions should guide your assessment:

**Inadequate:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept and/or ability to meet the requirement in practice.

**Approaches:** The response addresses most of the selection criteria, but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.

**Meets:** The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that excels even though it may require additional specificity, support or elaboration in places.

**Excels:** The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

At the end of each section, you will identify "Criteria Satisfied" and "Criteria Not Sufficiently Addressed, Concerns & Additional Questions." Those sections allow you to explain and elaborate on your ratings. Your comments are essential to staff's understanding of your assessment. Your questions and comments are relevant to subsequent capacity interviews, public hearings and internal deliberations.

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## EVALUATION INSTRUCTIONS

The evaluation has four Parts corresponding to key aspects of the petition:

- I. Executive Summary**
- II. Educational Program**
- III. Petitioner Capacity**
- IV. Fifteen Elements**

Each Part is divided into sections addressing key provisions of the Charter Schools Act and the quality of a charter petition.

**IMPORTANT:**

- Read the relevant section of the petition.
- Read the evaluation criteria and mark the box that best fits your assessment of the response (*Inadequate, Approaches, Meets* or *Excels*).
- In those instances where the criteria are *bulleted*, you are expected to evaluate the criteria as a whole. In those instances where the criteria are *numbered*, you are expected to evaluate each criterion individually.
- For Parts II-IV, use the “Criteria Satisfied” text box to identify key strengths. Reference specific sections and page numbers.
- For Parts II-IV, use the “Criteria Not Sufficiently Addressed, Concerns & Additional Questions” text box to identify key concerns and to identify questions that are important to getting a full understanding of the plan. Reference specific sections and page numbers.
- For Parts II-IV, use the “Summary” boxes at the end to highlight the key strengths and concerns that you have for that Part of the petition as a whole.

## I. EXECUTIVE SUMMARY

The Executive Summary provides a comprehensive overview of the proposed plan. The Executive Summary should present the school's mission, vision, values and school educational philosophy.

An Executive Summary that excels will articulate the following:

- A Mission Statement that is clear and compelling; focuses on improving educational outcomes; and establishes a set of priorities that are meaningful, manageable and measurable;
- A Vision Statement that describes that brings to life a student's daily experience at the school including rituals, expectations, and co-curricular activities;
- A defined **Educational Philosophy and Approach** – including what it means to be an “educated person” in the 21<sup>st</sup> Century and how learning best occurs– that is aligned with the mission statement, proven effective for the target population and applicable to varied teaching and learning styles (§ 47605(b)(5)(A) (Element 1);
- The goals identified in the educational program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners; and
- An organizational team that is diverse, supportive and committed to advancing the mission of the proposed school.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The Petition contains all of the fundamental required components of the proposed educational program, including a mission and vision statement, and a description of whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, how learning best occurs, and how the educational program would allow pupils to become self-motivated, competent, and lifelong learners. The Petition also contains a general description of the proposed educational program, and information on the scope and sequence of instruction for grades TK-1. (See, Appendix 14.) For concerns regarding the Petitioners’ ability to successfully implement the program set forth in the Petition, see below.

## II. EDUCATIONAL PROGRAM

Statutory References:

E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you whom the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

### A. TARGET POPULATION

A description of the Target Population excels if it has the following characteristics:

- Coherent description of the students the school expects to serve based on understanding of the district population and the location in which the school expects to operate;
- Demonstrated understanding of the educational needs of the target population; and
- Explanation of how the mission and vision align with the needs of the target population.

#### TARGET POPULATION

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### ANALYSIS: TARGET POPULATION

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
<p>The Petitioners' target student population includes research on the community and HUSD student demographics. Data expressed in the petition is aligned with the needs of students, families and the community.</p> <p>The educational program is based upon meeting the needs of low-SES students and English Learners in South Hayward in Grades TK-6.</p>	(Petition, pp. 36-45.)		

## B. PHILOSOPHY AND APPROACH TO INSTRUCTION

A description of the Educational Philosophy and Approach to Instruction excels if it has the following characteristics:

1. **Rationale:** *Is the rationale compelling?*
  - A compelling rationale with a clear foundation in research-based educational practices, teaching methods and/or high standards for student learning;
2. **Mission Alignment:** *Do the philosophy and approach align with the mission and vision?*
  - Alignment with mission and vision; and
3. **Population Alignment:** *Does sound reasoning or evidence indicate that the target population is likely to benefit?*
  - Persuasive explanation of why the philosophy and approach are appropriate for and likely to result in improved educational performance for the target population, including any available performance data from use of the same educational philosophy and approach to instruction with similar populations.

### 1. **Rationale:** *Is the rationale compelling?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 2. **Mission Alignment:** *Do the philosophy and approach align with the mission and vision?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 3. **Population Alignment:** *Does sound reasoning or evidence indicate that the target population is likely to benefit?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

If Meets or Excels; <b>Strengths</b>	Reference	If Approaches or Inadequate; <b>Concerns &amp; Additional Questions</b>	Reference
<p>The Petition's Rationale, Mission Alignment, and Population Alignment are congruent towards meeting the educational goals expressed in the petition.</p> <p>The Curriculum, as well as, Teaching &amp; Learning strategies are sound.</p>	<p>Instructional Methods and Practices are addressed on pp. 64-68 of the Petition.</p>	<p>The primary concern from the district staff is whether or not the proposed educational program and instructional methods can be successfully implemented.</p> <p>There are concerns regarding whether the charter school would be able to recruit, hire, and retain sufficiently experienced employees to successfully implement the proposed educational program. (See,</p>	

		<p>Section III(C) (“Employment Capacity”), below.) Because of proposed salary levels, the proposed charter School would employ less experienced teachers.</p> <p>The Petition proposes that the charter School’s administration and Executive Director would provide all professional development for teachers.</p>	<p>Petition, pp. 52-56; Appendix 11, Figure 2.</p>
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#### Concerns Regarding Successful Implementation of Proposed Educational Program:

The proposed charter school would start Year One serving 120 students in TK/K and 1<sup>st</sup> grade, growing to serving 360 students TK/K-5<sup>th</sup> grade by Year Five. (Petition, p. 46.)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment	120	180	240	300	360
Lead Teachers	4	6	8	10	12
Enrichment Teachers	0	1	1	2	2
ESL Teacher	0	1	1	1	1
Learning Specialist	0	0	1	1	1

Enrollment Data taken from p. 46 of the Petition.

Staffing data taken from p. 123 and Appendix 6, pp. 1 and 3, of the Petition.

The Petition lacks a reasonably comprehensive description of the roles that the Lead Teachers, Enrichment Teacher and Learning Specialists will play in delivering instruction. All three positions will require a multiple subject credential (Petition, p. 129-131). However, since only the job description for the Lead Teachers includes “plan[ning] and execut[ing] effective and engaging lessons that are aligned to CCSS and made to meet the needs of all learners,” it appears that only the Lead Teachers will be assigned self-contained classrooms. If that is the case, based on the planned staffing ratios, each class will have a 30:1 student-teacher ratio.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Student/Teacher Ratio	30:1	30:1	30:1	30:1	30:1
Enrichment Teachers & Learning Specialist/Lead Teacher Ratio	0:4	1:6	1:4	3:10	1:4

During Years One and Two, when the charter school would be teaching an exclusively primary grade population (TK/K-2), the proposed staffing models call for the charter school to maintain class sizes of 30. In Year Two, only 1 Enrichment Teacher (and no Learning Specialists) will be



available to support the 6 lead classroom teachers. Even in Years Three through Five, each Enrichment Teacher and Learning Specialist will be shared among 3-4 lead teachers. The proposed staffing ratio makes the Petitioners demonstrably unlikely to implement some of the strategies described in the Petition, such as small group instruction and intervention (Petition, pp. 25, 55, 57, 58, 66, 69, 96, 108) and enrichment (Petition, p. 44, 49, 57, 58, 63, 69).

### C. CURRICULUM FRAMEWORK

The description of the curriculum should provide the reviewer with a sense not only of *what* the school will teach but also of *how* and *why*. It must present research, applicant experience and/or reasoning sufficient to convince the reviewer that the applicants have already made sound educational decisions.

A description of the Curriculum Framework excels if it has the following characteristics:

☒ **Mark this box and complete this part, on behalf of the curriculum that has already been selected/developed:**

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*
  - A clear description of the framework and research, experience and/or sound reasoning that demonstrates alignment with the school's mission, state standards and anticipated student needs;
2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*
  - An implementation plan showing persuasively the resources, daily schedule, annual calendar and professional development that support effective implementation; and
  - A clear description of the manner in which the school will prioritize the implementation of those elements of the proposed educational program that will ensure likely achievement of the goals of the program;
3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*
  - Effective strategies for evaluating the effectiveness of implementation and responding when student performance falls short of goals.

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**ANALYSIS: CURRICULUM FRAMEWORK**

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
Alignment, Implementation and Evaluation:  The curriculum that is presented, including textbooks, software programs, and the scope and sequence are educationally sound.	Page 50-70  Appendix 14	There are concerns are whether or not this curriculum can be successfully implemented.  Success is dependent upon the hiring of general and specialized credentialed teachers and staff. Given the current shortage of qualified educators, there are concerns about whether the charter school would be able to deliver the curriculum effectively.	<i>See, Section II(B), above.</i>

**D. SPECIAL POPULATIONS: SPECIAL EDUCATION**

Federal law requires charter schools, like all public schools, to provide a free appropriate education in the least restrictive environment to students identified with disabilities who are enrolled at the school. A plan for serving students with disabilities excels if it has the following characteristics:

- Demonstrated understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities and obligations held under Section 504 of the ADA;
- A clear statement regarding what petitioners expect will be the school's anticipated LEA status for purposes of special education and the implications of that status determination;
- A sound plan -- including lead contact, funding, service and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities;
- Alignment of the special education plan with the core educational program; and
- Evidence of high expectations for students with special needs.

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: SPECIAL EDUCATION

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
The Petition discusses how the charter School would provide special education as a “school of the district”	“School of the District” (pp. 74-47); LEA of a SELPA (pp. 79-84)	The Petition states that the charter School would be a “school of the District” for special education purposes under Ed. Code section 47641, but may join an LEA as a SELPA at some indeterminate time. However, the Petition lacks a reasonably comprehensive description of the circumstances under which it would join a SELPA, and no reference to the application requirements and timelines for doing so. The Petition also only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically educate special education students in a least restrictive environment, or how it would train its staff to do so.	p. 73-79 and interview 5/14  p. 71 and interview 5/14

## E. SPECIAL POPULATIONS: ENGLISH LANGUAGE LEARNERS

Federal law requires charter schools, like all public schools, to meet the needs of English language learners by helping them gain English proficiency and also make progress in all academic subjects. A plan for serving English language learners excels if it has the following characteristics:

- Demonstrated understanding of the likely English language learner population;
- A sound approach to identifying and meeting the needs of English language learners tailored to the anticipated population;
- A sound approach to helping English language learners fulfill expectations of the core educational program, including a lead contact and intervention process; and
- Evidence of high expectations for English language learners.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: ENGLISH LANGUAGE LEARNERS

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
A comprehensive educational program is outlined	Petition, p. 84-89	A large part of the student population in Hayward is made of English Language Learners. However, the petition does not provide any specialized teaching staff in Year 1. The petition states that EL staff will be added in Year 2. Also, the charter school's proposed staffing plans would not support the pull-out strategies described in the Petition, especially in Year 1.	See, Section II(B), above.

## F. PUPIL OUTCOMES

Pupil outcomes are central to the school's existence. They represent the school's definition of success and should drive all aspects of the program and operation. A description of Pupil Outcomes excels if it has the following characteristics:

1. **Alignment:** *Do the objectives align with the mission and vision?*
  - Educational objectives aligned with the mission, vision and educational program;
2. **Measurement:** *Are the goals clear, specific and measurable?*
  - Multiple performance measures applied to student learning objectives.
  - Measures include performance goals based on absolute (e.g., proficiency levels), relative (e.g., comparison schools) and individual gains (e.g., year-to-year matched student cohort gains);
  - Goals that are specific, measurable and time bound;
3. **Performance Level:** *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*
  - Performance levels that are both ambitious and realistic including rigorous promotion and graduation standards;
  - Performance levels are considered annually and graduated as needed to sufficiently accelerate learning based on the needs of the target population;

### 1. Alignment: Do the objectives align with the mission and vision?

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 2. Measurement: Are the goals clear, specific and measurable?

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Performance Level:** *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**ANALYSIS: PUPIL OUTCOMES**

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
<p>Alignment, Measurement, and Performance Level:</p> <p>An LCAP summary is included in the petition, as well as, a comprehensive discussion of data-driven decision making.</p> <p>Professional development is ongoing throughout the year where data is analyzed and teaching is adjusted.</p>	<p>Petition, pp. 90-103; 104-111</p>	<p>Pupil Outcome Goals</p> <p>The Petition’s measurable pupil outcomes are contained in Section B. The Petition describes its measurable pupil outcome goals as follows:</p> <ul style="list-style-type: none"> <li>• CAASPP: “All Hayward Collegiate students, including numerically significant subgroups, [footnote omitted] will exceed the average performance levels of students in schools with similar demographics in the local school district on the Common Core Assessments. (Petition, p. 95.)</li> <li>• California School Dashboard: “All students, including numerically significant subgroups, meet or exceed growth targets set by the state on the CAASPP for English Language Arts and Mathematics.” (Petition, p. 96.)</li> <li>• EL Proficiency Rates: 100% of EL students will advance at least once performance level on the ELPAC each academic year. (Petition, p. 96.)</li> <li>• EL Reclassification Rates: Hayward Collegiate’s reclassification rate will exceed the District’s reclassification rate by at</li> </ul>	<p>Petition, pp. 95-97.</p>

		<p>least 5%.</p> <p>The Petition fails to comply with Education Code §47607(b)(5)(B), which requires that a charter petition contain measurable pupil outcomes “that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school.” None of the Petition’s pupil outcome goals “address increases in pupil academic achievement both schoolwide and for all groups of pupils.” The Petition makes a reference to “growth targets set by the state on the CAASPP,” but that reference is not sufficient to meet the requirement that the Petition contain “increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school.”</p>	
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## G. PUPIL PROGRESS

Summative evaluations measure student performance for the purpose of evaluating academic program effectiveness and overall school operation. In other words, they are used to determine how much students have learned.

Formative evaluations measure student performance for the purpose of determining students’ learning needs and to inform instructional strategies. In other words, they are used to determine what students still need to learn.

A plan for evaluating Pupil Progress excels if it uses both formative and summative and includes the following characteristics:

**1. Assessments:** *Does the school have valid and reliable measures of student progress?*

- Identification of the expected range of formative and summative assessments including but not limited to state-mandated assessments;
- Evidence that assessments will be valid and reliable measures of student progress toward achieving the identified Pupil Outcomes.

**2. Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*

- A coherent strategy for using student assessment and performance data to evaluate and inform instruction on an ongoing basis.

**3. Reporting:** *Is the school committed to reporting and disseminating performance information?*

- A plan for sharing performance information, including standardized test results, with students, families and public agencies, as required.
- A clear description of the manner in which stakeholders will act upon and make use of the performance information provided.

**1. Assessments:** *Does the school have valid and reliable measures of student progress?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**2. Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**3. Reporting:** *Is the school committed to reporting and disseminating performance information?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**ANALYSIS: PUPIL PROGRESS**

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
Assessments, Instructional Improvement, and Reporting  Several testing and measurement tools are outlined.  A plan for informing parents is included.	Petition, p. 84-85  Petition, p., 87  Petition, p. 85		

## EDUCATIONAL PROGRAM SUMMARY

Please summarize your evaluation of the school’s proposed educational program by rating the program’s soundness as a whole. Your rating should reflect your overall impression of the plan as presented. Following the rating, please use the comment boxes to discuss the most significant strengths and weaknesses of the educational program.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## EDUCATIONAL PROGRAM SUMMARY

<b>Strengths</b>
The educational program is comprehensive and sound. Data analysis is a key component of professional development for teachers. The educational program is for TK-Grade 6. In Year 1 TK and Grade 1 will be in place. In succeeding years of the 5 year charter, grade levels will be added (1 Grade per year). The focus of the educational program is on low-SES students, and English Learners. The focus of the school is in South Hayward.
<b>Concerns and Additional Questions</b>
The school outlines sound educational principles; however, the concern is whether or not the school can successfully implement the proposed program. ( <i>See</i> , Section II(B), above). The Administrative staff is not deep on experience public school administration, and the proposed staffing plan and salaries call for the hiring of less experienced teachers.

## III. PETITIONER CAPACITY

Statutory References:

- E.C. § 47605(b)(2)
- E.C. § 47605(b)(5)(D)-(P)
- E.C. § 47605(c)(2)
- E.C. § 47605(g)

The Charter Schools Act requires the authorizer to determine whether the petitioners are “demonstrably unlikely to successfully implement the program.” Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners’ capacity to operate the school successfully.

### A. GOVERNANCE CAPACITY

A description of the plan for Governance excels if it has the following characteristics:

#### 1. Legal Structure: *Does the school have adequate and appropriate legal structure?*

- Documentation of proper legal structure (Articles of Incorporation stamped by the Office of the Secretary of State and corporate Bylaws);



- Evidence of 501(c)3 Non-Profit Corporation status;
- Adequate bylaws, policies & procedures for governing body operation (director selection & removal, decision making, powers and duties, expansion and transition plans)

**2. Governance Experience:** *Does the board demonstrate the capacity needed to govern effectively?*

- Evidence of analysis that proposed founding members of the governing body possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school;
- Evidence of the existing or emerging capacity of the proposed founding members of the governing board to work as an effective unit in the interest of the proposed charter school;

**3. Operating Plan:** *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

- Demonstrated understanding of the board's responsibility for the educational and fiscal integrity of the school and for fulfilling the terms of the charter;
- Clear, reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body;
- Demonstrated understanding and assurance of compliance with open meetings requirements;
- Reasonable conflict of interest policy;
- Adequate plan for insurance;
- A plan for meaningful involvement or input of parents and community members in the governance of the school;
- Clear, sensible delineation of roles and responsibilities of parent councils, advisory committees or other supporting groups; and
- Clear, sensible definition of governing body roles and responsibilities in relation to management.

**1. Legal Structure:** *Does the school have adequate and appropriate legal structure?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**2. Governance Experience:** *Does the board demonstrate the capacity needed to govern effectively?*

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Operating Plan:** *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: GOVERNANCE CAPACITY

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
<p>Legal Structure, Governance Experience and Expertise, Operating Plan:</p> <p>A Governance Board with experience and expertise weigh primarily towards the private sector.</p> <p>The proposed Executive Director has 4 years of teaching experience.</p>	<p>Petition, pp. 112-121.</p>	<p>The proposed Executive Director for the charter school is Neena Goswamy. Ms. Goswamy reports that she was a Founding Teacher in 5<sup>th</sup> grade Non-Fiction Humanities Literature at KIPP: Bloom in Chicago in 2013-2014. Her resume also states that she “[f]ounded the KIPP Bloom Campus.” It is not clear from the documentation in the Petition whether her experience extends to founding or running a public school as an administrator.</p> <p>The District is concerned that the charter school’s founding team lacks the required depth in public school administration to successfully operate the charter school. Many of the founding team members have accomplishments primarily in the private sector. None of the founding members listed in the Petition have significant experience in running public school as an administrator (<i>i.e.</i>, superintendent or principal.)</p>	<p>Petition, p. 13. Petition, p. 112.  Petition, Exh. 9, p. 61.</p>

## B. MANAGEMENT CAPACITY

A leadership plan excels if it has the following characteristics:

1. **Enrollment Procedures:** *Does the petition present reasonable enrollment procedures that comply with applicable law?*

- A description of the means by which the school will seek to attain a racial and ethnic balance among its pupils that is reflective of the district including specific plans and strategies for student recruitment;
- A clear and compelling student recruitment plan likely to attract projected enrollment, particularly in Year 1;
- A specific plan for conducting a public random drawing or an assurance that such a drawing will be conducted subject to district approval in the event that the number of pupils who wish to attend the school exceed the capacity;
- An assurance that the school will not impose admission requirements OR, if the school proposes to have requirements, a precise description of those requirements, a compelling statement regarding why they are essential to fulfillment of the school's mission, and a specific plan for the school will incorporate the requirements into any random drawings.
- A clear description of the enrollment process to include any unique intake or application evaluation process to be used by the school designed to meet the needs of the target population outlined in the petition.

**2. Operating Procedures:** *Does the petition present sound operating procedures that comply with applicable law?*

- The procedures that the school will follow to ensure the health and safety of pupils and staff;
- A clearly articulated discipline policy with suspension and expulsion procedures that are fully explained consistent with the school's mission, educational philosophy and applicable law;
- A statement regarding attendance alternatives for students residing in the district who choose not to attend the school;
- A statement that the school intends to use the district's approved procedure for resolving disputes relating to provisions of the charter OR, in the alternative, a clear description of the procedures that the school proposes to use;
- A description of the systems likely to be effective in addressing parent and community complaints; and
- An assurance that the school will comply with the district's approved procedures for school closure in the event that the charter is relinquished, revoked or not renewed.

**3. Management Structure:** *How effective is the management structure likely to be?*

- Clearly defined management roles and responsibilities for all positions within the administration of the school;
- A clear plan for recruitment, selection, development and evaluation of staff including the school leader;
- Verifiable internal procedures and controls to ensure conformance with the approved budget;
- An approved and public organizational chart delineating board and management roles and lines of authority;

- Clear, sensible delineation of roles and responsibilities for implementing the school program including clearly defined roles for parent councils, advisory committees and other supporting groups;
- Management job descriptions identifying key roles, responsibilities and accountability;
- An allocation of time, financial resources and personnel that is sufficient for planning and start-up prior to the school's opening; and
- The manner in which administrative services are to be provided and any potential civil liability effects on the school or the district.

**1. Enrollment Procedures:** *Does the petition present reasonable enrollment procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Operating Procedures:** *Does the petition present sound operating procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Management Structure:** *How effective is the management structure likely to be?*

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ANALYSIS: MANAGEMENT CAPACITY

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns &amp; Additional Questions</i>	Reference
Enrollment Procedures, Operating Procedures, and Management Structure  Enrollment policies and procedures are outlined.	(Petition, pp. 112-121.)	See, Section II(B) above ("Governance Capacity")  The petition claims to have engaged community stakeholders. HUSD staff surveyed the 78 families who signed the petition claiming meaningful interest in their child attending the charter school. HUSD Staff used the following standard script in all telephone calls: <ul style="list-style-type: none"> <li>• <i>My name is ____ and I am calling from HUSD. You signed a petition to support the creating of a new charter school in Hayward called the Hayward Collegiate Charter School, correct?</i></li> </ul>	p.44 community support and interest  Appendix 12 "Community Support and interest signatures"

		<ul style="list-style-type: none"> <li>• <i>How did you learn about the Hayward Collegiate?</i></li> <li>• <i>How many children do you have and how old are they?</i></li> <li>• <i>Where do they/will they go to school?</i></li> <li>• <i>Why did you support the creation of a new charter school?</i></li> </ul> <p>The staff assigned to this project were fluent in both English and Spanish.</p> <p>Of the total 78 families listed, 41 families answered the calls, 30 families did not answer, and 7 families with wrong numbers were noted.</p> <p>Of the 41 families who answered, ten expressed that they did not have any meaningful interest in their child attending the charter school. Responses included <i>"Didn't sign anything."</i> <i>"Happy with home school Park Elementary."</i> <i>"I just signed. We're not taking our children out of San Leandro Unified School District."</i> For those who expressed meaningful interest in their child attending the charter school, some cited wanting programs that will not be offered by the school, such as dual language immersion and smaller class sizes.</p> <p>At Year One, the enrollment plan calls for 120 TK/K &amp; 1<sup>st</sup> grade students. Staff are concerned that, based on the responses of the parents/guardians who signed the petition, the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the charter school's entire budget is contingent upon reaching its enrollment (and ADA) goals.</p>	
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		<p>At Year Five, the staffing plan calls for the charter school to employ an Executive Director, Operations Manager/Director of Operations, Dean of School Culture and a Student Services Manager/Dean of Student Services. (Petition, p. 122.) However, it is not feasible that compliance functions normally handled by a human resources professional be effectively managed by the site administrator or by the positions identified above. It is unclear exactly how the personnel functions will be distributed to ensure full compliance.</p> <p>The application and applicants do not clearly articulate a knowledge of the various minimum personnel functions -- clearances, mandated trainings, criminal history, subsequent arrest notifications, credential requirements, due process, employment contracts, interactive process, complaint procedures, teacher induction, etc -- to ensure not only smooth operations, but compliance.</p> <p>There is a very superficial understanding of the complex employment/labor functions to present a concrete plan to address the various areas.</p>	
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## C. EMPLOYMENT CAPACITY

An employment plan excels if it has the following characteristics:

1. **Qualifications and Responsibilities:** *How clear and sensible are required staff capacities and intended allocation of responsibilities?*
  - Description of the qualifications for and responsibilities of key employees of the school, including the instructional leader and other key school administration positions.
2. **Compensation Plan:** *How sound is the staff compensation plan?*
  - A compensation plan based on sound budget assumptions that reflects understanding of the prevailing market and supports the proposed educational program.
3. **Policies and Assurances:** *Does the petition contain the required assurances and a reasonable plan for policy development?*
  - Adequate personnel policies or a sound plan articulated for timely development;
  - An assurance that staff will meet applicable state and federal requirements for credentialing and "highly qualified" status;
  - An adequate description of the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security;
  - A statement regarding employee rights of return, if any;
  - A clear declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act; and
  - An assurance that staff will have criminal background and other required health and safety checks and manner in which these will be conducted.

### 1. **Qualifications and Responsibilities:** *How clear and sensible are required staff capacities and intended allocation of responsibilities?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. **Compensation Plan:** *How sound is the staff compensation plan?*

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. **Policies and Assurances:** *Does the petition contain the required assurances and a reasonable plan for policy development?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: EMPLOYMENT CAPACITY

If Meets or Excels; <b><i>Strengths</i></b>	Reference	If Approaches or Inadequate; <b><i>Concerns &amp; Additional Questions</i></b>	Reference
<p>Qualifications and Responsibilities, Compensation Plan, and Policies and Assurances:</p> <p>Policies and procedures are outlined for enrollment and recruiting of students.</p>	(Petition, p. 122-131.)	<p>Qualifications and Responsibilities</p> <p>As pointed out in Section II(B ), a concern exists about the experience of the proposed administration for the school.</p>	

Additional Concerns in the Area of Employee Qualifications:

Appendix 6 of the Petition contains the proposed salaries for the proposed charter School's teachers. The salary range for teachers would be \$63,000 a year in Year One, through \$63,000-\$70,000 in Year Five.

Depending on column placement, the proposed teacher salaries for the charter school are within the range of the Years One through Five of the Hayward Unified School District teacher salary schedule, except at the higher columns. (*See, below.*) However, a number of factors would hurt the charter School's ability to attract and retain teachers. First, The charter School would not offer participation in the State Teachers Retirement System or the California Public Employees Retirement System. (Petition, p. 169.) Second, the charter School only plans to increase salaries 3% each year. (Petition, Appendix 6, p. 3.) Third, the charter School's teachers have to attend 3 weeks of Professional Development in July, 2019, meaning that they have a longer work year. (Petition, Appendix 7.)



Hayward Unified School District  
Salary Schedule for 2017-18

**Teachers - 186 Days**

3.10% Increase Effective 7/1/2017

Years of Experience	Col. A BA Degree	Col. B BA Degree +15 units	Col. C BA Degree +30 units	Col. D BA Degree +45 units	Col. E BA Degree +60 units	Col. F BA Degree +90 MA+30
1	63,584	63,864	64,141	64,422	64,699	64,978
2	63,864	64,141	64,422	64,699	64,978	68,211
3	64,141	64,423	64,699	64,978	66,370	71,439
4	64,422	64,697	64,978	66,370	69,596	74,667
5	64,699	64,978	67,762	69,432	72,827	77,897
6	64,978	65,255	70,546	72,497	76,116	81,128
7	67,203	68,041	73,331	75,558	79,176	84,353
8	69,432	70,825	76,116	78,621	82,408	87,584
9	71,660	73,611	78,903	81,685	85,582	90,818
10	73,888	76,393	81,685	84,745	88,814	94,045
11	76,116	79,176	84,468	87,806	91,989	97,274
12	78,341	81,961	87,255	90,874	95,216	100,505
13	80,572	84,691	90,039	93,935	98,389	103,739
18					100,572	105,919

<http://haywardusd-ca.schoolloop.com/file/1289141219277/1298973008260/3280906426554396087.pdf>

All these factors would make it difficult for the Charter School to attract experienced teachers, and to retain the teachers that it hires.

The staffing plan appears to have a relatively high ratio of administrators to students and teachers. At Year Five, the staffing plan calls for the charter School to employ an Executive Director, Operations Manager/Director of Operations, Dean of School Culture and a Student Services Manager/Dean of Student Services. (Petition, p. 122.) The staffing plan would result in 4.0 FTE of administrative/management positions for 360 students, a school smaller than the size of the average elementary school. It appears that the overall staffing strategy is to compensate for the lack of direct public school administration in the founding team by creating additional capacity at the management/director level. However, as has been noted above, it appears that this structure has been created at the expense of class sizes.

## D. FINANCIAL CAPACITY

The petition should present an understanding of how the charter operators intend to manage the school's finances and maintain the organization's financial viability. It should make a persuasive case for financial viability including sound revenue projections; expenditure requirements; and budgetary support for and alignment with the educational program.

A plan for financial capacity excels if it has the following characteristics:

1. Financial Operation: *How would you rate the structures and practices related to financial operation?*
  - A balanced three-year budget accurately reflecting all budget assumptions;
  - A start-up year plan with reasonable assessment of and plan for costs;
  - A clear indication that the school has a sound plan for sustainability including funding for the core program that does not have ongoing reliance on “soft” money (e.g., donations, grants, etc.);
  - Clear evidence and track record of sustainability, in the event there is an enduring reliance on “soft” money (e.g., donations, grants, etc.);
  - An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1);
  - A sound plan for financial management systems;
  - An audit assurance and/or plan with adequate budget allocation; and
  - A plan for dissolution of assets should the school close.
2. Revenues: *How would you rate the accuracy and attainability of the revenue projections?*
  - A narrative explaining key revenue assumptions;
  - Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal and private funds, and any fee-based programs and services;
  - Realistic cash flow projection; and
  - A fundraising plan including assumptions and report on current status.
3. Expenditures: *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*
  - Spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan;
  - A budget narrative explaining key expense assumptions;
  - Realistic expense projections addressing major operating expenses including staffing and benefits, special education, facility, materials and equipment, and contracted services;
  - Budgeting to meet minimum insurance requirements; and
  - Evidence to support key assumptions including that compensation is sufficient to attract qualified staff and that facilities budget is adequate.

**1. Financial Operation:** *How would you rate the structures and practices related to financial operation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Revenues:** *How would you rate the accuracy and attainability of the revenue projections?*

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Expenditures:** *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ANALYSIS: FINANCIAL CAPACITY**

If Meets or Excels; <b>Strengths</b>	Reference	If Approaches or Inadequate; <b>Concerns &amp; Additional Questions</b>	Reference
<p>Financial Operation, Revenues, and Expenditures:</p> <p>A complete financial plan and budget are presented.</p> <p>On paper it balances and shows sustainability over 5 years.</p>	(Petition, Appendix 6.)	<p>Financial Operation, Revenues, and Expenditures:</p> <p>The financial plan relies upon several assumptions about revenues to make the budget balance:</p> <ol style="list-style-type: none"> <li>COLA</li> <li>Title I</li> <li>Free &amp; Reduced Lunch</li> <li>Other outside resources: Loans</li> </ol> <p>Additionally, staff salaries are low, the charter school would not offer PERS/STRS, and the budget relies upon a low cap on Health Insurance. Being able to hire the staff at the experience level that the charter school wants/needs may be problematic.</p> <p>No contingency plan is outlined if proposed resources do not come to fruition.</p> <p>The Petitioners confirmed many processes and policies would need to be developed during the Start-Up</p>	<p>Page 2 of the Appendices and the Multi-Year Projection</p> <p>Page 168 of the petition and Page 3 of the Appendices</p> <p>Interview, 5/14 and Multi-year Projection</p>

		<p>year to be operational for Year 1. However, limited legal fees and no professional development funds were noted in the start-up year. The interview panel also noted an expectation for pro-bono legal services.</p> <p>Finances depend on an agreement with Hayward USD or El Dorado SELPA for Special Education services. No one on the Founding Team or Proposed Executive Director has experience with El Dorado SELPA or their timelines for implementation.</p>	<p>Interview, 5/14 and Page 71 of the Petition</p>
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## E. FACILITIES PLAN

The Facilities Plan should demonstrate that the petitioners understand the school's facilities needs and its options for meeting those needs.

**Do the petitioners anticipate using a district facility or finding a facility independent of the district?**

☐ Non-district facility

☒ District facility (Prop 39)

**Select One**

### ☐ Non-district facility anticipated

A description of the plan for using a non-district facility excels if it has the following characteristics:

- Informed assessment of anticipated facilities needs;
- Estimated costs for anticipated facilities needs based on research and evidence;
- A description of potential sites including location, size and resources;
- Informed analysis of the viability of potential sites;
- Adequate budget for anticipated facilities costs including renovation, rent, maintenance and utilities;
- A schedule for securing a facility including the person responsible for implementation
- An assurance of legal compliance (health and safety, ADA, and applicable building codes); and
- Identified funding sources.

### ☒ District facility anticipated pursuant to Prop 39

A description of the facilities plan where the applicants have not yet identified a specific site will include the following characteristics:

- Informed assessment and description of anticipated facilities needs;
- Adequate budget based on 3% of anticipated per pupil revenue;
- A thoughtful contingency plan in the event that a mutually agreeable district facility is unable to be procured,
- A site preference with a compelling rationale for the preference; and
- An assurance of legal compliance (health and safety, ADA, and applicable building codes).

**Facilities Plan:** *Does the facilities plan indicate a thorough understanding of the school's needs?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANALYSIS: FACILITIES PLAN

If Meets or Excels; <b><i>Strengths</i></b>	Reference	If Approaches or Inadequate; <b><i>Concerns &amp; Additional Questions</i></b>	Reference
The number of classrooms and other school-related facilities are identified.	(Petition, p. 178.)	<p>The petitioners are asking/expecting to have a District facility in South Hayward</p> <p>Figure 3 references a layout of South Hayward and Figure 4 references elementary schools in South Hayward. Only 18 of the 80 community support and interest signatures are in the target area and another 4 are outside of Hayward.</p> <p>The Petition also lacks a discussion of how the charter school would obtain a facility as an alternate to Proposition 39.</p>	<p>Page 37 of petition</p> <p>Page 38 of petition</p>

## PETITIONER CAPACITY SUMMARY

Based on the information presented in the petition, how would you rate the likelihood that petitioners will successfully implement the proposed program? Your comments should identify the most significant strengths and weaknesses with respect to petitioner capacity.

Inadequate	Approaches	Meets	Excels
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PETITIONER CAPACITY SUMMARY

<b>Strengths</b>
<ol style="list-style-type: none"> <li>1. The Petitioners' target student population includes research on the community and HUSD student demographics. Data expressed in the petition is aligned with the needs of students, families and the community. The educational program is based upon meeting the needs of low-SES students and English Learners in South Hayward in Grades TK-6.</li> <li>2. The Petition's Rationale, Mission Alignment, and Population Alignment are congruent towards meeting the educational goals expressed in the petition. The Curriculum, as well as, Teaching &amp; Learning strategies are sound.</li> <li>3. The curriculum that is presented, including textbooks, software programs, and the scope and sequence are educationally sound.</li> <li>4. Professional development is ongoing throughout the year where data is analyzed and teaching is adjusted.</li> </ol>

Criteria Not Sufficiently Addressed, Concerns & Additional Questions

Concerns:

1. The charter school's founding team lacks the required depth in public school administration to successfully operate the charter school. Many of the founding team members have accomplishments primarily in the private sector. None of the founding members listed in the Petition have significant experience in running public school as an administrator (*i.e.*, superintendent or principal.)
2. There are concerns regarding whether the charter school would be able to successfully recruit, hire, and retain sufficiently experienced employees to successfully implement the proposed educational program.
3. The staffing plan is reliant upon high class sizes and eventually a disproportionately high number of administrators given the size of the school.
4. In regards to meeting the needs of students with disabilities, the Petition only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically educate special education students in a least restrictive environment, or how it would train its staff to do so.
5. In regards to meeting the needs of English Language Learners, a large part of the student population in Hayward is made of English Language Learners. However, the petition does not provide any specialized teaching staff in Year 1. The petition states that EL staff will be added in Year 2. Also, the charter school's proposed staffing plans would not support the pull-out strategies described in the Petition, especially in Year 1.
6. The Petition fails to comply with Education Code §47607(b)(5)(B), which requires that a charter petition contain measurable pupil outcomes "that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school." None of the Petition's pupil outcome goals "address increases in pupil academic achievement both schoolwide and for all groups of pupils." The Petition makes a reference to "growth targets set by the state on the CAASPP," but that reference is not sufficient to meet the requirement that the Petition contain "increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school."
7. The Financial Plan contains several assumptions about revenues that appear risky and no contingency plans are outlined if the proposed resources do not come to fruition.
8. The District is concerned that the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the charter school's entire budget is contingent upon reaching its enrollment (and ADA) goals.
9. The Petitioner is dependent upon a District facility in South Hayward; but no alternative facility plan is presented.

#### IV. FIFTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (O).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 15 elements related to a school’s operation (the “15 Elements.” To complete the following table,

1. Read the Element (column 1)
2. Use column 2 to find your earlier assessment of the item
3. Translate your assessment into a rating of “Inadequate” or “Reasonably Comprehensive” and mark the corresponding box.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 <sup>st</sup> century and how learning best occurs.	<i>Section I., bullet 3</i>	X	Yes (Except for Special Education)	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	X	No	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>		Yes	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	X	No	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	X	No	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>		Yes	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section III.B.1., bullet 1</i>		Yes	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>		Yes	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<i>Section III.D.1., bullet 7</i>		Yes	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>		Yes	E.C. § 47605(b)(5)(J)



Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	<i>Section III.C.3., bullet 3</i>		Yes	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<i>Section III.B.2., Bullet 3</i>		Yes	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet 4</i>		Yes	E.C. § 47605(b)(5)(M)
Dispute resolution procedure for school-authorizer issues related to the charter.	<i>Section III.B.2., Bullet 4</i>		Yes	E.C. § 47605(b)(5)(N)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>		Yes	E.C. § 47605(b)(5)(P)

#### **ANALYSIS: FIFTEEN ELEMENTS**

*Comment on strengths and concerns about specific elements only to the extent that you have not already provided the relevant analysis in an earlier section.*

<b>Strengths</b>	<b>Reference</b>
See notes in the earlier sections.	

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
See notes in the earlier sections.	

#### **RECOMMENDATION:**

Based on the above, Staff recommends that the Board of Education deny the Petition on the following grounds and adopt the following factual findings in support of its denial:

1. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
2. The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b)(5)(A)-(O)).

**TAB 4C:**  
**Response to**  
**District Findings**



June 6, 2018

Sent Via: Email

Dr. Matt Wayne, Superintendent  
Members of the Board of Trustees  
Hayward Unified School District  
24411 Amador Street, Hayward, CA 94544

**Re: Response to District Staff Findings of Fact Regarding Hayward Collegiate Charter School**

Dear Superintendent Wayne and Members of the HUSD Board of Trustees:

We are in receipt of the Hayward Unified School District (“HUSD” or the “District”) Board of Education Summary Report with a staff recommendation to deny the charter petition for Hayward Collegiate Charter School (“Hayward Collegiate” or the “Charter School”) and factual findings for denial of the charter petition (“Findings”) contained therein. In the table below, please find below a summary of our responses, which we reserve the right to supplement.

We believe it is clear that no factual basis exists to support one or more of the above legal basis for denial of the Hayward Collegiate charter petition; the charter petition meets or exceeds the legal requirements for a reasonably comprehensive description of all 15 required elements under California Education Code section 47605(b),<sup>1</sup> as well as the additional California State Board of Education regulatory guidance under California Code of Regulations, Title 5, Section 11967.5.1, and presents a sound educational program. The Findings constitute an impermissible basis for denial of the Hayward Collegiate charter petition and directly contravene the guidance of *California School Bds. Assn. v. State Bd. of Education*, where the court found that “[l]ocal school districts are ... mandated to approve charters that meet statutory requirements and are consistent with sound educational practices.” (186 Cal. App. 4th 1298, 1319 (Cal. App. 1st Dist. 2010).)

**Hayward Collegiate Response to the HUSD Findings:**

**District Finding:**

*Administrative experience & skills: The proposed Executive Director for the Charter School is Neena Goswamy. (Petition, p. 112.) Ms. Goswamy reports that she was a Founding Teacher in 5th grade Non-Fiction Humanities Literature at KIPP: Bloom in Chicago in 2013-2014. (Petition, p. 13.) Her resume also states that she “[f]ounded the KIPP Bloom Campus.” (Petition, Exh. 9, p. 61.) It is not clear from the documentation in the Petition whether her experience extends to founding or running a public school as an administrator.*

*The District is concerned that the Charter school’s founding team lacks the required depth in public school administration to successfully operate the charter school. Many of the founding team members have accomplishments primarily in the private sector. None of the founding members listed in the Petition have significant experience in running public school as an administrator (i.e., superintendent or principal.)*

**Hayward Collegiate Response:**

Hayward Collegiate’s proposed Executive Director Neena Goswamy (a) has extensive experience in urban education, (b) has a professional experience and background similar to that of successful charter school leaders nationally and here

<sup>1</sup> Education Code Section 47605(b) provides specific guidance to governing boards that “establishment of charter schools should be encouraged.” 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 15 required elements].
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes [the Educational Employment Relations Act]. (Emphasis added.)

Accordingly, the law dictates that the default is for a school district board of education to approve a charter petition, unless it makes written factual findings to support a denial.

in the State of California, and (c) has the strong support of Building Excellent Schools (“BES”), a highly respected national non-profit organization that trains high-capacity individuals to lead high-achieving, college preparatory urban charter schools.

(a) Neena Goswamy served as a founding teacher at KIPP: Bloom College Prep, where she also took on the work traditionally assigned to a Dean of Culture, as they did not have that position open and independently filled during the first year of operation. In her position at KIPP: Bloom College Prep, Ms. Goswamy maintained discipline within the school, communicated discipline issues and developments with parents, aided in the writing of the Student Handbook, and monitored and created incentive structures for student behaviors. Most recently, she has completed Leadership Residency with Navigator School, specifically at its Hollister Prep campus, and she served on the school’s Administrative Team during her Winter 2018 Residency (January) and again in her Summer 2018 Residency (June – August).

(b) Leaders of highly successful charter schools have brought with them a range of professional experience similar to that of Ms. Goswamy. For example, Shara Hegde, 2008 BES Fellow, had taught elementary and middle school and had not previously served as a Principal or Administrator; she founded Cornerstone Preparatory Academy Preparatory that went on to be named a California Distinguished School. Similarly, Malka Borrego, 2007 BES Fellow, had not previously served as a public-school administrator; she founded Equitas Academy Charter School in Los Angeles, CA, also identified as a California Distinguished School. The Charter Schools Act and its implementing regulations do not have a specific requirement for the type and level of experience and credentials required of charter school leaders.

(c) As a current BES Fellow, Neena Goswamy has travelled across the country and studied extensively the work of over 40 high-performing urban schools, including the two identified above, and continues to work in Leadership Residency at Hollister Prep, a Navigator School. At Hollister Prep, 93% of third grade students met or exceeded standards in ELA and 72% met or exceeded standards in math in the 2015-2016 CAASP. Hollister Prep serves a similar racial demographic as Hayward Unified School District.

Additionally, Hayward Collegiate is starting its first year of operations with an Executive Director, Manager of Operations and Student Services Manager. Both the Manager of Operations and the Student Services Manager will have administrative credentials and work alongside the Executive Director in finalizing curricular materials, professional development, and staff culture.

The District Finding that “[n]one of the founding members ... have significant experience in running [a] public school as an administration” is inaccurate. As Hayward Collegiate informed the District staff during the District Interview, Kenneth Ranella, who previously served as the Superintendent of Menlo Park City School District before retirement, has stepped into the role of an advisor to Hayward Collegiate’s Lead Petitioner and Founding Team, and is being considered for Board membership, upon approval of Hayward Collegiate. In addition, the Founding Team includes our seven Board members, the experienced back-office support of EdTec, and the partnership and support of Building Excellent Schools and Hollister Prep, as outlined in our charter application.

Our Board members have extensive experience in the professional areas of finance, human resources, start-up organizations, educational-technology, law, and education. Yichen Feng holds previous non-profit board experience, lending her expertise as an investment banker at Goldman Sachs to ensure the financial health of the Charter School. Prasad Ram is the Founder of Gooru, an education-technology platform and is a Board Member at Leadership Public Schools, which has been rated among the highest-performing high schools in the State of California. We are planning to grow our Founding Board Members to 11 upon school start in the fall of 2019.

#### **District Finding:**

*Enrollment: The petition claims to have engaged community stakeholders. Using a standard script of questions, HUSD staff surveyed the 78 families who signed the petition claiming meaningful interest in their child attending the charter school. Of the total families listed, 41 families answered the calls, 30 families did not answer, and 7 families with wrong numbers were noted.*

*Of the 41 families who answered, ten expressed that they did not have any meaningful interest in their child attending the charter school. Responses included "Didn't sign anything." "Happy with home school Park Elementary." "I just signed. We're not taking our children out of San Leandro Unified School District." For those who expressed meaningful interest in their child attending the charter school, some cited wanting programs that will not be offered by the school, such as dual language immersion and smaller class sizes.*

*At Year One, the enrollment plan calls for 120 TK/K & 1st grade students. Staff are concerned that, based on the responses of the parents/guardians who signed the petition, the charter is not demonstrably likely to successfully implement or reach the goal of enrolling 120 students in Year 1. Yet, the Charter school’s entire budget is contingent upon reaching its enrollment (and ADA) goals.*

#### **Hayward Collegiate Response:**

The parent/legal guardian or teacher signatures required under Education Code Section 47605(a) act as a threshold requirement to submit a petition for the establishment of a charter school, and in no way acts as a requirement or reference to verify the actual enrollment numbers for a charter school.

Hayward Collegiate's enrollment plan for Year 1 includes building strong partnerships with local organizations, continuing our weekly attendance at the Hayward Farmer's Market for outreach, and having informational sessions in interested families' homes to discuss our school model. We have already led strong presentations and informational sessions at St. Rose Hospital in South Hayward, the local South Hayward Weekes Library, and the Tri-Valley YMCA. Every parent we spoke to and who signed the petition was aware of the school model—namely our focus on an extended school day to allow for reading and math and having two adults in the classroom during math and literacy—and was highly interested in enrolling in Hayward Collegiate.

In addition, currently there are only two elementary charter schools in Hayward, both with long waiting lists. When we spoke to parents in Hayward about their desire for a high-quality charter school option, they were excited and willing to support us. This is why we had over 80 community members attend our public hearing on May 9<sup>th</sup>.

Since the Charter School is over a year away from the start date, Hayward Collegiate intends to continue to engage in local outreach to inform the community about Hayward Collegiate's educational program and to ensure that it can enroll the projected number of students at its first year of operation in 2019-20. This additional year also provides Hayward Collegiate the ability to make any adjustments as necessary to its budget assumptions as the Charter School gains a fuller understanding of the needs of our incoming students and more accurate enrollment projections. While unlikely, if it is the case that Hayward Collegiate does not reach our enrollment numbers, we will adjust our budget by adjusting our teachers for year 1 if we have a smaller student to teacher ratio than expected. This was also discussed and acknowledged by the District team during our Interview.

**District Finding:**

*Budget: The financial plan relies upon several assumptions about revenues to make the budget balance:*

1. COLA
2. Title I
3. Free & Reduced Lunch
4. Other outside resources: Loans

*Additionally, staff salaries are low, the Charter School would not offer PERS/STRS, and the budget relies upon a low cap on Health Insurance. Being able to hire the staff at the experience level that the Charter School wants/needs may be problematic.*

*No contingency plan is outlined if proposed resources do not come to fruition.*

*The Petitioners confirmed many processes and policies would need to be developed during the Start-Up year to be operational for Year 1. However, limited legal fees and no professional development funds were noted in the start-up year. The interview panel also noted an expectation for pro-bono legal services.*

*Finances depend on an agreement with Hayward USD or El Dorado SELPA for Special Education services. No one on the Founding Team or Proposed Executive Director has experience with El Dorado SELPA or their timelines for implementation.*

**Hayward Collegiate Response:**

Hayward Collegiate has worked with EdTec to establish a balanced budget for the first five years of its operation, and have built the budget based on conservative assumptions. EdTec has been a back office support provider for more than 325 charter schools, including charter school operators within Hayward Unified School District specifically.

Although Hayward Collegiate will not offer PERS/STRS, Hayward Collegiate will provide a 403(b) plan for all full-time employees. Further, Hayward Collegiate's staff salaries are comparable with starting salaries in Hayward Unified School District, which the District also notes in its Evaluation Rubric. (See page 22 of the District Findings.) The Chief Business Officer of the District did confirm this salary information during the District Interview.

During the District Interview, Hayward Collegiate also did identify that the Charter School indeed has a budget for professional development, as that is one of the four core pillars of our school model. In the budget, we have set aside \$9,000 in the first year for professional development, and the amount continues to increase as new staff is hired each year. There were no professional development expenses in the start-up year of 2018-19, as professional development is expected to occur after July 1<sup>st</sup>, 2019 when the first school year begins for 2019-20. These expenses are classified in the year 1 budget.

If proposed resources do not come to fruition, Hayward Collegiate intends to seek short term financing by selling its LCFF receivables (based upon PENSEC and 20-Day ADA data) to financing partners such as Charter Asset Management or Charter School Capital. This was outlined in the Budget Narrative (see Appendix 6 to the charter petition) and also clarified during the District Interview.

The Charter School has set aside \$13,000 (for the start-up year plus year 1) for legal fees; this was acknowledged and clarified at the District Interview. We have also set aside \$9,000 for professional development, which was also acknowledged and clarified at the District Interview. This is all reflected in our budget. (See Appendix 6 to the charter petition.)

EdTec emphasized during the District Interview that it has sufficient experience working with both El Dorado SELPA and HUSD. In addition, please see below for a more detailed response to the District Finding on special education.

**District Finding:**

*Hiring of staff: There are concerns as to whether or not this curriculum can be successfully implemented. Success is dependent upon the hiring of general and specialized credentialed teachers and staff. Given the current shortage of qualified educators, there are concerns about whether the Charter School would be able to deliver the curriculum effectively.*

**Hayward Collegiate Response:**

Our educational curriculum and hiring strategies have been developed after the best practices of the highest performing schools across the country, namely Purpose Preparatory Academy (BES school) in Tennessee, Hollister Prep, and Alpha: Cornerstone in San Jose (BES school). We offer expanded, comprehensive, and targeted professional development for our teachers beginning with 26 days of annual professional development, 2 hours of weekly professional development, and weekly individual coaching and support for each teacher.

We will not need specialized teachers; similar to other traditional district elementary schools we will have four lead teachers in each classroom that have a multi-subject teaching credential as required. We will also have three paraprofessionals in the first year of operations, one for each kindergarten classroom and one that goes between the two first grade classrooms during math and literacy for additional classroom support.

We recognize and acknowledge that hiring talented professionals in education is challenging for all schools and have put together multiple supports to ensure that Hayward Collegiate will have strong classroom teachers and staff. Primarily, Hayward Collegiate will have access to a national network through Building Excellent Schools where we will communicate with numerous applicants from this national pool of interested candidates to teach at Hayward Collegiate; we also have built relationships with Teach for America's Alumni Network, and will seek partnerships with local colleges in Hayward, Cal-State East Bay, and Chabot College – all to build a teacher-pipeline. According to the Bill and Melinda Gates Foundation, the number one factor in teacher retention is leadership support, even more important than salary.<sup>2</sup> This is why we have a strong professional development program in place to ensure teachers will receive swift and strong support at Hayward Collegiate.

**District Finding:**

*Special Education: The Petition states that the Charter School would be a "school of the District" for special education purposes under Ed. Code section 47641, but may join an LEA as a SELPA at some indeterminate time. However, the Petition lacks a reasonably comprehensive description of the circumstances under which it would join a SELPA, and no reference to the application requirements and timelines for doing so. The Petition also only identifies the primary procedural obligations under special education law, but lacks a reasonably comprehensive description of how the charter school would specifically educate special education students in a least restrictive environment, or how it would train its staff to do so.*

**Hayward Collegiate Response:**

Our charter petition indicates that our preference and intent is to be categorized as a school of the District for purposes of special education, pursuant to Education Code Section 47641(b). As such a determination cannot be unilaterally made by the Charter School, the charter petition also states:

*In the event that the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District), the Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado County Charter SELPA, or another local SELPA. (Page 71, emphasis added.)*

The Charter School is simply identifying its right and ability to be its own LEA and join a SELPA, which may be El Dorado County Charter SELPA or another local SELPA, and does indicate such a decision may be triggered if the Charter School is not categorized as a school of the District for special education, for example, in such instance if the petition is not approved by the District.

<sup>2</sup> Bill and Melinda Gates Foundation. College-Ready Education. "40,000 Teachers Give Their Views on Education Reform in "Primary Sources: America's Teachers on America's Schools " Gates Foundation.org. 2013. [https://www.digitalarchives.wa.gov/GovernorGregoire/oeo/educators/scholastic\\_gates\\_report.pdf](https://www.digitalarchives.wa.gov/GovernorGregoire/oeo/educators/scholastic_gates_report.pdf).

There was a concern that was raised during the District Interview that Hayward Collegiate could not go to El Dorado County SELPA if we were approved by HUSD, but both Education Code Section 47641 and the Hayward Collegiate charter petition do not bar the Charter School from seeking membership in a SELPA as its own LEA. While Hayward Collegiate hopes to become a school of the District and work together with HUSD for purposes of special education, if such an agreement cannot be reached, Hayward Collegiate will seek membership in a SELPA as its own LEA. As noted above in the response to the District Finding on budget, EdTec emphasized during the District Interview that it has sufficient experience working with El Dorado County SELPA and HUSD.

The charter petition provides a comprehensively reasonable description on how it will identify and refer students who may be qualified to receive special educational services, and to arrange Individualized Education Program ("IEP") meetings to allow IEP teams to make decisions regarding the special education services and programs as applicable for students. Further, the section on "Plan for Academically Low-Achieving Students" of the charter petition (pages 69-71), describes Hayward Collegiate's commitment to use the Response to Intervention ("RtI") model and to create Individual Education Plans for students who qualify for special education supports/services.

**District Finding:**

*Facilities: The petitioners are asking/expecting to have a District facility in South Hayward. Figure 3 references a layout of South Hayward and Figure 4 references elementary schools in South Hayward. Only 18 of the 80 community support and interest signatures are in the target area and another 4 are outside of Hayward.*

*The Petition also lacks a discussion of how the Charter School would obtain a facility as an alternate to Proposition 39.*

**Hayward Collegiate Response:**

As Hayward Collegiate intended to be authorized by Hayward Unified School District, it sought the interest of families throughout the District in the Charter School program, and did not focus its outreach solely in South Hayward. However, as indicated above in the response to the District's Finding on enrollment, Hayward Collegiate intends to use the year before the school begins its first year in 2019-20 to continue to engage the local community and garner interest in and support for Hayward Collegiate to ensure it meets its enrollment projections.

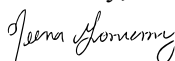
Further, as described in depth in the charter petition under the section titled "Population to be Served by the Charter School," Hayward Collegiate has learned that South Hayward faces some of the most severe challenges with college graduation, income levels, and other educational attainment demographics. Thus, Hayward Collegiate sought to seek District facilities within South Hayward to ensure that the Charter School can provide a high-quality education option to families in South Hayward and throughout the District.

Hayward Collegiate intends to work with the District to secure District facilities within South Hayward. However, in the event that no facilities are available under Proposition 39, Hayward shall make the necessary efforts to secure appropriate facilities to serve the needs of the Charter School, as outlined in the charter petition. Hayward Collegiate is aware of the potential need for additional funding in the event it needs to seek out a facility lease, and has already begun to engage in discussions with potential funders to secure financial support. Hayward Collegiate will timely notify the District of any additional funding that is secured.

\* \* \*

As we have demonstrated, the District's Findings are impermissible bases for denial of the charter petition, and cannot be relied upon. Hayward Collegiate still desires to partner with HUSD to best serve the children of Hayward, and would welcome the opportunity to enter into a memorandum of understanding to address any remaining concerns. We urge the Board to support this unique educational program.

Sincerely,



Neena Goswamy, Lead Petitioner

Cc: Dr. Guy Zavrevsky, Charter School Liaison, Hayward Unified School District

**TAB 4D:**  
Description of  
Changes





JULY 27, 2018

Sent Via: Hand Delivery

Charter Schools Office  
Alameda County Board of Education  
313 West Winton Avenue  
Hayward, CA 94544

**Re: Description of Changes to the Hayward Collegiate Charter School Establishment Charter Petition Necessary to Reflect the Alameda County Board of Education as the Authorizing Entity**

Dear Superintendent Monroe, Board President Cerrato, and Members of the Alameda County Board of Education:

The Hayward Collegiate Charter School ("Hayward Collegiate" or the "Charter School") establishment charter petition was submitted to the Hayward Unified School District (the "District") on April 6, 2018. The District Board voted to deny the petition on June 6, 2018.

The Charter School respectfully submits its establishment charter petition to the Alameda County Board of Education (the "County"). In accordance with the California Code of Regulations, Title 5, Section 11967(b)(4) and pursuant to County policies, we have listed below the changes to the charter petition necessary to reflect the County as the chartering authority, as applicable.

**1. Chartering Authority**

*Any text referring to the "Hayward Unified School District," "HUSD," or the "District" as the chartering authority would be revised to read "Alameda County Board of Education," "ACBE," or "Alameda County Office of Education" or "ACOE" as the oversight agency (collectively, the "County").*

**2. Special Education**

*Plan for Special Education (pages 71-81): The Charter School does not intend to be categorized as a public school of the District in accordance with Education Code Section 47641(b). It shall be its own local educational agency and will apply directly for membership in a SELPA, as described in the charter petition as an alternate plan for special education (see pages 79-81). The Charter School will otherwise comply with all procedures and requirements as outlined under this section and in law. See also the Charter Supplemental Information (see Binder Tab 4E) for more updated information regarding the Charter School's plan for special education.*

### 3. Legal Updates

*The Charter School shall comply with all state and federal legal requirements, and will implement any changes to its charter petition necessitated by new laws enacted and effective since the charter petition was originally submitted.*

### 4. County Policy or Requirements

*The Charter School shall revise the charter as necessary to reflect applicable County Board-approved policies and any requirements imposed by the County during the charter consideration process.*

\* \* \*

We look forward to working with the Alameda County Office of Education and Board of Education during consideration of the establishment charter petition appeal. Please feel free to contact me via email ([ngoswamy@buildingexcellentschools.org](mailto:ngoswamy@buildingexcellentschools.org)) or phone (650-520-3915) if you have any questions.

Sincerely,

A handwritten signature in black ink, reading "Neena Goswamy". The signature is fluid and cursive, with the first name "Neena" and last name "Goswamy" clearly distinguishable.

Neena Goswamy  
Executive Director  
Hayward Collegiate Charter School

## **TAB 4E: Charter Supplemental Information**

## **Charter Supplemental Information:**

### **I. Special Education**

The original charter petition for Hayward Collegiate Charter School (“Hayward Collegiate” or the “Charter School”) submitted to Hayward Unified School District (“HUSD” or the “District”), as included in this charter appeal packet, includes the Charter School’s Plan for Special Education (see pages 71-83), describing the services to be provided either as a school of the District or as an LEA. Since the Charter School’s petition was denied by the District, the Charter School intends to implement its second plan and be its own LEA and apply directly for membership in a SELPA, pursuant to Education Code Section 47641(a). A summary of the “Services for Students Under the IDEA as an LEA pursuant to Education Code Section 47641(a)” is described on pages 79-83 of the charter petition. The Charter School recognizes that all special education services must be consistent with the SELPA plan and/or SELPA policies and procedures upon joining a SELPA.

The Charter School affirms it will be responsible for complying with all provisions of 20 U.S.C., Chapter 33 and its implementing regulations as they relate to LEAs. The Charter School shall not commence operation until confirmation of LEA status is provided to the ACOE.

The Charter School shall assume all responsibility, including, but not limited to, full financial responsibility, specifically any and all costs associated with the provision of special education and related services and accommodations under Section 504 of the Rehabilitation Act, for all students who are enrolled in the Charter School, over and above any state or federal funding received for such purposes.

The Charter School intends to join the El Dorado Charter SELPA, and is currently engaged in conversations with a Program Assistant at the El Dorado Charter SELPA to discuss the application procedures and timeline. The Charter School intends to submit its application when the first cohort for SELPA membership for the 2019-20 year opens in October 2018, to receive its decision by December 2018.

### **II. Financial Plan**

The original charter petition submitted to the District includes a section describing the Charter School’s “Budget and Financial Reporting” (see pages 176-177) and Appendix 6 to the charter petition includes a copy of the Charter School’s Budget Narrative, Budget, and Cashflow.

However, due to changes to the Charter School’s budget since the submission of the original charter petition and the submission of this charter appeal packet to Alameda County Office of Education, the Charter School recognizes the need for an updated budget and financial documents to provide a more accurate reflection of the Charter School’s financial plan.

Attached, as **Appendix AA**, is the updated Budget Narrative, Budget, Cashflow, and FCMAT Calculator for Hayward Collegiate, which reflects in detail the impacts of joining a SELPA and also includes a new grant received by the Charter School. Also included in **Appendix AA** is a grant commitment letter from Silicon Schools Fund to Hayward Collegiate Charter School.

### **III. Impact Statement**

The original charter petition submitted to the District includes a description of the administrative framework for the Charter School's operations and the legal status of the Charter School (see Element 4: Governance Structure, pages 111-120). However, attached as **Appendix AB**, is an updated list of the Charter School Board members, which has been changed since the charter petition was first submitted to the District.

In addition, the charter petition addresses the "Potential Civil Liability Effects" (see page 179).

The Charter School does not intend to enter into a contract with an education management organization (EMO) nor hire a third party to assist in their operations.

### **IV. School Wellness Plan**

Attached, as **Appendix AC**, is a copy of the DRAFT School Wellness Policy for Hayward Collegiate. The Charter School recognizes that the Policy must be developed with the input of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Charter School Board and administrators, and the general public. As such, this is only a DRAFT version to submit as optional supplemental information to demonstrate the Charter School's intent to ensure that it develops and adopts a School Wellness Policy focusing on the nutritional health and education of the Charter School students.

### **V. Facilities**

The original charter petition submitted to the District includes a description of the facilities needed to operate the size and scope of the Charter School's program (see page 178).

Hayward Collegiate Charter School is engaged and working with local realtors and in discussion about several potential facilities to be utilized by the Charter School. Once a facility has been secured, the Charter School will provide confirmation of the facility lease and details about the facility to Alameda County Office of Education.

Hayward Collegiate Charter School will consider two options for our initial facility, with a clear plan for identification, lease, or procurement. These include a Prop 39 request or leasing a private facility. We are working with experienced brokers and real estate consultants who can be seen as primary points of contact for the procurement of a facility. They are:

- **Aron Michalski – California Charter Schools Association**
  - Mr. Michalski lead's CCSA's facilities policy and advocacy work in the Bay Area. He works to ensure equitable facilities funding for Bay Area charter schools and supports charter schools seeking high quality public and private facilities options.

- **JoAnn Koplin – Koplin Design Partners, Inc**
  - JoAnn has over 20 years of experience in the field of planning, design and construction for public and private k-12 facilities. Her work has focused on Charter School facility planning, project feasibility studies and project management during construction. With a Masters Degree in Architecture, 12 years on the Division of the State Architects Advisory Board, 5 years elected to a local school board; 4 years as Director of Facilities for the California Charter School Association (CCSA), and a number of years on charter school boards, JoAnn is uniquely qualified to assist with facility development.
- **Richard Hardwig – Mealey Campbell & Co**
  - Mr. Hardwig is a commercial and industrial real estate broker who has been working in the Hayward market place for over 40 years. He has also served on the Board for St. Rose Hospital and been a member of Chamber of Commerce for over forty years.

## **VI. Miscellaneous**

Attached are the following additional appendices, which include supplementary information about the Charter School:

- **Appendix AD:** Statement of Information
- **Appendix AE:** Employer Identification Number
- **Appendix AF:** Email Correspondence to District Dated May 24, 2018

## **Appendix AA:**

Updated Budget Narrative, Budget, Cashflow, FCMAT  
Calculator, and Grant Commitment Letter from Silicon  
Schools Fund

# Hayward Collegiate Charter School Budget Narrative

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The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement Hayward Collegiate Charter School (“Hayward Collegiate”) as described in this Petition. Hayward Collegiate engaged EdTec to advise and consult in the development of accurately projected revenues, expenses and cash flow.

The narrative below lays out the assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years resulting and in an ending balance that is 17% of expenses in year 5.

## **Enrollment**

Hayward Collegiate will start with 120 total TK/K and 1<sup>st</sup> grade students in the 2019-20 school year. One class will be added each year until the charter is fully enrolled as a TK/K-6<sup>th</sup> school with 420 students in 2024-2025.

The attendance rate is assumed to be 96% for students in TK/K-3<sup>rd</sup> and 95% for students in 4<sup>th</sup>-6<sup>th</sup>. Enrollment by grade is shown below.

<b>Grade</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
TK/K	60	60	60	60	60
1 <sup>st</sup>	60	60	60	60	60
2 <sup>nd</sup>		60	60	60	60
3 <sup>rd</sup>			60	60	60
4 <sup>th</sup>				60	60
5 <sup>th</sup>					60
<b>Total Enrollment</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>

Hayward Collegiate is confident in its ability to reach the enrollment projections in the first year and will continue to add the projected number of students each year. The school will use parent advocates to market the school within the community before opening, and once open, will use current parents and families and word of mouth to drive ongoing interest. The school expects to have a waitlist that will be used to backfill any students that leave in subsequent years, thus maintaining each class at 60 students.

## **Demographics**

Hayward Collegiate is projecting the following based on Ed-Data 2016-17 demographics from Hayward Unified:

- 29.8% English Language Learner
- 68.4% Free & Reduced Lunch qualifying



- 78.6% Unduplicated Percentage

## **Accounting**

Like most charter schools, Hayward Collegiate will use accrual-based accounting. This means that the school will recognize revenues when they are earned, not when they are received. Two examples of how this can play out: first, final State Aid and In Lieu of Property Tax payments for a school's general purpose entitlement are typically paid out in July. In the budget, this revenue is recognized in the current fiscal year, when it is earned, not in the year that it is received. On the cash flow, the cash impact is reflected when the cash is received in July. Second, charter schools are allocated funding such as lottery based on current year ADA (in the case of lottery funding, P-Annual ADA), but do not receive those funds until the following year (lottery funds are typically delayed by two fiscal quarters). Even though Hayward Collegiate will not receive cash proceeds from lottery funding until year 2, the funds are still earned in year 1.

## **Revenues**

Hayward Collegiate is using the Local Control Funding Formula to calculate its general purpose entitlements. Based on the approved state budget for 18-19, the LCFF implementation, which was originally scheduled to end in FY21, is expected to be complete in FY19. Because of this, Hayward Collegiate will be funded in its first year according to its own target funding calculation (unlike new charter schools in the past, who were funded at a transitional level based on their own target, but their District's floor rate).

The calculated LCFF rate for Hayward Collegiate's first year is projected to be \$10,740, if the LCFF transition is complete by FY19 (see included LCFF calculator). A table of assumed LCFF rates are included below. COLA assumptions are aligned with the assumptions of the Fiscal Crisis and Management Assistance Team (FCMAT) calculator, and calculations have been cross checked with the FCMAT LCFF calculator, version 19.2b. Given the above assumptions, the funding rates used for each year are as follows:

	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>COLA</b>	2.57%	2.67%	3.42%	3.26%	0.0%
<b>LCFF rates</b>	\$10,740	\$11,026	\$11,403	\$11,586	\$11,461

To estimate the amount of funding that is coming from local In Lieu Property taxes, Hayward Collegiate is using the 2017-18 P-2 projected rate paid to other charter currently located in Hayward Unified, \$2,741. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200/ADA.

Hayward Collegiate plans to offer a school food service program, subsidized by the National School Lunch Program. The current assumptions for revenue are based on recovery of expense – expense assumption is based on all students participating in the program, costing \$3.00 per day. To be conservative, Hayward Collegiate is assuming a 20% overall loss on the food service program due to bad debt (unpaid food expense by families who do not receive full subsidy) or over-ordering (food not claimed by an eligible student). The school will adjust these assumptions once school begins operations and actual program participation is established.

Hayward Collegiate expects to receive Title I funding at a rate of \$360 per FRL student, Title II at \$300 per FRL student and a conservative assumption of \$10,000 for Title IV funding. To be safe, we are not assuming that these rates will increase over the five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including instructional support personnel and technology. Additionally, the required percent of funds will be spent on staff development. Title IV is included at the minimum funding level.

The school intends to join the El Dorado SELPA. State and federal SPED funds are included at the rates currently projected by the El Dorado SELPA (\$514 and \$125 respectively) . Federal funds begin in year 2 per SELPA policy.

The charter school also has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). This has been budgeted at \$194/ADA in 2019-20, which is based on the 2017-18 School Fiscal Services rates.

At the beginning of year 2, the Charter School is expected to receive \$16/PY ADA in Mandate Block Grant funding.

For the start-up year (FY2018-19), Building Excellent Schools has committed \$100,000 to Hayward Collegiate. Silicon Schools has made a commitment of \$100,000 to Hayward Collegiate and more has been promised assuming the school meets benchmarks contained in its charter. Only the initial \$100,000 from Silicon Schools has been included in this budget.

## Expenses

### Staffing and Benefits

Staffing – All salaries grow at 3% per year. Certificated & Classified

Position	2019-20	2020-21	2021-22	2022-23	2023-24
Lead Teacher(s)  1100	4 FTE  4 FTE 63K	6 FTE  4 FTE 64K 2 FTE 63K	8 FTE  4 FTE 66K 2 FTE 64K 2 FTE 63K	10 FTE  4 FTE 68K 2 FTE 66K 2 FTE 64K 2 FTE 63K	12 FTE  4 FTE 70K 2 FTE 68K 2 FTE 66K 2 FTE 64K 2 FTE 63K
SPED Teacher (1148)	1 FTE \$68K	1 FTE	1 FTE	2 FTE	2 FTE
Enrichment Teacher(s) 1150		1 FTE 1 FTE 60K	1 FTE 1 FTE 62K	2 FTE 1 FTE 64K 1 FTE 60K	2 FTE 1 FTE 66K 1 FTE 62K
ESL Teacher 1150		1 FTE 1 FTE 60K	1 FTE 1 FTE 62K	1 FTE 1 FTE 64K	1 FTE 1 FTE 66K
Learning Specialist(s) 1150			1 FTE 1 FTE 60K	1 FTE 1 FTE 62K	2 FTE 1 FTE 64K 1 FTE 60K
Student Services Manager / Dean of Student Services 1201 / 1311	1 FTE 1 FTE 63K	1 FTE 1 FTE 64K	1 FTE Promoted 1 FTE 69K	1 FTE 1 FTE 71K	1 FTE 1 FTE 74K
Dean of School Culture 1311			1 FTE 1 FTE 67K	1 FTE 1 FTE 69K	1 FTE 1 FTE 71K
Director of Curriculum and Instruction 1311			1 FTE 1 FTE 67K	1 FTE 1 FTE 69K	1 FTE 1 FTE 71K
Executive Director 1300	1 FTE 1 FTE 65K	1 FTE 1 FTE 67K	1 FTE 1 FTE 69K	1 FTE 1 FTE 71K	1 FTE 1 FTE 73K
Paraprofessionals  2100	3 FTE  3 FTE 30K	4 FTE  3 FTE 31K 1 FTE 30K	5 FTE  3 FTE 32K 1 FTE 31K 1 FTE 30K	6 FTE  3 FTE 33K 1 FTE 32K 1 FTE 31K 1 FTE 30K	7 FTE  3 FTE 34K 1 FTE 33K 1 FTE 32K 1 FTE 31K 1 FTE 30K
PE Teacher(s) 2200	0.5 FTE 0.5 FTE 15K	0.5 FTE 0.5 FTE 15K	1 FTE 1 FTE 32K	1 FTE 1 FTE 33K	1.5 FTE 1 FTE 34K 0.5 FTE 15K
Operations Manager / Director of Operations 2400 / 2300	1 FTE 1 FTE 55K	1 FTE 1 FTE 57K	1 FTE Promoted 1 FTE 67K	1 FTE 1 FTE 69K	1 FTE 1 FTE 71K
Office Manager / Operations Fellow 2400	1 FTE 1 FTE 50K	1 FTE 1 FTE 52K	Volunteer	Volunteer	Volunteer

The Charter School assumes 5 days of PTO per lead teacher for a total of \$3,000 in substitute costs in year 1.

### Benefits

It is assumed that all certificated employees will participate in a 403B Plan, with 9.07% (half of the projected 18.13% STRS rate) employer contribution, and pay into social security.

Hayward Collegiate will offer health insurance to all full time employees. Health insurance will be capped at \$6,000 for each employee participating. This amount would include health, dental and vision.

Hayward Collegiate has also included employer contributions for Medicare, State Unemployment Insurance and Worker's Compensation.

### **Books and Supplies**

It will cost Hayward Collegiate \$5,000 to supply each classroom with core curricula, this results in spending \$20,000 in year 1. On a per student basis, Hayward Collegiate has budgeted \$115 to cover the costs of various educational software and resources; such as, assessments, math manipulatives and other classroom supplies (pens, pencils, paper, building blocks, etc).

Hayward Collegiate will spend \$3,500 on office furniture in year 1 and base other supplies off \$25 per student. In addition, \$1,000 for each staff computer is included. Conservatively, the Charter School has budgeted \$20,200 for classroom furniture and equipment. For example, these expenses may include U-shaped desks, chairs, classroom projectors, etc.

In year 1, Hayward Collegiate will spend \$9,500 per classroom on iPads and two iPad carts. In the first 4 years it will be 1 iPad for every 2 students. Starting in year 5, it will be 1 iPad per every 5<sup>th</sup> grade student.

The Charter School will provide a lunch service. As mentioned above, it is assumed that lunch will cost \$3 per student.

### **Services and Operating Expenses**

As much as possible the rationale for the expenses is indicated in the notes column in the budget detail. Most expenses grow at 3% per year to account for inflation, while also increasing relative to the additional number of students and staff as the school grows.

Hayward Collegiate is planning to utilize a Prop 39 facility. We have budgeted \$120,000 for the first year and facilities costs increase as enrollment grows. The facilities cost reaches \$405,183 in year 5.

The Charter School is separately budgeting for utilities, security, janitorial and repairs and maintenance. This is estimated at \$2,280 per month, increasing proportionally with rent each year.

Hayward Collegiate will contract with a back office provider for support with budget development, financial management, accounting, payroll, accounts payable, attendance and board support. Fees are estimated based on a sliding scale percentage of revenue and are projected at \$59,896 in year one and gradually increasing as the school continues to grow. Hayward Collegiate has separately budgeted for its annual non-profit audit and tax filings at \$9,000 annually.

The school has budgeted \$2,000 per teacher for professional development. Marketing and student recruitment is estimated at \$2,000 annually, and \$10,000 is set aside annually for any legal fees or retainers. Hayward Collegiate will spend \$2,400 on field trips for students to tour college campuses.

For technology support and services, \$2,000 has been budgeted. Copier and printing costs are based off a monthly rental rate of \$550.

The Charter School is budgeting \$100 per student for insurance. For a student information system, the Charter School will use PowerSchool and pay a one-time startup fee of \$1,000 plus a monthly student rate of \$50.

The Charter School has included the required 1% oversight payment to its charter authorizer.

Hayward Collegiate intends to join the El Dorado SELPA and provide its own Special Education services. In addition to hiring SPED staff, the school has budgeted for SPED contract instructors for the specialized services not provided by internal staff. In aggregate, the school expects to spend twice as much on SPED services (staff, contractors, and admin fees) than it collects in revenue.

Based on benchmarking data, the budget includes \$1,250 for dues and memberships (including CCSA), \$75 per FTE for fingerprinting, \$200 per FTE in payroll fees, \$125 per student for communications (phone and internet), and \$550 in postage and delivery.

### **Cash Flow**

The cash flow projection assumes that Property Tax payments are paid each month by the district, aside from the first two payments which would come in September 2019 and December 2020 through the special advance apportionment. Education Protection Account payments are disbursed quarterly.

Once authorized, Hayward Collegiate will apply for the California School Finance Authority Charter School Revolving Loan Fund. The Charter School has forecasted receipt of \$250,000 in principal in July 2019, and assumes a three-year payback period. Repayments of this principal consist of \$83.4K per year, in six equal portions in September through March, skipping February. The Charter School has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms.

Should the CSFA loan not be available, the school will seek short term financing from selling its LCFF receivables (based upon PENSEC and 20-Day ADA data) to financing partners such as Charter Asset Management or Charter School Capital.

Expenses have been allocated based on the experience of similar charter schools. Spending for books and supplies is heavier in July and August as the school purchases curriculum, technology and furniture.

**Hayward Collegiate**  
**Multi-year Projection**  
**As of Pet FY2020**

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	1,237,248	1,905,293	2,627,251	3,329,816	3,947,168	
Federal Revenue	-	112,773	181,267	243,859	308,066	373,959	
Other State Revenues	-	82,714	125,948	168,244	212,020	254,617	
Local Revenues	-	3,240	5,006	6,875	8,851	10,940	
Fundraising and Grants	200,000	-	-	-	-	-	
<b>Total Revenue</b>	<b>200,000</b>	<b>1,435,974</b>	<b>2,217,514</b>	<b>3,046,229</b>	<b>3,858,754</b>	<b>4,586,684</b>	
<b>Expenses</b>							
Compensation and Benefits	26,708	821,277	1,197,561	1,654,556	1,971,948	2,422,769	
Books and Supplies	5,000	157,200	167,564	221,938	294,827	379,935	
Services and Other Operating Expenditures	9,320	349,164	530,973	730,454	922,002	1,121,633	
Depreciation	-	-	-	-	-	-	
Other Outflows	-	-	981	340	139	143	
<b>Total Expenses</b>	<b>41,028</b>	<b>1,327,642</b>	<b>1,897,080</b>	<b>2,607,289</b>	<b>3,188,916</b>	<b>3,924,480</b>	
<b>Operating Income</b>	<b>158,972</b>	<b>108,333</b>	<b>320,434</b>	<b>438,940</b>	<b>669,838</b>	<b>662,205</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	-	158,972	267,305	587,739	1,026,679	1,696,517	
Audit Adjustment	-	-	-	-	-	-	
Beginning Balance (Audited)	-	158,972	267,305	587,739	1,026,679	1,696,517	
Operating Income	158,972	108,333	320,434	438,940	669,838	662,205	
<b>Ending Fund Balance</b>	<b>158,972</b>	<b>267,305</b>	<b>587,739</b>	<b>1,026,679</b>	<b>1,696,517</b>	<b>2,358,722</b>	
<b>Total Revenue Per ADA</b>		12,465	12,833	13,221	13,426	13,318	
<b>Total Expenses Per ADA</b>		11,525	10,978	11,316	11,096	11,395	
<b>Operating Income Per ADA</b>		940	1,854	1,905	2,331	1,923	
<b>Key Assumptions</b>							
<b>Enrollment Summary</b>							
K-3		120	180	240	240	240	
4-6		-	-	-	60	120	
<b>Total Enrolled</b>		<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	
<b>ADA %</b>							
K-3		96.0%	96.0%	96.0%	96.0%	96.0%	
4-6					95.0%	95.0%	
<b>Average ADA %</b>		<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>95.8%</b>	<b>95.7%</b>	
<b>ADA</b>							
K-3	0	115.2	172.8	230.4	230.4	230.4	
4-6	0	-	-	-	57.0	114.0	
<b>Total ADA</b>	<b>0</b>	<b>115.2</b>	<b>172.8</b>	<b>230.4</b>	<b>287.4</b>	<b>344.4</b>	
<b>Demographic Information</b>							
CALPADS Enrollment (for unduplicated % calc)	0	120	180	240	300	360	
# Unduplicated (CALPADS)	0	94	141	188	235	282	
# Free & Reduced Lunch (CALPADS)	0	82	123	164	205	246	
# ELL (CALPADS)	0	36	54	72	90	108	
New Students	0	120	60	60	60	60	

**Hayward Collegiate**  
**Multi-year Projection**  
**As of Pet FY2020**

		Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
<b>School Information</b>								
	FTE's	0	13	18	23	27	33	
	Teachers	0	5	9	12	15	19	
	Certificated Pay Increases	0	3%	3%	3%	3%	3%	
	Classified Pay Increases	0	3%	3%	3%	3%	3%	
	# of school days	0	180	180	180	180	180	
	Default Expense Inflation Rate			3%	3%	0%	0%	
<b>REVENUE</b>								
<b>LCFF Entitlement</b>								
8011	Charter Schools General Purpose Entitlement - State Aid	-	898,445	1,397,088	1,949,645	2,484,573	2,934,288	Per LCFF FCMAT calculator v19.2b
8012	Education Protection Account Entitlement	-	23,040	34,560	46,080	57,480	68,880	Per LCFF FCMAT calculator v19.2b
8096	Charter Schools in Lieu of Property Taxes	-	315,763	473,645	631,526	787,763	944,000	Per LCFF FCMAT calculator v19.2b
	<b>SUBTOTAL - LCFF Entitlement</b>	-	<b>1,237,248</b>	<b>1,905,293</b>	<b>2,627,251</b>	<b>3,329,816</b>	<b>3,947,168</b>	
<b>Federal Revenue</b>								
8181	Special Education - Entitlement	-	-	15,000	22,500	30,000	37,500	Per El Dorado SELPA
8220	Child Nutrition Programs	-	48,600	75,087	103,119	132,766	164,099	Assumes 75% of food expenses
8291	Title I	-	29,549	44,280	59,040	73,800	88,560	CY FRL * \$360 rate
8292	Title II	-	24,624	36,900	49,200	61,500	73,800	CY FRL * \$300 rate
8294	Title IV	-	10,000	10,000	10,000	10,000	10,000	Assumes minimum allocation
	<b>SUBTOTAL - Federal Revenue</b>	-	<b>112,773</b>	<b>181,267</b>	<b>243,859</b>	<b>308,066</b>	<b>373,959</b>	
<b>Other State Revenue</b>								
8381	Special Education - Entitlement (State)	-	59,213	88,819	118,426	147,724	177,022	Per El Dorado SELPA
8550	Mandated Cost Reimbursements	-	-	1,878	2,817	3,756	4,685	Starts in FY20-21; PY ADA * \$16 rate
8560	State Lottery Revenue	-	23,501	35,251	47,002	60,541	72,911	CY ADA * \$194 rate (\$146 unrestricted + \$48 restricted)
	<b>SUBTOTAL - Other State Revenue</b>	-	<b>82,714</b>	<b>125,948</b>	<b>168,244</b>	<b>212,020</b>	<b>254,617</b>	
<b>Local Revenue</b>								
8634	Food Service Sales	-	3,240	5,006	6,875	8,851	10,940	Assumes 5% of food expenses
	<b>SUBTOTAL - Local Revenue</b>	-	<b>3,240</b>	<b>5,006</b>	<b>6,875</b>	<b>8,851</b>	<b>10,940</b>	
<b>Fundraising and Grants</b>								
8811	BES Commitment	100,000	-	-	-	-	-	BES Commitment
8812	Silicon Valley Schools	100,000	-	-	-	-	-	Per Silicon Schools commitment letter; more promised assuming benchmarks hit.
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>200,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL REVENUE</b>		<b>200,000</b>	<b>1,435,974</b>	<b>2,217,514</b>	<b>3,046,229</b>	<b>3,858,754</b>	<b>4,586,684</b>	
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>Certificated Salaries</b>								
1100	Lead Teacher Salaries	-	250,000	382,500	518,975	659,544	804,331	See "Staffing and Benefits" section in budget narrative
1148	Teacher - Special Ed	-	68,000	70,040	72,141	74,305	148,535	See "Staffing and Benefits" section in budget narrative
1150	Enrichment / ESL / Learning Specialist	-	-	120,000	183,600	249,108	316,581	See "Staffing and Benefits" section in budget narrative
1201	Student Services Manager	4,583	62,500	64,375	-	-	-	See "Staffing and Benefits" section in budget narrative
1300	Executive Director	10,833	65,000	66,950	68,959	71,027	73,158	See "Staffing and Benefits" section in budget narrative
1311	Dean of Student Services / Dean of Student Culture / Director of i	-	-	-	203,375	209,476	215,761	See "Staffing and Benefits" section in budget narrative
	<b>SUBTOTAL - Certificated Salaries</b>	<b>15,417</b>	<b>445,500</b>	<b>703,865</b>	<b>1,047,050</b>	<b>1,263,461</b>	<b>1,558,365</b>	



**Hayward Collegiate**  
**Multi-year Projection**  
**As of FY2020**

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
<b>Classified Salaries</b>							
2100	Paraprofessionals	-	90,000	122,700	156,381	191,072	226,805 See "Staffing and Benefits" section in budget narrative
2200	PE	-	15,000	15,450	31,827	32,782	48,765 See "Staffing and Benefits" section in budget narrative
2300	Director of Operations	4,583	-	-	66,650	68,650	70,709 See "Staffing and Benefits" section in budget narrative
2400	Office & Operations Manager	-	105,000	108,150	-	-	- See "Staffing and Benefits" section in budget narrative
<b>SUBTOTAL - Classified Salaries</b>		<b>4,583</b>	<b>210,000</b>	<b>246,300</b>	<b>254,858</b>	<b>292,504</b>	<b>346,279</b>
<b>Employee Benefits</b>							
3300	OASDI-Medicare-Alternative	1,530	50,146	72,688	99,596	119,031	145,705
3400	Health & Welfare Benefits	2,333	48,000	72,000	108,000	120,000	150,000 Assumes \$6K maximum per eligible person
3500	Unemployment Insurance	550	637	882	1,127	1,323	1,617
3600	Workers Comp Insurance	480	15,732	22,804	31,246	37,343	45,711 Assumes 2.4%
3900	Other Employee Benefits	1,815	51,263	79,023	112,680	138,285	175,092 Assumes 403b plan; half of STRS rates
<b>SUBTOTAL - Employee Benefits</b>		<b>6,708</b>	<b>165,777</b>	<b>247,396</b>	<b>352,648</b>	<b>415,983</b>	<b>518,125</b>
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	-	20,000	10,300	10,609	10,927	11,255 Per classroom rate of \$5K
4300	Materials & Supplies	1,000	12,000	15,450	20,688	40,500	49,440 Assessments, math manipulatives, other materials
4320	Educational Software	-	1,800	2,781	3,819	4,917	6,078 CY enrollment * \$15 rate
4330	Office Supplies	3,000	4,500	4,635	6,365	16,500	18,540 One time furniture costs in FY19-20 & FY 22-23, other materials
4410	Classroom Furniture, Equipment & Supplies	1,000	20,200	19,261	24,613	30,269	36,241 Basic classroom furniture (desks, chairs, projector & screen)
4420	Computers (individual items less than \$5k)	-	33,900	15,021	18,352	14,692	39,582 Includes ipads, classroom ipad carts, ipad covers, teacher computers
4710	Student Food Services	-	64,800	100,116	137,493	177,022	218,799 CY enrollment * \$3 for lunch for 180 school days
<b>SUBTOTAL - Books and Supplies</b>		<b>5,000</b>	<b>157,200</b>	<b>167,564</b>	<b>221,938</b>	<b>294,827</b>	<b>379,935</b>
<b>Services &amp; Other Operating Expenses</b>							
5305	Dues & Membership - Professional	-	1,250	1,288	1,326	1,366	1,407 Flat rate of \$1.3K; i.e. CCSA membership
5400	Insurance	3,000	12,000	18,540	25,462	32,782	40,518 CY enrollment * \$100 rate; i.e. CharterSAFE
5515	Janitorial, Gardening Services & Supplies	-	10,000	15,450	21,218	27,318	33,765 CY enrollment * \$83 rate; includes monthly service rate plus supplies
5520	Security	-	960	989	3,518	1,049	1,080 Monthly rate of \$80; purchasing front door camera in FY21-22
5535	Utilities - All Utilities	-	12,000	18,540	25,462	32,782	40,518 CY enrollment * \$100 rate; assumes electricity, water, gas
5605	Equipment Leases	-	6,600	6,798	7,002	7,212	7,428 Monthly rate of \$550 for copier rental
5611	Prop 39 Related Costs	-	120,000	185,400	254,616	327,818	405,183 CY enrollment * \$1K rate
5615	Repairs and Maintenance - Building	-	8,000	8,240	8,487	8,742	9,004 Flat rate of \$8K
5803	Accounting Fees	-	9,000	9,270	9,548	9,835	10,130 Flat rate of \$9K; annual non-profit plus tax filings
5812	Business Services	-	66,246	111,848	167,719	212,365	251,827 5% of LCFF
5824	District Oversight Fees	-	12,372	19,625	27,873	36,386	44,426 1% of LCFF
5830	Field Trips Expenses	-	2,400	3,708	5,092	6,556	8,104 CY enrollment * \$20 rate
5836	Fingerprinting	-	375	695	955	1,229	1,604 Teacher FTE * \$75
5845	Legal Fees	3,000	10,000	10,300	10,609	10,927	11,255 Flat rate of \$10K
5851	Marketing and Student Recruiting	2,000	2,000	2,060	2,122	2,185	2,251 Flat rate of \$2K; i.e. EDJOIN, flyers
5857	Payroll Fees	100	2,500	3,605	4,880	5,901	7,316 Teacher FTE * \$200 rate
5863	Professional Development	-	10,000	18,540	25,462	32,782	42,769 Teacher FTE * \$2K
5869	Special Education Contract Instructors	-	46,080	71,194	97,773	125,620	155,050 CY ADA * \$400 rate for speech, OT, etc. not covered by staff (imputed fair share contribution of \$72K)
5872	Special Education Encroachment	-	2,961	5,191	5,637	7,109	8,581 El Dorado SELPA admin fees (5% declining to 4%)
5881	Student Information System	-	7,000	9,270	12,731	16,391	20,259 Assumes PowerSchool set-up fee & monthly expenses
5884	Substitutes	-	3,000	5,562	7,638	9,835	12,831 for substitute
5887	Technology Services	-	2,000	2,060	2,122	2,185	2,251 Flat rate of \$2K; includes technology support & services
5910	Communications - Internet / Website Fees	1,120	720	742	764	787	810 Assumes Comcast set-up fee plus monthly expenses
5915	Postage and Delivery	-	1,100	1,442	1,804	2,185	2,589 Assumes postage meter rental plus monthly postage expenses
5920	Communications - Telephone & Fax	100	600	618	637	656	675 Monthly rate of \$50 (\$25 telephone + \$25 fax)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>9,320</b>	<b>349,164</b>	<b>530,973</b>	<b>730,454</b>	<b>922,002</b>	<b>1,121,633</b>
<b>Depreciation Expense</b>							
<b>SUBTOTAL - Depreciation Expense</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Hayward Collegiate**  
**Multi-year Projection**  
**As of Pet FY2020**

**Other Outflows**

7438 Long term debt - Interest

**SUBTOTAL - Other Outflows**

**TOTAL EXPENSES**

Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
-	-	981	340	139	143	CDE Revolving Loan interest
-	-	981	340	139	143	
41,028	1,327,642	1,897,080	2,607,289	3,188,916	3,924,480	

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2019-20															
	Actuals & Forecast															
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	
Beginning Cash	158,972	335,923	219,902	90,525	367,084	261,516	155,949	251,990	143,949	172,964	183,458	188,192			192,926	
REVENUE																
LCFF Entitlement	-	-	-	387,018	-	-	204,304	-	126,133	105,032	99,272	99,272	1,237,248	216,216	-	
Federal Revenue	-	-	-	-	4,860	4,860	4,860	4,860	4,860	4,860	4,860	4,860	112,773	73,893	-	
Other State Revenue	-	-	-	-	-	-	-	-	11,843	11,843	11,843	11,843	82,714	35,343	-	
Other Local Revenue	-	-	324	324	324	324	324	324	324	324	324	324	3,240	-	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	-	324	387,342	5,184	5,184	209,488	5,184	143,160	122,059	116,299	116,299	1,435,974	325,452	-	
EXPENSES																
Certificated Salaries	10,625	39,534	39,534	39,534	39,534	39,534	39,534	39,534	39,534	39,534	39,534	39,534	445,500	-	10,944	
Classified Salaries	8,750	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	18,295	210,000	-	9,013	
Employee Benefits	10,863	14,462	14,653	14,462	14,430	14,430	14,685	14,462	14,462	12,955	12,955	12,955	165,777	-	14,749	
Books & Supplies	21,135	21,135	27,795	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	157,200	-	13,562	
Services & Other Operating Expenses	21,675	22,595	29,423	28,810	28,810	28,810	31,251	31,251	32,171	31,098	31,098	31,098	349,164	1,073	32,449	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	73,049	116,022	129,701	110,783	110,751	110,751	113,448	113,225	114,145	111,565	111,565	111,565	1,327,642	1,073	80,716	
Operating Cash Inflow (Outflow)	(73,049)	(116,022)	(129,377)	276,559	(105,567)	(105,567)	96,041	(108,041)	29,015	10,494	4,734	4,734	108,333	324,379	(80,716)	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	197,619	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-2.07E+02	
Loans Payable (Long Term)	250,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	335,923	219,902	90,525	367,084	261,516	155,949	251,990	143,949	172,964	183,458	188,192	192,926			309,622	

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2020-21 Actuals & Forecast														
	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast
<b>Beginning Cash</b>	<b>309,622</b>	<b>287,127</b>	<b>249,566</b>	<b>397,713</b>	<b>368,053</b>	<b>313,721</b>	<b>366,891</b>	<b>351,018</b>	<b>352,236</b>	<b>361,055</b>	<b>376,645</b>			<b>363,564</b>	<b>555,800</b>
<b>REVENUE</b>															
LCFF Entitlement	65,515	84,461	319,137	109,086	109,086	221,037	109,086	164,370	146,598	132,198	132,198	1,905,293	312,520	-	101,530
Federal Revenue	-	-	-	30,304	7,509	7,509	30,304	7,509	15,009	30,304	7,509	181,267	45,312	-	-
Other State Revenue	2,961	2,961	5,329	7,207	5,329	5,329	11,204	11,250	11,250	17,126	11,250	125,948	34,751	-	4,441
Other Local Revenue	-	501	501	501	501	501	501	501	501	501	501	5,006	-	-	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>68,476</b>	<b>87,922</b>	<b>324,967</b>	<b>147,098</b>	<b>122,425</b>	<b>234,375</b>	<b>151,095</b>	<b>183,630</b>	<b>173,357</b>	<b>180,128</b>	<b>151,457</b>	<b>2,217,514</b>	<b>392,584</b>	<b>-</b>	<b>105,971</b>
<b>EXPENSES</b>															
Certificated Salaries	62,993	62,993	62,993	62,993	62,993	62,993	62,993	62,993	62,993	62,993	62,993	703,865	-	22,694	93,123
Classified Salaries	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	246,300	(0)	5,554	22,664
Employee Benefits	21,701	21,965	21,701	21,657	21,657	22,009	21,701	21,701	19,519	19,519	19,519	247,396	-	21,472	30,865
Books & Supplies	13,562	23,852	12,954	12,954	12,954	12,954	12,954	12,954	12,954	12,954	12,954	167,564	-	16,541	16,541
Services & Other Operating Expenses	33,938	44,647	43,655	43,655	43,655	47,749	47,749	49,238	47,501	47,501	47,501	530,973	1,737	29,213	31,224
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	739	57	40	39	40	-	66	-	-	-	981	-	-	-
<b>TOTAL EXPENSES</b>	<b>153,765</b>	<b>175,768</b>	<b>162,931</b>	<b>162,870</b>	<b>162,869</b>	<b>167,317</b>	<b>166,968</b>	<b>168,523</b>	<b>164,538</b>	<b>164,538</b>	<b>164,538</b>	<b>1,897,080</b>	<b>1,737</b>	<b>95,475</b>	<b>194,417</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(85,289)</b>	<b>(87,846)</b>	<b>162,036</b>	<b>(15,772)</b>	<b>(40,444)</b>	<b>67,058</b>	<b>(15,873)</b>	<b>15,106</b>	<b>8,819</b>	<b>15,589</b>	<b>(13,081)</b>	<b>320,434</b>	<b>390,847</b>	<b>(95,475)</b>	<b>(88,445)</b>
Revenues - Prior Year Accruals	63,660	64,173	-	-	-	-	-	-	-	-	-	-	-	288,074	81,715
Expenses - Prior Year Accruals	(866)	-	-	-	-	-	-	-	-	-	-	-	-	-3.63E+02	-1.37E+03
Loans Payable (Long Term)	-	(13,888)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>287,127</b>	<b>249,566</b>	<b>397,713</b>	<b>368,053</b>	<b>313,721</b>	<b>366,891</b>	<b>351,018</b>	<b>352,236</b>	<b>361,055</b>	<b>376,645</b>	<b>363,564</b>			<b>555,800</b>	<b>547,696</b>

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2021-22														
	Actuals & Forecast														
	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast
<b>Beginning Cash</b>	<b>547,696</b>	<b>467,922</b>	<b>643,929</b>	<b>642,150</b>	<b>524,134</b>	<b>599,390</b>	<b>608,791</b>	<b>622,461</b>	<b>642,136</b>	<b>671,655</b>			<b>578,941</b>	<b>865,483</b>	<b>879,676</b>
<b>REVENUE</b>															
LCFF Entitlement	129,949	390,031	169,493	169,493	288,024	169,493	222,150	197,649	180,369	180,369	2,627,251	428,703	-	137,482	175,374
Federal Revenue	-	-	39,872	10,312	10,312	39,872	10,312	21,562	39,872	10,312	243,859	61,434	-	-	-
Other State Revenue	4,441	7,994	10,810	7,994	7,994	16,807	13,915	13,915	22,728	13,915	168,244	43,291	-	5,921	5,921
Other Local Revenue	687	687	687	687	687	687	687	687	687	687	6,875	-	-	-	885
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>135,077</b>	<b>398,712</b>	<b>220,862</b>	<b>188,486</b>	<b>307,017</b>	<b>226,859</b>	<b>247,065</b>	<b>233,813</b>	<b>243,656</b>	<b>205,283</b>	<b>3,046,229</b>	<b>533,428</b>	<b>-</b>	<b>143,403</b>	<b>182,180</b>
<b>EXPENSES</b>															
Certificated Salaries	93,123	93,123	93,123	93,123	93,123	93,123	93,123	93,123	93,123	93,123	1,047,050	(0)	23,375	112,735	112,735
Classified Salaries	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	22,664	254,858	0	5,721	26,071	26,071
Employee Benefits	31,203	30,865	30,808	30,808	31,259	30,865	30,865	27,879	27,879	27,879	352,648	-	24,197	36,524	36,920
Books & Supplies	30,672	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	221,938	-	19,653	19,653	37,847
Services & Other Operating Expenses	45,897	44,557	44,557	128,416	53,230	53,230	55,240	52,895	52,895	136,754	730,454	2,346	36,825	39,435	58,322
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	199	32	24	26	21	-	38	-	-	-	340	-	-	-	99
<b>TOTAL EXPENSES</b>	<b>223,758</b>	<b>208,817</b>	<b>208,753</b>	<b>292,614</b>	<b>217,873</b>	<b>217,458</b>	<b>219,507</b>	<b>214,137</b>	<b>214,137</b>	<b>297,997</b>	<b>2,607,289</b>	<b>2,346</b>	<b>109,772</b>	<b>234,418</b>	<b>271,995</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(88,681)</b>	<b>189,895</b>	<b>12,110</b>	<b>(104,128)</b>	<b>89,144</b>	<b>9,401</b>	<b>27,558</b>	<b>19,676</b>	<b>29,518</b>	<b>(92,714)</b>	<b>438,940</b>	<b>531,082</b>	<b>(109,772)</b>	<b>(91,015)</b>	<b>(89,815)</b>
Revenues - Prior Year Accruals	22,795	-	-	-	-	-	-	-	-	-	-	-	396,708	107,159	29,560
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-3.95E+02	-1.95E+03	-
Loans Payable (Long Term)	(13,888)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-	-	-	-	(13,888)
<b>Ending Cash</b>	<b>467,922</b>	<b>643,929</b>	<b>642,150</b>	<b>524,134</b>	<b>599,390</b>	<b>608,791</b>	<b>622,461</b>	<b>642,136</b>	<b>671,655</b>	<b>578,941</b>			<b>865,483</b>	<b>879,676</b>	<b>805,533</b>

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2022-23														
	Actuals & Forecast														
	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast
<b>Beginning Cash</b>	<b>805,533</b>	<b>1,003,957</b>	<b>1,028,712</b>	<b>907,207</b>	<b>1,004,313</b>	<b>1,040,651</b>	<b>1,065,969</b>	<b>1,095,729</b>	<b>1,138,494</b>			<b>1,027,001</b>	<b>1,396,455</b>	<b>1,411,099</b>	<b>1,333,361</b>
<b>REVENUE</b>															
LCFF Entitlement	456,878	229,785	229,785	352,984	229,785	277,482	246,420	226,350	226,350	3,329,816	541,140	-	169,698	216,964	510,393
Federal Revenue	-	49,602	13,277	13,277	49,602	13,277	28,277	49,602	13,277	308,066	77,878	-	-	-	-
Other State Revenue	10,658	14,414	10,658	10,658	22,409	16,518	16,518	28,268	16,518	212,020	53,558	-	7,386	7,386	13,295
Other Local Revenue	885	885	885	885	885	885	885	885	885	8,851	-	-	-	1,094	1,094
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>468,422</b>	<b>294,685</b>	<b>254,605</b>	<b>377,804</b>	<b>302,680</b>	<b>308,162</b>	<b>292,100</b>	<b>305,106</b>	<b>257,030</b>	<b>3,858,754</b>	<b>672,576</b>	<b>-</b>	<b>177,084</b>	<b>225,444</b>	<b>524,782</b>
<b>EXPENSES</b>															
Certificated Salaries	112,735	112,735	112,735	112,735	112,735	112,735	112,735	112,735	112,735	1,263,461	-	24,077	139,481	139,481	139,481
Classified Salaries	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	292,504	-	5,892	30,944	30,944	30,944
Employee Benefits	36,524	36,457	36,457	36,987	36,524	36,524	32,957	32,957	32,957	415,983	-	29,026	45,574	46,059	45,574
Books & Supplies	24,186	24,186	24,186	24,186	24,186	24,186	24,186	24,186	24,186	294,827	-	28,886	28,886	51,373	30,088
Services & Other Operating Expenses	56,582	56,582	162,765	66,827	66,827	69,436	66,392	66,392	172,574	922,002	3,045	45,124	48,304	71,649	69,529
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	12	10	8	5	-	5	-	-	-	139	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>256,110</b>	<b>256,042</b>	<b>362,222</b>	<b>266,810</b>	<b>266,342</b>	<b>268,957</b>	<b>262,340</b>	<b>262,340</b>	<b>368,523</b>	<b>3,188,916</b>	<b>3,045</b>	<b>133,005</b>	<b>293,189</b>	<b>339,507</b>	<b>315,615</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>212,312</b>	<b>38,644</b>	<b>(107,617)</b>	<b>110,994</b>	<b>36,338</b>	<b>39,205</b>	<b>29,760</b>	<b>42,765</b>	<b>(111,492)</b>	<b>669,838</b>	<b>669,532</b>	<b>(133,005)</b>	<b>(116,104)</b>	<b>(114,062)</b>	<b>209,166</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	502,956	133,295	36,325	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-4.98E+02	-2.55E+03	-	-
Loans Payable (Long Term)	(13,888)	(13,888)	(13,888)	(13,888)	-	(13,888)	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>1,003,957</b>	<b>1,028,712</b>	<b>907,207</b>	<b>1,004,313</b>	<b>1,040,651</b>	<b>1,065,969</b>	<b>1,095,729</b>	<b>1,138,494</b>	<b>1,027,001</b>			<b>1,396,455</b>	<b>1,411,099</b>	<b>1,333,361</b>	<b>1,542,528</b>

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2023-24														
	Actuals & Forecast														
	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast
<b>Beginning Cash</b>	<b>1,542,528</b>	<b>1,588,966</b>	<b>1,461,716</b>	<b>1,572,070</b>	<b>1,616,601</b>	<b>1,648,508</b>	<b>1,669,520</b>	<b>1,707,088</b>			<b>1,560,517</b>	<b>2,016,878</b>	<b>2,059,847</b>	<b>1,993,224</b>	<b>2,209,665</b>
<b>REVENUE</b>															
LCFF Entitlement	283,399	283,399	408,014	283,399	326,321	288,600	265,680	265,680	3,947,168	645,620	-	187,284	243,924	539,849	310,679
Federal Revenue	59,500	16,410	16,410	59,500	16,410	35,160	59,500	16,410	373,959	94,660	-	-	-	-	69,574
Other State Revenue	17,980	13,295	13,295	28,430	19,155	19,155	34,290	19,155	254,617	61,795	-	8,851	8,851	15,932	21,546
Other Local Revenue	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	10,940	-	-	-	1,315	1,315	1,315
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>361,973</b>	<b>314,198</b>	<b>438,813</b>	<b>372,424</b>	<b>362,980</b>	<b>344,009</b>	<b>360,564</b>	<b>302,339</b>	<b>4,586,684</b>	<b>802,074</b>	<b>-</b>	<b>196,135</b>	<b>254,090</b>	<b>557,096</b>	<b>403,114</b>
<b>EXPENSES</b>															
Certificated Salaries	139,481	139,481	139,481	139,481	139,481	139,481	139,481	139,481	1,558,365	-	24,799	143,665	143,665	143,665	143,665
Classified Salaries	30,944	30,944	30,944	30,944	30,944	30,944	30,944	30,944	346,279	-	6,069	31,873	31,873	31,873	31,873
Employee Benefits	45,493	45,493	46,139	45,574	45,574	41,207	41,207	41,207	518,125	-	29,604	47,048	47,533	47,048	46,967
Books & Supplies	30,088	30,088	30,088	30,088	30,088	30,088	30,088	30,088	379,935	-	28,928	28,928	55,951	35,633	35,633
Services & Other Operating Expenses	69,529	195,443	81,807	81,807	84,987	81,276	81,276	207,190	1,121,633	3,710	53,752	57,271	84,782	82,436	82,436
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	143	143	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>315,535</b>	<b>441,448</b>	<b>328,459</b>	<b>327,893</b>	<b>331,073</b>	<b>322,996</b>	<b>322,996</b>	<b>448,910</b>	<b>3,924,480</b>	<b>3,854</b>	<b>143,152</b>	<b>308,784</b>	<b>363,803</b>	<b>340,654</b>	<b>340,573</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>46,439</b>	<b>(127,250)</b>	<b>110,354</b>	<b>44,531</b>	<b>31,907</b>	<b>21,012</b>	<b>37,568</b>	<b>(146,571)</b>	<b>662,205</b>	<b>798,221</b>	<b>(143,152)</b>	<b>(112,649)</b>	<b>(109,713)</b>	<b>216,442</b>	<b>62,540</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	600,257	158,727	43,090	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-7.44E+02	-3.11E+03	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>1,588,966</b>	<b>1,461,716</b>	<b>1,572,070</b>	<b>1,616,601</b>	<b>1,648,508</b>	<b>1,669,520</b>	<b>1,707,088</b>	<b>1,560,517</b>			<b>2,016,878</b>	<b>2,059,847</b>	<b>1,993,224</b>	<b>2,209,665</b>	<b>2,272,205</b>

**Hayward Collegiate**  
**Monthly Cash Forecast**

	2024-25								
	Actuals & Forecast							Forecast	Remaining Balance
	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	2,272,205	2,145,598	2,266,282	2,328,477	2,426,128	2,510,499	2,614,682		
REVENUE									
LCFF Entitlement	310,679	437,816	310,679	411,876	367,496	341,726	341,726	4,165,529	361,796
Federal Revenue	19,719	19,719	69,574	19,719	42,219	69,574	19,719	441,613	111,794
Other State Revenue	15,932	15,932	34,160	21,792	21,792	40,019	21,792	297,336	70,739
Other Local Revenue	1,315	1,315	1,315	1,315	1,315	1,315	1,315	13,146	
Fundraising & Grants	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	347,645	474,782	415,727	454,701	432,821	452,634	384,551	4,917,624	544,328
EXPENSES									
Certificated Salaries	143,665	143,665	143,665	143,665	143,665	143,665	143,665	1,605,116	-
Classified Salaries	31,873	31,873	31,873	31,873	31,873	31,873	31,873	356,667	(0)
Employee Benefits	46,967	47,613	47,048	47,048	42,553	42,553	42,553	534,531	-
Books & Supplies	35,633	35,633	35,633	35,633	35,633	35,633	35,633	434,504	-
Services & Other Operating Expenses	216,115	95,314	95,314	98,832	94,727	94,727	228,406	1,288,217	4,105
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	147	147
TOTAL EXPENSES	474,252	354,098	353,532	357,051	348,451	348,451	482,130	4,219,182	4,253
Operating Cash Inflow (Outflow)	(126,608)	120,684	62,196	97,651	84,371	104,183	(97,578)	698,442	540,076
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-
Ending Cash	2,145,598	2,266,282	2,328,477	2,426,128	2,510,499	2,614,682	2,517,104		



For the LCFF help desk and updates, visit:

[LCFF Calculator Resources Page](#)

**Workbook Legend:**

<b>Cells</b> requiring data entry - on all worksheets - are colored orange.
<b>Tabs</b> requiring data entry for basic LCFF calculation are colored red.
<b>Tabs</b> requiring data entry for special circumstances or optional tools are colored blue.
<b>Tabs</b> with result calculations or summaries are colored green.

**LCFF Calculator Universal Assumptions**  
**Hayward Collegiate**

LEA: **New LEA**  
**Charter**

5 digit District code or 7 digit School code (from the CDS code)  
 No **Did the CDS code exist in 2012-13?** (for calculation of EPA only)  
 2019-20 **First LCFF certification year** (clears prior years on the Calculator tab)

Projection  
 Title:

Projection  
 Date:

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Statutory COLA &amp; Augmentation</b> (prefilled as calculated by the Department of Finance, DOF)						
Statutory COLA	1.56%	3.70%	2.57%	2.67%	3.42%	3.26%
Augmentation	1.56%	2.71%	2.57%	2.67%	3.42%	3.26%
	0.00%	0.99%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Gap Closed Percentage</b> (prefilled as calculated by the Department of Finance, DOF)						
LCFF Gap Closed Percentage	42.96644273%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Statewide 90th percentile rate</b> (used in Economic Recovery Target, ERT, calculation only)	---	---	---	---	---	---
<b>EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)</b>	25.89051467%	25.89%	25.89%	25.89%	25.89%	25.89%
<b>EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)</b> <i>Historical Difference in EPA Rates between Annual &amp; P-2</i>	25.89051467%	25.89%	25.89%	25.89%	25.89%	25.89%

**PER ADA FUNDING LEVELS (calculated at TARGET)**

**Base Grants**

Grades TK-3	\$	7,193	\$	7,459	\$	7,651	\$	7,855	\$	8,124	\$	8,389
Grades 4-6	\$	7,301	\$	7,571	\$	7,766	\$	7,973	\$	8,246	\$	8,515
Grades 7-8	\$	7,518	\$	7,796	\$	7,996	\$	8,209	\$	8,490	\$	8,767
Grades 9-12	\$	8,712	\$	9,034	\$	9,266	\$	9,513	\$	9,838	\$	10,159

**Grade Span Adjustment**

Grades TK-3	\$	748	\$	776	\$	796	\$	817	\$	845	\$	872
Grades 9-12	\$	227	\$	235	\$	241	\$	247	\$	256	\$	264

**Necessary Small School Selection (if applicable)**

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

**Supplemental Grant**

Maximum - 1.00 ADA, 100% UPP												
Grades TK-3	\$	1,588	\$	1,647	\$	1,689	\$	1,734	\$	1,794	\$	1,852
Grades 4-6	\$	1,460	\$	1,514	\$	1,553	\$	1,595	\$	1,649	\$	1,703
Grades 7-8	\$	1,504	\$	1,559	\$	1,599	\$	1,642	\$	1,698	\$	1,753
Grades 9-12	\$	1,788	\$	1,854	\$	1,901	\$	1,952	\$	2,019	\$	2,085
Actual - 1.00 ADA, Local UPP as follows:		0.00%	0.00%	78.33%	78.33%	78.33%	78.33%					
Grades TK-3	\$	-	\$	-	\$	1,323	\$	1,359	\$	1,405	\$	1,451
Grades 4-6	\$	-	\$	-	\$	1,217	\$	1,249	\$	1,292	\$	1,334
Grades 7-8	\$	-	\$	-	\$	1,253	\$	1,286	\$	1,330	\$	1,373
Grades 9-12	\$	-	\$	-	\$	1,489	\$	1,529	\$	1,581	\$	1,633

**Concentration Grant (>55% population)**

<b>Maximum - 1.00 ADA, 100% UPP</b>												
Grades TK-3	\$	3,971	\$	4,118	\$	4,224	\$	4,336	\$	4,485	\$	4,631
Grades 4-6	\$	3,651	\$	3,786	\$	3,883	\$	3,987	\$	4,123	\$	4,258
Grades 7-8	\$	3,759	\$	3,898	\$	3,998	\$	4,105	\$	4,245	\$	4,384
Grades 9-12	\$	4,470	\$	4,635	\$	4,754	\$	4,880	\$	5,047	\$	5,212

**LCFF Calculator Universal Assumptions**  
Hayward Collegiate

LEA: **New LEA**  
**Charter**

5 digit District code or 7 digit School code (from the CDS code)

No **Did the CDS code exist in 2012-13?** (for calculation of EPA only)

**2019-20** First LCFF certification year (clears prior years on the Calculator tab)

Projection  
Title:

Projection  
Date:

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>	0.0000%	0.0000%	22.9500%	22.9500%	22.9500%	22.9500%
Grades TK-3	\$ -	\$ -	\$ 969	\$ 995	\$ 1,029	\$ 1,063
Grades 4-6	\$ -	\$ -	\$ 891	\$ 915	\$ 946	\$ 977
Grades 7-8	\$ -	\$ -	\$ 918	\$ 942	\$ 974	\$ 1,006
Grades 9-12	\$ -	\$ -	\$ 1,091	\$ 1,120	\$ 1,158	\$ 1,196

Created by:

Email:

Phone:

**2012-13 REVENUE LIMIT DATA**

Line	CDE Exhibit	Annual Certific.	Adjustments	12-13 RL DATA
<b>School District per ADA Calculations</b>				
<b>2012-13 ADA for Rates</b>				
A-1	2012-13 Adj DI RL /ADA Rate	Revenue Limit ADA (Excl NSS)	-	-
A-2	2012-13 Adj DI RL /ADA Rate	Charter School Block Grant Offset ADA	-	-
A-3	2012-13 Adj DI RL /ADA Rate	Necessary Small School ADA	-	-
A-4	2012-13 Adj DI RL /ADA Rate	Total District ADA (A-1 - A-2 + A-3)	-	-
<b>2012-13 Revenue Limit Data Elements</b>				
B-1	2012-13 Adj DI RL /ADA Rate	Base Revenue Limit per ADA (excl Add-ons)	\$ -	\$ -
B-2	2012-13 Adj DI RL /ADA Rate	Meals/BTSA/Adj Add-on per ADA (AB851)	\$ -	\$ -
B-3	2012-13 Adj DI RL /ADA Rate	Total Undef. BRL/ADA and AB951 Adj (B-1 + B-2)	\$ -	\$ -
<b>2012-13 Other Revenue Limit Funding and Adjustments (subject to deficit)</b>				
B-4	2012-13 Adj DI RL /ADA Rate	Special Revenue Limit Adjustments	\$ -	\$ -
B-5	2012-13 Adj DI RL /ADA Rate	Center for Advance Research and Technology	\$ -	\$ -
B-6	2012-13 Adj DI RL /ADA Rate	All Charter District Revenue Limit Adjustment	\$ -	\$ -
B-7	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (B-4 + B-5 - B-6)	\$ -	\$ -
<b>2012-13 Other Revenue Limit Funding and Adjustments (not subject to deficit)</b>				
B-8	2012-13 Adj DI RL /ADA Rate	Unemployment Insurance	\$ -	\$ -
B-9	2012-13 Adj DI RL /ADA Rate	PERS Safety Adjustment	\$ -	\$ -
B-10	2012-13 Adj DI RL /ADA Rate	SFUSD PERS Adjustment	\$ -	\$ -
B-11	2012-13 Adj DI RL /ADA Rate	PERS Adjustment	\$ -	\$ -
B-12	2012-13 Adj DI RL /ADA Rate	Total Other RL Fdg & Adj (Sum of B8:B10 - B11)	\$ -	\$ -
B-13	2012-13 Adj DI RL /ADA Rate	Deficit Factor	0.77728	0.77728
<b>Calculated Rates per ADA</b>				
C-1	2012-13 Adj DI RL /ADA Rate	Rate 1: Floor BRL Rate per ADA Deficited BRL per ADA (B-3 * B-13)	\$ -	\$ -
C-2	2012-13 Adj DI RL /ADA Rate	Rate 2: Floor Other BRL per ADA Other RL per ADA (((B-7 * B-13) + B-12)/A-4)	\$ -	\$ -
C-3	2012-13 Adj DI RL /ADA Rate	Rate 3: Minimum State Aid Funding per ADA Adjusted RL per ADA for Min. State Aid ((((A-1 - A-2) * B-3) + B-7) * B-13) + B-12) / A-4)	\$ -	\$ -
B-11	School District LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for school districts without certified CDE principal apportionment exhibits)	\$ -	\$ -
<b>Necessary Small School Data</b>				
G-4	N/A	Necessary Small School Add-on Amount	\$ -	\$ -
	Sch District Revenue Limit	Allowance for Necessary Small School (deficited)	\$ -	\$ -
<b>Historical information for School Districts in existence in 2012-13:</b>				
E-1	Sch District Revenue Limit	Total Revenue Limit	\$ -	\$ -
E-2	Sch District Revenue Limit	Local Revenue	\$ -	\$ -

## STATE FUNDING INCORPORATED INTO LCFF

Hayward Collegiate

1/0/00

E-3	Sch District Revenue Limit	Charter Sch Gen Purpose BG Offset	\$ -		\$ -
-----	----------------------------	-----------------------------------	------	--	------

## State Aid for Revenue Limit

-

## 2012-13 CHARTER SCHOOL DATA

## Charter School per ADA calculations

## 2012-13 Elements

B-1	Charter School LCFF Transition Calculation	2012-13 General Purpose Funding	\$ -		\$ -
B-2	Charter School LCFF Transition Calculation	2012-13 Funded ADA	\$ -		-

## 2012-13 Calculated Floor Rates

B-3	Charter School LCFF Transition Calculation	Base Floor Rate per ADA (B-1 / B-2)	\$ -	\$ -	\$ -
B-7	Charter School LCFF Transition Calculation	Categorical Program Entitlement Rate per ADA	\$ -		\$ -
B-9	Charter School LCFF Transition Calculation	Base Floor Rate per ADA - New Charter	\$ -		\$ -

## Other Calculated Rates per ADA

B-11	Charter School LCFF Transition Calculation	Prior Year Cumulative Gap Rate (manual entry ONLY for charter school without certified CDE principal apportionment exhibits)	\$ -		\$ -
N/A	N/A	Minimum State Funding per ADA (B-1 / B-2)	\$ -	\$ -	\$ -

## Historical information for Charter Schools in existence in 2012-13

B-5 EHS	Charter Block Grant (COE,	Adjusted Total			
B-3 COE	EHS & SBC)	In Lieu of Property Taxes	-		-
E-5	Charter Block Grant (Unified)	Adjusted Total In Lieu of Property Taxes	-		-

## State Aid for Charter General Purpose Block Grant

-

## BASIC AID DISTRICTS FAIR SHARE

8.92%

	CDE Schedule Re-Certified June 2013	2011-12 Fair Share taken in 2012-13	\$ -		
	2013-14 Exhibit: 2012-13 Cat Program Entitle.				
A-50	Subsumed into LCFF	2012-13 Fair Share (2013-14 only)	\$ -		
	2012-13 Cat Program Entitl.	Adjusted 2012-13 Fair Share (2014-15 through full statewide implementation)			
A-51	Subsumed into LCFF	[E.C. 42238.03(a)(2)(B)]	-		

## CATEGORICAL FUNDING REPEALED WITH LCFF

2012-13

Exhibit	Title	Deficited
---------	-------	-----------

## 2012-13 Categorical Programs Entitlements Subsumed into LCFF (2015-16 P-1 Certification)

A-1	Remedial Program	-
A-2	Retained and Recommended for Retention	-
A-3	Low STAR Score and At Risk of Retention	-
A-4	Core Academic Program	-
A-5	Regional Occupational Centers/Programs	-
A-6	County Offices of Education Fiscal Oversight	-
A-7	Middle and High School Counseling	-
A-8	Pupil Transportation	-
A-8	Pupil Transportation - AB 104 adjustment	-
A-9	Small District/COE Bus Replacement	-

## STATE FUNDING INCORPORATED INTO LCFF

Hayward Collegiate

1/0/00

A-10	Gifted and Talented Education	-
A-11	Economic Impact Aid	-
A-12	Math and Reading Professional Development	-
A-13	Math and Reading Professional Development - English Learners	-
A-14	Administrator Training Program	-
A-15	Adult Education	-
A-16	Education Technology - California Technology Assistance Project	-
A-17	Education Technology - Statewide Education Technology Services	-
A-18	Deferred Maintenance	-
A-19	Instructional Materials Fund Realignment Program	-
A-20	Community Day School Additional Funding	-
A-21	Bilingual Teacher Training	-
A-22	Peer Assistance and Review	-
A-23	Reader Services for Blind Teachers	-
A-24	National Board Certification for Teachers	-
A-25	California School Age Families Education	-
A-26	California High School Exit Exam Intensive Instruction	-
A-27	Teacher Dismissal Apportionments	-
A-28	Community Based English Tutoring	-
A-29	School Safety and Violence Prevention	-
A-30	Class Size Reduction Grade 9	-
A-31	International Baccalaureate Diploma Program	-
A-32	Advance Placement Fee Reimbursement	-
A-33	Pupil Retention Block Grant	-
A-34	Teacher Credentialing Block Grant	-
A-35	Teacher Credentialing Block Grant Regional Support	-
A-36	Professional Development Block Grant	-
A-37	Targeted Instructional Improvement Block Grant	-
A-38	School and Library Improvement Block Grant	-
A-39	School Safety Competitive Block Grant	-
A-40	School Safety Competitive Block Grant (Prov 1)	-
A-41	Physical Education Teacher Incentive Program	-
A-42	Arts and Music Block Grant	-
A-43	Williams County Oversight	-
A-44	Valenzuela County Oversight	-
A-45	Certificated Staff Mentoring	-
A-46	Child Oral Health Assessments	-
A-47	Standards for Preparation and Licensing of Teachers	-
A-48	Community Day School Additional Funding for Mandatory Expelled Pupils	-
A-49	Class Size Reduction Grades K - 3	-
A-53	Charter School Categorical Block Grant	-
A-54	Charter School In-Lieu of Economic Impact Aid	-
A-55	New Charter Supplemental Categorical Block Grant	-
A-8	Pupil Transportation (Manual Adjustment)	
A-9	Small District/COE Bus Replacement (Manual Adjustment)	
A-37	Targeted Instructional Improvement Block Grant (Manual Adjustment)	
OTHER MANUAL ADJUSTMENTS TO PRE-FILL AMOUNTS		
Total Categorical Program Funding incorporated into LCFF		-
Total Categorical Program Funding before Section 12.42 reduction		
Categorical funding per ADA incorporated into ERT		
		District Charter
TOTAL STATE AID		- -
TOTAL ENTITLEMENT (RL/BG + CATEGORICALS LESS FAIR SHARE)		- -
TOTAL ENTITLEMENT PER ADA		-

# CALCULATE THE FLOOR RATE FOR A NEWLY OPERATIONAL CHARTER SCHOOL

0

1/0/00

Charter Name

Hayward Collegiate

Year that charter starts operation (select from drop down list)

2019-20

IMPORTANT! Leave as "Select Year" if not

developing a new Charter School calculation.

Complete the following fields with data from the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest value. *Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.*

District's CDS code

61192

Hayward Unified

## Newly Operational in 2013-14, 2014-15, 2015-16, 2016-17, 2017-18

Enter CDE-certified CDS code on Assumptions tab and verify your certified data on the Awards tab.

### Newly Operational in 2018-19

District 2017-18 totals:

	Exhibit: School District LCFF Transition Calculation, 2017-18 P1	Adjustments	Adjusted School District LCFF Transition Calculation	
LCFF Floor	\$ -		\$ -	B-13
Gap Funding	\$ -		\$ -	C-3
Funded ADA	-		-	B-5
<b>Floor Rate per ADA</b>	<b>\$ -</b>		<b>\$ -</b>	

### Newly Operational in 2019-20 or later

Complete this section only if full statewide implementation hasn't occurred, i.e. if the "LCFF Gap Closed Percentage" is not set to 100%.

District prior year totals:

LCFF Floor (Summary tab, row 17)  
Gap Funding (Summary tab, row 19)  
Funded ADA (Summary tab, row 67)

**Floor Rate per ADA**

\$ -

**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**

Hayward Collegiate

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
COLA & Augmentation	1.56%	3.70%	2.57%	2.67%	3.42%	3.26%
GAP Funding rate	42.97%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>Estimated Property Taxes (with RDA)</b>	A-6	-	-	-	-	-
Less In-Lieu transfer	\$	-	\$	-	\$	-
Total Local Revenue	\$	-	\$	-	\$	-
Statewide 90th percentile rate	---	---	---	---	---	---

**OTHER LCFF TRANSITION INFORMATION**

Enter class size penalties, longer day/longer year penalties  
and other special adjustments per the School District LCFF  
Transition Calculation exhibit.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Floor Adjustments	B-10	-	-	-	-	-
Miscellaneous Adjustments	E-1	-	-	-	-	-
Minimum State Aid Adjustments	G-5	-	-	-	-	-
Funded Based on Target Formula	True/False	-	-	-	-	-

**UNDUPLICATED PUPIL PERCENTAGE**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
District Enrollment	A-1 / A-3	-	-	-	-	-
COE Enrollment	A-2 / A-4	-	-	-	-	-
Total Enrollment		-	-	-	-	-
District Unduplicated Pupil Count	B-1 / B-3	-	-	-	-	-
COE Unduplicated Pupil Count	B-2 / B-4	-	-	-	-	-
Total Unduplicated Pupil Count		-	-	-	-	-
	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Unduplicated Pupil Percentage (%)</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>

**AVERAGE DAILY ATTENDANCE (ADA)**

Enter ADA. Calculator will use greater of total current or prior year ADA.

Enter ADA by grade span.

ADA	ADA to use:	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>CURRENT YEAR ADA:</b>							
Grades TK-3	P-2	B-1	-	-	-	-	-
Grades 4-6	(Annual for Special	B-2	-	-	-	-	-
Grades 7-8	Day Class	B-3	-	-	-	-	-
Grades 9-12	extended year)	B-4	-	-	-	-	-
Non Public School, NPS-Licensed Children Institutions, Community Day School:							
Grades TK-3		E-1	-	-	-	-	-
Grades 4-6		E-2	-	-	-	-	-
Grades 7-8	Annual	E-3	-	-	-	-	-
Grades 9-12		E-4	-	-	-	-	-
<b>SUBTOTAL</b>			-	-	-	-	-
County operated (Community School, Special Ed):							
Grades TK-3		E-6 & E-11	-	-	-	-	-
Grades 4-6		E-7 & E-12	-	-	-	-	-
Grades 7-8	P-2 / Annual	E-8 & E-13	-	-	-	-	-
Grades 9-12		E-9 & E-14	-	-	-	-	-
<b>TOTAL</b>			-	-	-	-	-

**RATIO: District ADA to Enrollment**

RATIO: Combined ADA to Enrollment

**PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT**

ADA transfer: Student from District to Charter (cross fiscal year)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grades TK-3	A-6	-	-	-	-	-
Grades 4-6	A-7	-	-	-	-	-
Grades 7-8	A-8	-	-	-	-	-
Grades 9-12	A-9	-	-	-	-	-

ADA transfer: Student from Charter to District (cross fiscal year)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grades TK-3	A-11	-	-	-	-	-
Grades 4-6	A-12	-	-	-	-	-
Grades 7-8	A-13	-	-	-	-	-
Grades 9-12	A-14	-	-	-	-	-

Difference (if diff. < 0, no adj. to PY ADA)

**LCFF ADA**

ADA Guarantee - Prior Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-



**SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF**

Hayward Collegiate

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCFF Subtotal</b>	-	-	-	-	-	-
NSS	-	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-	-
<b>ADA Guarantee - Current Year</b>						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-	-
NSS	-	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-	-
<b>Change in LCFF ADA</b>	-	-	-	-	-	-
(excludes NSS ADA)	No Change	No Change	No Change	No Change	No Change	No Change
<b>Funded LCFF ADA</b>						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Subtotal</b>	-	-	-	-	-	-
	<i>Prior</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>
<b>Funded NSS ADA</b>						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Subtotal</b>	-	-	-	-	-	-
	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>	<i>Prior</i>
<b>NPS, CDS, &amp; COE Operated</b>						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Subtotal</b>	-	-	-	-	-	-
<b>Combined Total</b>						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-

Charter School Data Elements required to calculate the LCFF Hayward Collegiate							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
COLA & Augmentation		1.56%	3.70%	2.57%	2.67%	3.42%	3.26%
GAP Funding rate		42.97%	100.00%	100.00%	100.00%	100.00%	100.00%
In-Lieu of Property Tax		F-6 / F-7	-	315,763	473,645	631,526	787,763
Statewide 90th percentile rate		---	---	---	---	---	---
UNDUPPLICATED PUPIL PERCENTAGE							
Charter School:		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment		A-1, A-2, A-3	-	120	180	240	300
Unduplicated Pupil Count		B-1, B-2, B-3	-	94	141	188	235
			3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage			0.00%	78.33%	78.33%	78.33%	78.33%
Unduplicated Pupil Percentage (%)			0.00%	78.33%	78.33%	78.33%	78.33%
<b>Concentration Grant Funding Limitation: District of Physical Location</b>							
Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.							
Unduplicated Pupil Percentage (%)		D-3 / H-3	0.00%	77.95%	77.95%	77.95%	77.95%
Unduplicated Pupil Percentage: Supplemental Grant			0.00%	78.33%	78.33%	78.33%	78.33%
Unduplicated Pupil Percentage: Concentration Grant			0.00%	77.95%	77.95%	77.95%	77.95%
AVERAGE DAILY ATTENDANCE (ADA)							
Enter P2 Data - Note: Charter School ADA is always funded on Current Year							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Grades TK-3	B-1	-		115.20	172.80	230.40	230.40
Grades 4-6	B-2	-					57.00
Grades 7-8	B-3	-					
Grades 9-12	B-4	-					
SUBTOTAL ADA		-	-	115.20	172.80	230.40	287.40
RATIO: ADA to Enrollment		-	-	0.96	0.96	0.96	0.96
OTHER LCFF TRANSITION INFORMATION							
Miscellaneous Adjustments		E-1	-				
Minimum State Aid Adjustments		G-2	-				
Funded Based on Target Formula		True/False	-	-	TRUE	TRUE	TRUE

# K-3 Grade Span Adjustment Funding Determination

## Hayward Collegiate

Notes: If the district is operating under a collectively bargained alternative, leave this tab blank. Progress in 2013-14 may be determined by a separate local formula.

	2012-13	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target class size		24.00	24.00	24.00	24.00	24.00	24.00
GAP funding rate selection		May Revise	May Revise	May Revise	May Revise	May Revise	May Revise
Current		42.97%	100.00%	100.00%	100.00%	100.00%	100.00%
May Revise		43.97%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>TK-3 Class Size - Progress toward target</b>							
<i>School Site</i>							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
<b>MADE ADEQUATE PROGRESS?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

# K-3 Grade Span Adjustment Funding Determination

## Hayward Collegiate

Notes: If the district is operating under a collectively bargained alternative, leave this tab blank. Progress in 2013-14 may be determined by a separate local formula.

	2012-13	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target class size		24.00	24.00	24.00	24.00	24.00	24.00
GAP funding rate selection		May Revise	May Revise	May Revise	May Revise	May Revise	May Revise
Current		42.97%	100.00%	100.00%	100.00%	100.00%	100.00%
May Revise		43.97%	100.00%	100.00%	100.00%	100.00%	100.00%
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES

### TK-3 Class Size - Progress toward target

School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES

### TK-3 Class Size - Progress toward target

School Site							
Average Class Size							
Prior year target		24.00	24.00	24.00	24.00	24.00	24.00
Distance to target		0.00	0.00	0.00	0.00	0.00	0.00
Required progress		0.00	0.00	0.00	0.00	0.00	0.00
Max Class Size to make progress		24.00	24.00	24.00	24.00	24.00	24.00
MADE ADEQUATE PROGRESS?		YES	YES	YES	YES	YES	YES

Hayward Collegiate												
NECESSARY SMALL SCHOOLS (NSS)												
<p>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly the base grant and grade span adjustment grants generated by NSS ADA are returned to the Target as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</p>												
<p><b>NSS Allowance &amp; Add-on per ADA</b></p> <p>The allowance for NSS is based on the combination of ADA and the number of full-time teachers (for elementary schools) or the number of certificated employees (for high schools), whichever provides the lesser amount. The allowance amounts shown in the following tables reflect the COLA &amp; Augmentation for each year.</p>												
<p>Single School Elementary Districts with ADA of &lt; 97 Districts with &lt;2,501 ADA &amp; Elem. Schools &lt;97 ADA</p>												
ADA	Teacher FTE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23					
		1.56%	3.70%	2.57%	2.67%	3.42%	3.26%					
1 - 24	1	153,050	158,725	162,800	167,150	172,875	178,500					
25 - 48	2	306,100	317,450	325,600	334,300	345,750	357,000					
49 - 72	3	459,150	476,175	488,400	501,450	518,625	535,500					
73 - 96	4	612,200	634,900	651,200	668,600	691,500	714,000					
<p>Districts with &lt;2,501 ADA maintaining necessary small high schools</p>												
ADA	Teacher FTE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23					
		1.56%	3.70%	2.57%	2.67%	3.42%	3.26%					
1 - 19	1	124,250	128,845	132,155	135,685	140,325	144,900					
1 - 19	2	248,500	257,690	264,310	271,370	280,650	289,800					
1 - 19	3	372,750	386,535	396,465	407,055	420,975	435,700					
20 - 38	4	496,500	515,450	528,610	543,140	560,100	578,260					
39 - 57	5	620,250	645,562	660,770	677,675	704,850	733,350					
58 - 71	6	744,000	774,675	792,855	812,580	843,420	875,400					
72 - 86	7	867,750	904,537	923,595	944,265	985,950	1,028,700					
87 - 100	8	991,500	1,038,825	1,067,370	1,107,540	1,159,350	1,213,800					
101 - 114	9	1,115,250	1,172,977	1,202,955	1,244,910	1,299,075	1,355,500					
115 - 129	10	1,239,000	1,307,062	1,338,330	1,381,890	1,448,550	1,517,500					
130 - 143	11	1,362,750	1,441,575	1,473,990	1,519,860	1,589,325	1,661,500					
144 - 171	12	1,486,500	1,576,725	1,610,580	1,658,670	1,731,675	1,808,000					
172 - 210	13	1,610,250	1,712,362	1,747,275	1,796,655	1,871,475	1,950,750					
211 - 248	14	1,734,000	1,847,875	1,884,390	1,935,580	2,012,850	2,095,500					
249 - 286	15	1,857,750	1,982,625	2,020,995	2,074,335	2,163,675	2,258,250					
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23					
NSS Add-On per ADA		\$ 1.56%	\$ 3.70%	\$ 2.57%	\$ 2.67%	\$ 3.42%	\$ 3.26%					
<p><b>Necessary Small Schools ADA</b></p> <p>Enter current year P2 NSS ADA, FTE and funding selection: School name will auto populate for schools that have been certified as NSS. Enter current and prior year ADA for each school that is eligible to be funded as a Necessary Small School in the year NSS funding is anticipated.</p>												
<p><b>1 NSS #1</b></p>												
		2017-18 P2 ADA	2018-19 P2 ADA	2019-20 P2 ADA	2020-21 P2 ADA	2021-22 P2 ADA	2022-23 P2 ADA					
Grades TK-3 A-1		-										
Grades 4-6 A-2		-										
Grades 7-8 A-3		-										
Grades 9-12 B-1		-										
<b>TOTAL</b>		-	-	-	-	-	-					
Number of FTE A-5 & B-2		-										
Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible					
Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
		Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	
NSS allowance level		-	-	-	-	-	-	-	-	-	-	
NSS Allowance		-	-	-	-	-	-	-	-	-	-	
NSS Add-on		-	-	-	-	-	-	-	-	-	-	
<b>Total NSS Allowance</b>		-	-	-	-	-	-	-	-	-	-	
<p><b>2 NSS #2</b></p>												
		2017-18 P2 ADA	2018-19 P2 ADA	2019-20 P2 ADA	2020-21 P2 ADA	2021-22 P2 ADA	2022-23 P2 ADA					
Grades TK-3 A-1		-										
Grades 4-6 A-2		-										
Grades 7-8 A-3		-										
Grades 9-12 B-1		-										
<b>TOTAL</b>		-	-	-	-	-	-					
Number of FTE A-5 & B-2		-										
Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible					
Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
		Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	
NSS allowance level		-	-	-	-	-	-	-	-	-	-	
NSS Allowance		-	-	-	-	-	-	-	-	-	-	
NSS Add-on		-	-	-	-	-	-	-	-	-	-	
<b>Total NSS Allowance</b>		-	-	-	-	-	-	-	-	-	-	
<p><b>3 NSS #3</b></p>												
		2017-18 P2 ADA	2018-19 P2 ADA	2019-20 P2 ADA	2020-21 P2 ADA	2021-22 P2 ADA	2022-23 P2 ADA					
Grades TK-3 A-1		-										
Grades 4-6 A-2		-										
Grades 7-8 A-3		-										
Grades 9-12 B-1		-										
<b>TOTAL</b>		-	-	-	-	-	-					

Hayward Collegiate																																																																																																																																																																																																																																																																																																										
<b>NECESSARY SMALL SCHOOLS (NSS)</b>																																																																																																																																																																																																																																																																																																										
Number of FTE																																																																																																																																																																																																																																																																																																										
A-5 & B-2	-		-		-		-		-		-																																																																																																																																																																																																																																																																																															
Is this school eligible for NSS funding?	Eligible		Eligible		Eligible		Eligible		Eligible		Eligible																																																																																																																																																																																																																																																																																															
Type of school	Not NSS		Not NSS		Not NSS		Not NSS		Not NSS		Not NSS																																																																																																																																																																																																																																																																																															
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<p>NSS funding is the greater of the sum of prior year NSS allowances or the sum of current year NSS allowances. The same measure must be used for all Necessary Small Schools in the District. The P2 NSS ADA that matches how Necessary Small Schools will be funded, prior year or current year, is shown below.</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18 Funded NSS Current year</th> <th>2018-19 Funded NSS Current year</th> <th>2019-20 Funded NSS Current year</th> <th>2020-21 Funded NSS Current year</th> <th>2021-22 Funded NSS Current year</th> <th>2022-23 Funded NSS Current year</th> </tr> </thead> <tbody> <tr> <td>Funding based on</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>TOTAL Funded ADA</b></td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td><b>TARGET Total NSS Allowance</b></td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>														2017-18 Funded NSS Current year	2018-19 Funded NSS Current year	2019-20 Funded NSS Current year	2020-21 Funded NSS Current year	2021-22 Funded NSS Current year	2022-23 Funded NSS Current year	Funding based on							<b>TOTAL Funded ADA</b>	-	-	-	-	-	-	<b>TARGET Total NSS Allowance</b>	-	-	-	-	-	-																																																																																																																																																																																																																																																																		
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<p>In the calculator, the base and grade span amounts are calculated for all district ADA (LCFF ADA and funded NSS ADA), then an adjustment is subtracted for the base and grade span amount for NSS ADA (funded NSS ADA x base &amp; grade span per ADA).</p> <table border="1"> <thead> <tr> <th></th> <th>Rate</th> <th>2017-18</th> <th>Rate</th> <th>2018-19</th> <th>Rate</th> <th>2019-20</th> <th>Rate</th> <th>2020-21</th> <th>Rate</th> <th>2021-22</th> <th>Rate</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td><b>NSS ADA:</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades TK-3</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td>Grades 4-6</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td>Grades 7-8</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td>Grades 9-12</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td><b>Base Funding:</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades TK-3</td> <td>7,193</td> <td>-</td> <td>7,459</td> <td>-</td> <td>7,651</td> <td>-</td> <td>7,855</td> <td>-</td> <td>8,124</td> <td>-</td> <td>8,389</td> <td>-</td> </tr> <tr> <td>Grades 4-6</td> <td>7,301</td> <td>-</td> <td>7,571</td> <td>-</td> <td>7,766</td> <td>-</td> <td>7,973</td> <td>-</td> <td>8,246</td> <td>-</td> <td>8,515</td> <td>-</td> </tr> <tr> <td>Grades 7-8</td> <td>7,518</td> <td>-</td> <td>7,796</td> <td>-</td> <td>7,996</td> <td>-</td> <td>8,209</td> <td>-</td> <td>8,490</td> <td>-</td> <td>8,767</td> <td>-</td> </tr> <tr> <td>Grades 9-12</td> <td>8,712</td> <td>-</td> <td>9,034</td> <td>-</td> <td>9,266</td> <td>-</td> <td>9,513</td> <td>-</td> <td>9,838</td> <td>-</td> <td>10,159</td> <td>-</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td><b>Grade Span Funding:</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades TK-3</td> <td>748</td> <td>-</td> <td>776</td> <td>-</td> <td>796</td> <td>-</td> <td>817</td> <td>-</td> <td>845</td> <td>-</td> <td>872</td> <td>-</td> </tr> <tr> <td>Grades 4-6</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Grades 7-8</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Grades 9-12</td> <td>227</td> <td>-</td> <td>235</td> <td>-</td> <td>241</td> <td>-</td> <td>247</td> <td>-</td> <td>256</td> <td>-</td> <td>264</td> <td>-</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td><b>Total Exclusion: LCFF Adjusted Base Funding for NSS</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades TK-3</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> <tr> <td>Grades 4-6</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> <td></td> <td>-</td> </tr> </tbody> </table>														Rate	2017-18	Rate	2018-19	Rate	2019-20	Rate	2020-21	Rate	2021-22	Rate	2022-23	<b>NSS ADA:</b>													Grades TK-3		-		-		-		-		-		-	Grades 4-6		-		-		-		-		-		-	Grades 7-8		-		-		-		-		-		-	Grades 9-12		-		-		-		-		-		-	<b>Total</b>		-		-		-		-		-		-	<b>Base Funding:</b>													Grades TK-3	7,193	-	7,459	-	7,651	-	7,855	-	8,124	-	8,389	-	Grades 4-6	7,301	-	7,571	-	7,766	-	7,973	-	8,246	-	8,515	-	Grades 7-8	7,518	-	7,796	-	7,996	-	8,209	-	8,490	-	8,767	-	Grades 9-12	8,712	-	9,034	-	9,266	-	9,513	-	9,838	-	10,159	-	<b>Total</b>		-		-		-		-		-		-	<b>Grade Span Funding:</b>													Grades TK-3	748	-	776	-	796	-	817	-	845	-	872	-	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	Grades 9-12	227	-	235	-	241	-	247	-	256	-	264	-	<b>Total</b>		-		-		-		-		-		-	<b>Total Exclusion: LCFF Adjusted Base Funding for NSS</b>													Grades TK-3		-		-		-		-		-		-	Grades 4-6		-		-		-		-		-		-
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Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-																																																																																																																																																																																																																																																																																														
Grades 9-12	227	-	235	-	241	-	247	-	256	-	264	-																																																																																																																																																																																																																																																																																														
<b>Total</b>		-		-		-		-		-		-																																																																																																																																																																																																																																																																																														
<b>Total Exclusion: LCFF Adjusted Base Funding for NSS</b>																																																																																																																																																																																																																																																																																																										
Grades TK-3		-		-		-		-		-		-																																																																																																																																																																																																																																																																																														
Grades 4-6		-		-		-		-		-		-																																																																																																																																																																																																																																																																																														

Hayward Collegiate							
<b>NECESSARY SMALL SCHOOLS (NSS)</b>							
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
<b>Total</b>	-	-	-	-	-	-	-
<b>Total NSS Allowance in LCFF Floor</b>							
Allowances at 12-13 levels before deficit	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
NSS #1	-	-	-	-	-	-	-
NSS #2	-	-	-	-	-	-	-
NSS #3	-	-	-	-	-	-	-
NSS #4	-	-	-	-	-	-	-
NSS #5	-	-	-	-	-	-	-
Floor NSS Allowances	-	-	-	-	-	-	-
12-13 NSS Add-on per ADA	-	-	-	-	-	-	-
12-13 NSS Add-on per ADA (deficit)	-	-	-	-	-	-	-
Add-on Allowance (deficit)	Funded ADA	Funded ADA	Funded ADA	Funded ADA	Funded ADA	Funded ADA	
NSS #1	-	-	-	-	-	-	-
NSS #2	-	-	-	-	-	-	-
NSS #3	-	-	-	-	-	-	-
NSS #4	-	-	-	-	-	-	-
NSS #5	-	-	-	-	-	-	-
Floor NSS Add-on total	-	-	-	-	-	-	-
<b>TOTAL FLOOR NSS BAND ALLOWANCE</b>	-	-	-	-	-	-	-

Hayward Collegiate  
The calculations below will compute total funding for all p  
The "best option" (combination that provides the maxims  
each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING																														
ADA & NSS FTE	2016-17					2017-18					2018-19					2019-20														
	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
PRIOR YEAR ADA (net of graded charter shift)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Ungraded	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
NPS, CDS, & COE operated:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
NSS FUNDING CALCULATIONS	2016-17					2017-18					2018-19					2019-20														
Eligibility as a NSS	Eligible	NSS 1	NSS 2	Eligible	NSS 3	NSS 4	NSS 5	Eligible	NSS 1	NSS 2	Eligible	NSS 3	NSS 4	NSS 5	Eligible	NSS 1	NSS 2	Eligible	NSS 3	NSS 4	NSS 5	Eligible	NSS 1	NSS 2	Eligible	NSS 3	NSS 4	NSS 5		
Type of NSS school	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	Eligible	Not NSS	
NSS Allowance if funded as NSS & on prior year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS allowance level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
NSS Allowance using PY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS Add-on using PY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total NSS Allowance using PY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS Allowance level at 12-13 rates (undeficittd)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS Allowance if funded as NSS & on current year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS allowance level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
NSS Allowance using CY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS Add-on using CY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total NSS Allowance using CY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
NSS allowance level >0?	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO		
NSS Allowance level at 12-13 rates (undeficittd)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
RATES	2016-17					2017-18					2018-19					2019-20														
TARGET	Base	Gr Span	Supp	Concen	TARGET	Base	Gr Span	Supp	Concen	TARGET	Base	Gr Span	Supp	Concen	TARGET	Base	Gr Span	Supp	Concen	TARGET	Base	Gr Span	Supp	Concen	TARGET	Base	Gr Span	Supp	Concen	TARGET
Unduplicated pupil count percentages	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grades TK-3	7,083	737	-	-	7,820	7,193	748	-	-	7,941	7,459	776	-	-	8,235	7,651	796	1,323	969	10,740	7,651	796	1,323	969	10,740	7,651	796	1,323	969	10,740
Grades 4-6	7,189	-	-	-	7,189	7,301	-	-	-	7,301	7,571	-	-	-	7,571	7,766	-	-	-	1,217	891	9,874	7,766	-	-	-	-	-	-	
Grades 7-8	7,403	-	-	-	7,403	7,518	-	-	-	7,518	7,796	-	-	-	7,796	7,996	-	-	-	1,253	918	10,166	7,996	-	-	-	-	-	-	
Grades 9-12	8,578	223	-	-	8,801	8,712	227	-	-	8,939	9,034	235	-	-	9,269	9,266	241	1,489	1,091	12,087	9,266	241	1,489	1,091	12,087	9,266	241	1,489	1,091	12,087
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ECONOMIC RECOVERY TARGET	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FLOOR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12-13 Floor RL per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12-13 Floor Other RL per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12-13 Min State Aid rate per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12-13 NSS Add-on Amount	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12-13 Cateconicals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fair Share Reduction in 13-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fair share reduction starting in 14-15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
GAP funding percentage rate	-	-	-	-	56.08%	-	-	-	-	42.97%	-	-	-	-	100.00%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gross Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
RDA incl. in Prop. Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2012-13 Allowance for NSS (deficittd)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Charter ADA for in-lieu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
In-lieu to charters at statewide target	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
In-lieu to charters at floor level	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



**Hayward College**  
The calculation below will compute total funding for all possible combinations of funding selection for schools that qualify to be NIS funded. The "best option" combination that provides the maximum current funding for the district will be indicated in the NIS table at the end of each fiscal year's computation results.

**SECTION 5 CONTINGENCY PLAN AND STATE OF FUNDING COMBINATIONS OF FUNDING SELECTION**

NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22		NIS 23		NIS 24		NIS 25		NIS 26		NIS 27		NIS 28		NIS 29		NIS 30		NIS 31		NIS 32	
NIS 1		NIS 2		NIS 3		NIS 4		NIS 5		NIS 6		NIS 7		NIS 8		NIS 9		NIS 10		NIS 11		NIS 12		NIS 13		NIS 14		NIS 15		NIS 16		NIS 17		NIS 18		NIS 19		NIS 20		NIS 21		NIS 22																					



# Hayward Collegiate

## IN-LIEU PROPERTY TAX TRANSFER

Enter RDA revenues to exclude. Note, excluded RDA revenues must be included in the Property Taxes entered on the District MYP Data tab.

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x Charter ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues x Charter ADA (charter school IS NOT funded at Target in prior year)

For any district with students in county program charters -or- a basic aid district with students in county-wide charter schools, in-lieu of property tax is calculated on the lesser of property taxes per ADA, adjusted base funding per ADA, or a proration of transition funding.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues X District of Residence ADA (charter school IS NOT funded at Target in prior year)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: RDA incl. in Prop. Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Property Taxes less RDA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:						
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-
Alternative Calculation Tool	-	-	-	-	-	-
In-Lieu of Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

### Prior Year Basic Aid Status

1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA						
ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA						
a. Charter IS funded at Target in p						
Grade Level	ADA	ADA	ADA	ADA	ADA	ADA
Grades K-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b. Charter IS NOT funded at Target						
Target Base + GSA						
Total Target Grant						
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CY Gap						
Charter ADA (from all districts)						
Floor + CY Gap per ADA	-	-	-	-	-	-
ADA for students residing in the District	-	-	-	-	-	-
Floor + CY Gap for District of Residence	-	-	-	-	-	-
In-Lieu of Property Tax limit during Transition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA						
ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA						
a. Charter IS funded at Target in p						
Grade Level	ADA	ADA	ADA	ADA	ADA	ADA
Grades K-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b. Charter IS NOT funded at Target						
Target Base + GSA						
Total Target Grant						
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CY Gap						
Charter ADA (from all districts)						
Floor + CY Gap per ADA	-	-	-	-	-	-
ADA for students residing in the District	-	-	-	-	-	-
Floor + CY Gap for District of Residence	-	-	-	-	-	-
In-Lieu of Property Tax limit during Transition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA						
ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA						
a. Charter IS funded at Target in p						
Grade Level	ADA	ADA	ADA	ADA	ADA	ADA
Grades K-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b. Charter IS NOT funded at Target						
Target Base + GSA						
Total Target Grant						

# Hayward Collegiate

## IN-LIEU PROPERTY TAX TRANSFER

Enter RDA revenues to exclude. Note, excluded RDA revenues must be included in the Property Taxes entered on the District MYP Data tab.  
For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x Charter ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues x Charter ADA (charter school IS NOT funded at Target in prior year)

For any district with students in county program charters -or- a basic aid district with students in county-wide charter schools, in-lieu of property tax is calculated on the lesser of property taxes per ADA, adjusted base funding per ADA, or a proration of transition funding.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA (charter school IS funded at Target in prior year)

2b. Proration of Charter transition revenues X District of Residence ADA (charter school IS NOT funded at Target in prior year)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: RDA incl. in Prop. Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Property Taxes less RDA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:						
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-
Alternative Calculation Tool	-	-	-	-	-	-
In-Lieu of Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior Year Basic Aid Status	-	-	-	-	-	-
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CY Gap	-	-	-	-	-	-
Charter ADA (from all districts)	-	-	-	-	-	-
Floor + CY Gap per ADA	-	-	-	-	-	-
ADA for students residing in the District	-	-	-	-	-	-
Floor + CY Gap for District of Residence	-	-	-	-	-	-
In-Lieu of Property Tax limit during Transition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA						
a. Charter IS funded at Target in p:						
Grade Level	ADA	ADA	ADA	ADA	ADA	ADA
Grades K-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b. Charter IS NOT funded at Target						
Target Base + GSA						
Total Target Grant						
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CY Gap	-	-	-	-	-	-
Charter ADA (from all districts)	-	-	-	-	-	-
Floor + CY Gap per ADA	-	-	-	-	-	-
ADA for students residing in the District	-	-	-	-	-	-
Floor + CY Gap for District of Residence	-	-	-	-	-	-
In-Lieu of Property Tax limit during Transition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1. Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. LCFF Funding per ADA						
a. Charter IS funded at Target in p:						
Grade Level	ADA	ADA	ADA	ADA	ADA	ADA
Grades K-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
In-Lieu of Property Tax limit at Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b. Charter IS NOT funded at Target						
Target Base + GSA						
Total Target Grant						
Ratio of Base to Total Target	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Floor + CY Gap	-	-	-	-	-	-
Charter ADA (from all districts)	-	-	-	-	-	-
Floor + CY Gap per ADA	-	-	-	-	-	-
ADA for students residing in the District	-	-	-	-	-	-
Floor + CY Gap for District of Residence	-	-	-	-	-	-
In-Lieu of Property Tax limit during Transition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



Hayward Collegiate								
EDUCATION PROTECTION ACCOUNT								
Certification:		P-2	Est. Annual					
		2017-18	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT								
A-1	Total ADA for EPA Minimum	-	-	-	115.20	172.80	230.40	287.40
A-2	Minimum Funding per ADA	-	200	200	200	200	200	200
A-3	EPA Minimum Funding (A-1 * A-2)	-	-	-	23,040	34,560	46,080	57,480
EPA PROPORTIONATE SHARE CAP								
Adjusted Total Revenue Limit		-	-	-	-	-	-	-
Current Year Adjusted NSS Allowance		-	-	-	-	-	-	-
B-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	-	-	-	-	-	-	-
B-2	Local Revenue/In-lieu of Property Taxes	-	-	-	315,763	473,645	631,526	787,763
B-3	EPA Proportionate Share Cap (B-1 - B-2; If less than 0, B-3 = 0)	-	-	-	-	-	-	-
EPA PROPORTIONATE SHARE								
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	-	-	-	-	-	-	-
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)	0.00000000%	N/A	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
C-3	EPA Proportionate Share (C-1 * C-2)	-	-	-	-	-	-	-
EPA ENTITLEMENT								
D-1	EPA Entitlement (if C-3 < B-3, then C-3, else greater of A-3 or B-3)	-	-	-	23,040	34,560	46,080	57,480
D-2	Miscellaneous Adjustments**	-	-	-	-	-	-	-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	-	-	-	23,040	34,560	46,080	57,480
D-4	Prior Year Annual Adjustment	-	N/A	-	-	-	-	-
D-5	P2 Entitlement Net of PY Adjustment	-	N/A	-	23,040	34,560	46,080	57,480
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	25.89051467%	25.89051467%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
Adjusted EPA Allocation (used to calculate LCFF Revenue)		-	N/A	-	23,040	34,560	46,080	57,480
Calculation of Net State Aid before Minimum State Aid								
Phase-In Entitlement		-	N/A	-	1,237,202	1,905,235	2,627,315	3,329,936
Less Property Taxes/In-Lieu		-	N/A	-	315,763	473,645	631,526	787,763
Gross State Aid		-	N/A	-	921,439	1,431,590	1,995,789	2,542,173
Less EPA Allocation		-	N/A	-	23,040	34,560	46,080	57,480
Net State Aid		-	N/A	-	898,399	1,397,030	1,949,709	2,484,693
Minimum State Aid								
Adjusted Total Revenue Limit		-	N/A	-	-	-	-	-
2012-13 Deficit N/A Allowance		-	N/A	-	-	-	-	-
Less Property Taxes/In-Lieu		-	N/A	-	315,763	473,645	631,526	787,763
Less EPA Allocation		-	N/A	-	23,040	34,560	46,080	57,480
Revenue Limit Minimum State Aid		-	N/A	-	-	-	-	-
Categorical Minimum State Aid		-	N/A	-	-	-	-	-
Minimum State Aid Guarantee		-	N/A	-	-	-	-	-
Charter School Minimum State Aid Offset (effective 2014-15)		-	N/A	-	(315,763)	(473,645)	(631,526)	(787,763)
LCFF State Aid		-	N/A	-	898,399	1,397,030	1,949,709	2,484,693
EPA in Excess to LCFF Funding		-	N/A	-	-	-	-	-

# Hayward Collegiate

## LCAP Percentage to Increase or Improve Services:

### Summary Supplemental & Concentration Grant

	2018-19	2019-20	2020-21	2021-22	2022-23
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	-	264,108	406,713	560,857	710,847
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils					
3. Difference [1] less [2]	-	264,108	406,713	560,857	710,847
4. Estimated Additional Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>	-	264,108	406,713	560,857	710,847
<i>GAP funding rate</i>	100.00%	100.00%	100.00%	100.00%	100.00%
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3]&lt;0 then [1]) (for LCAP entry)</i>	-	264,108	406,713	560,857	710,847
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement &amp; Transportation</i>	-	973,094	1,498,522	2,066,458	2,619,089
<i>LCFF Phase-In Entitlement</i>	-	1,237,202	1,905,235	2,627,315	3,329,936
7/8. Percentage to Increase or Improve Services* <i>[5] / [6] (for LCAP entry)</i>	0.00%	27.14%	27.14%	27.14%	27.14%

\*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.  
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

### SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ -	\$ 264,108	\$ 406,713	\$ 560,857	\$ 710,847
Current year Percentage to Increase or Improve Services	0.00%	27.14%	27.14%	27.14%	27.14%

LCFF Calculator Universal Assumptions						
Hayward Collegiate						
Summary of Funding						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Target Components:</b>						
COLA & Augmentation	1.56%	3.70%	2.57%	2.67%	3.42%	3.26%
Base Grant	-	-	881,395	1,357,344	1,871,770	2,418,181
Grade Span Adjustment	-	-	91,699	141,178	194,688	200,908
Supplemental Grant	-	-	152,445	234,758	323,731	410,307
Concentration Grant	-	-	111,663	171,955	237,126	300,540
Add-ons	-	-	-	-	-	-
Total Target	-	-	1,237,202	1,905,235	2,627,315	3,329,936
<b>Transition Components:</b>						
Target	\$ -	\$ -	\$ 1,237,202	\$ 1,905,235	\$ 2,627,315	\$ 3,329,936
Funded Based on Target Formula (PY P-2)	-	-	TRUE	TRUE	TRUE	TRUE
Floor	-	-	-	-	-	-
Remaining Need after Gap (informational only)	-	-	-	-	-	-
Gap %	42.96644273%	100%	100%	100%	100%	100%
Current Year Gap Funding	-	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,237,202</b>	<b>\$ 1,905,235</b>	<b>\$ 2,627,315</b>	<b>\$ 3,329,936</b>
<b>Components of LCFF By Object Code</b>						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
8011 - State Aid	\$ -	\$ -	\$ 898,399	\$ 1,397,030	\$ 1,949,709	\$ 2,484,693
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	23,040	34,560	46,080	57,480
<i>Local Revenue Sources:</i>						
8021 to 8089 - Property Taxes	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	315,763	473,645	631,526	787,763
Property Taxes net of in-lieu	-	-	-	-	-	-
<b>TOTAL FUNDING</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,237,202</b>	<b>\$ 1,905,235</b>	<b>\$ 2,627,315</b>	<b>\$ 3,329,936</b>
Basic Aid Status	-	-	-	-	-	-
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Phase-In Entitlement</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,237,202</b>	<b>\$ 1,905,235</b>	<b>\$ 2,627,315</b>	<b>\$ 3,329,936</b>
<b>EPA Details</b>						
% of Adjusted Revenue Limit - Annual	25.89051467%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
% of Adjusted Revenue Limit - P-2	25.89051467%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
EPA (for LCFF Calculation purposes)	\$ -	\$ -	\$ 23,040	\$ 34,560	\$ 46,080	\$ 57,480
8012* - EPA, Current Year Receipt (P-2)	\$ -	\$ -	\$ 23,040	\$ 34,560	\$ 46,080	\$ 57,480
8019* - EPA, Prior Year Adjustment (P-A)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\*The values recorded between Objects 8012 and 8019 may vary depending on local accounting treatment of the Prior Year Adjustment.

Summary of Student Population						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Unduplicated Pupil Population</b>						
Enrollment	-	-	120	180	240	300
COE Enrollment	-	-	-	-	-	-
Total Enrollment	-	-	120	180	240	300
Unduplicated Pupil Count	-	-	94	141	188	235
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	-	-	94	141	188	235
Rolling %, Supplemental Grant	0.0000%	0.0000%	78.3300%	78.3300%	78.3300%	78.3300%
Rolling %, Concentration Grant	0.0000%	0.0000%	77.9500%	77.9500%	77.9500%	77.9500%
<b>FUNDED ADA</b>						
<b>Adjusted Base Grant ADA</b>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	-	-	115.20	172.80	230.40	230.40
Grades 4-6	-	-	-	-	-	57.00
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total Adjusted Base Grant ADA</b>	<b>-</b>	<b>-</b>	<b>115.20</b>	<b>172.80</b>	<b>230.40</b>	<b>287.40</b>
<b>Necessary Small School ADA</b>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>



LCFF Calculator Universal Assumptions						
Hayward Collegiate						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total Necessary Small School ADA</b>	-	-	-	-	-	-
<b>Total Funded ADA</b>	<b>0.00</b>	<b>0.00</b>	<b>115.20</b>	<b>172.80</b>	<b>230.40</b>	<b>287.40</b>
<b>ACTUAL ADA (Current Year Only)</b>						
Grades TK-3	-	-	115.20	172.80	230.40	230.40
Grades 4-6	-	-	-	-	-	57.00
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total Actual ADA</b>	-	-	<b>115.20</b>	<b>172.80</b>	<b>230.40</b>	<b>287.40</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-
LCAP Percentage to Increase or Improve Services						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concentr	- \$	- \$	264,108 \$	406,713 \$	560,857 \$	710,847
Current year Percentage to Increase or Improve S	0.00%	0.00%	27.14%	27.14%	27.14%	27.14%

NOTE: Charts provided on the Graphs tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

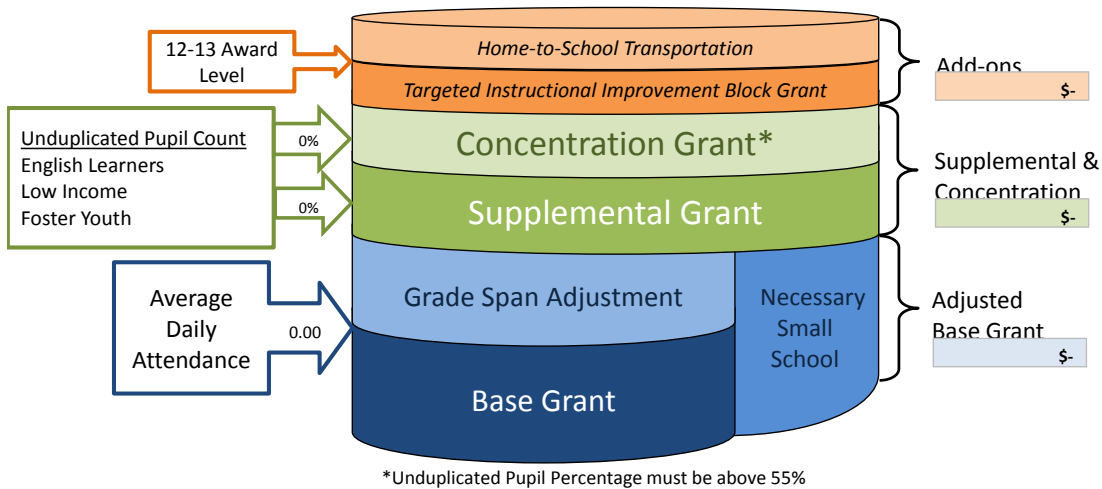
2018-19

## Components of LCFF Target Entitlement

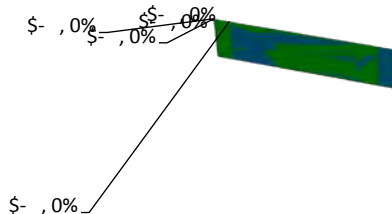
Change the fiscal year here to update all of the charts and graphics on this page that only display a single fiscal year.

	2018-19	
Base Grant / Necessary Small School	\$ -	0.00 ADA
Grade Span Adjustment	\$ -	
Supplemental Grant	\$ -	0%
Concentration Grant	\$ -	0%
Add-ons (TIIBG & Transportation)	\$ -	
<b>Total</b>	<b>\$ -</b>	

TOTAL TARGET LCFF: \$-



2018-19



- Base Grant / Necessary Small School
- Grade Span Adjustment
- Supplemental Grant
- Concentration Grant

## 2018-19 Funding Components

Component	Target	Floor	Funded
Base + Grade Span Adj.	\$ -		
Supplemental & Concentration	\$ -		
Revenue Limit / Necessary Small School	\$ -		
Categoricals	\$ -		
TIIG + Transp.	\$ -		
PY Gap	\$ -		
Target	\$ -	\$ -	\$ -

2018-19

\$1
\$1
\$1
\$1
\$1
\$1
\$0
\$0
\$0
\$0
\$0

## LOCAL CONTROL FUNDING FORMULA

\$0

\$-

Target

Floor

Funded

## Summary of Funding

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Floor	-	-	-	-	-	-
Remaining Need (before Gap)	-	-	-	-	-	-
Current Year Gap Funding	-	-	-	-	-	-
Remaining Need after Gap (informational only)	-	-	-	-	-	-

Local Progress Towards Full LCFF Implementation:  
New LEA

Year 1: 2013-14

Year 2: 2014-15

Year 3: 2015-16

Year 4: 2016-17



Floor



Gap



Remaining Need after Gap

Year 5: 2017-18

Year 6: 2018-19

Year 7: 2019-20

Year 8: 2020-21

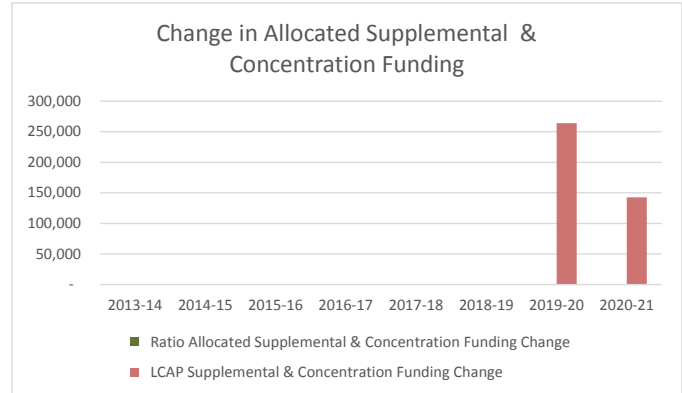
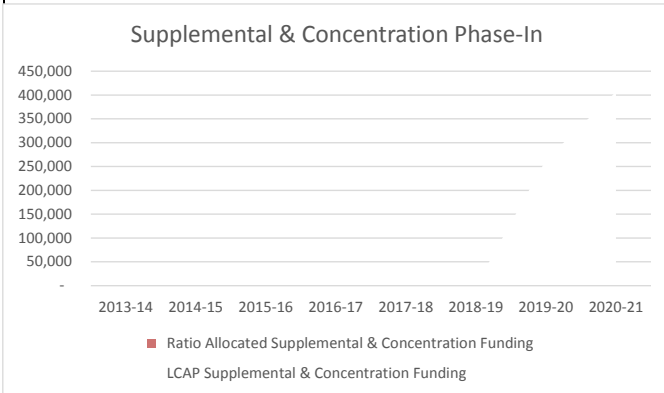
## Ratio Allocation of Phase-in Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Target	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: add-ons (TIIG, Transp.)	-	-	-	-	-	-
Target less add-ons	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Floor & Gap	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: add-ons (TIIG, Transp.)	-	-	-	-	-	-
Floor & Gap less add-ons	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Funding Ratio</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
Target Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Base Grant	-	-	-	-	-	-
Supplemental Funding	-	-	-	-	-	-
Concentration Funding	-	-	-	-	-	-
Add-ons (TIIG, Transp.)	-	-	-	-	-	-

## Component Allocation During Phase-In

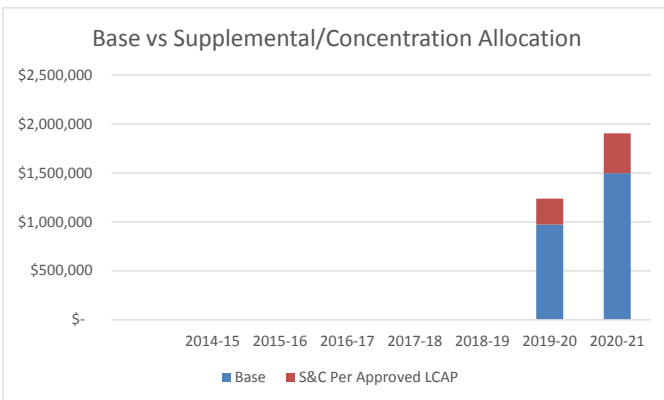
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Phase-in Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Ratio* Allocated Components:</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
Adjusted Base Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Funding	-	-	-	-	-	-
Concentration Funding	-	-	-	-	-	-
Add-ons (TIIG, Transp.)	-	-	-	-	-	-
Ratio Allocated Supplemental & Concentration Funding	-	-	-	-	-	-
Ratio Allocated Supplemental & Concentration Funding Change	-	-	-	-	-	-
<b>LCAP Percentage to Increase or Improve Services Allocated Components:</b>						
Adjusted Base Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCAP Supplemental & Concentration Funding	Per approved LCAP					
Add-ons (TIIG, Transp.)	-	-	-	-	-	-
LCAP Supplemental & Concentration Funding Change	-	-	-	-	-	-

\*Ratio allocation represents one computational methodology to disaggregate phase-in funding into comparable target funding categories. The state has not adopted a standard methodology, and demonstrated method to be used as an official basis.

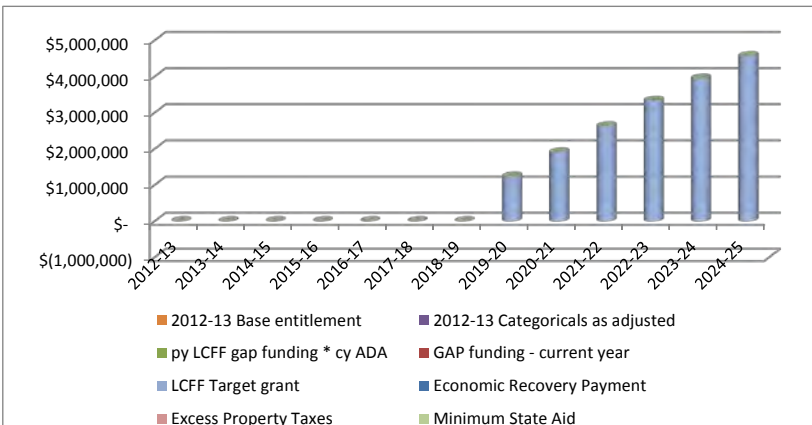


If LCAP Supplemental & Concentration funding appears low when compared to Ratio Allocated Supplemental & Concentration funding, verify that all appropriate services provided to benefit Pupils Count students above general services is included on Step 2 of the LCAP calculation. **Tip: Give the district credit for existing services it continues to provide in the LCAP calculation.**

		Minimum Proportionality Analysis				
		2014-15	2015-16	2016-17	2017-18	2018-19
Base		\$ -	\$ -	\$ -	\$ -	\$ -
S&C	Per Approved LCAP	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ -	\$ -	\$ -	\$ -	\$ -



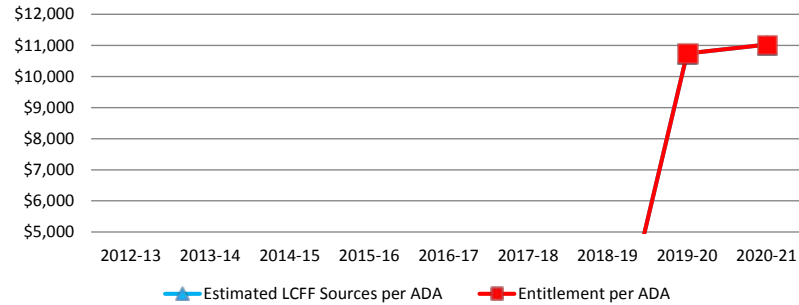
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Target grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GAP funding - current year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
py LCFF gap funding * cy ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2012-13 Categoricals as adjusted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2012-13 Base entitlement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total General Purpose Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Calculator tab: Recap total LCFF Proof	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE



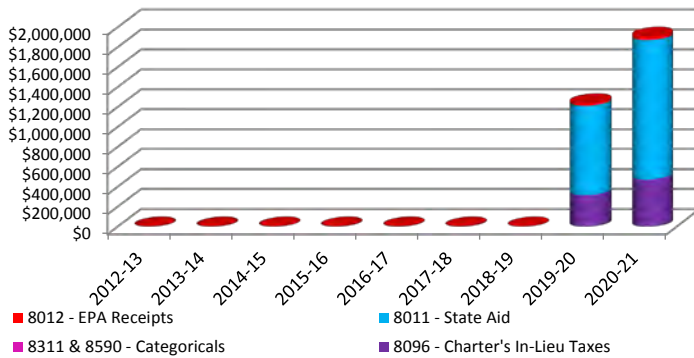
## LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

## LCFF Entitlement per ADA

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Funded ADA	-	-	-	-	-	-	-
Estimated LCFF Sources per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change per ADA		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Percent Change		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Estimated LCFF Entitlement per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change per ADA		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Percent Change		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8011 - State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8011 - Fair Share	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	-	-	-	-	-
<b>Local Revenue Sources:</b>							
8021 to 8089 - Property Taxes net of in-lieu	-	-	-	-	-	-	-
8096 - Charter's In-Lieu Taxes	-	-	-	-	-	-	-
<b>TOTAL FUNDING</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
8012 - EPA Receipts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



LCFF Entitlement  
 Excess Taxes  
 Minimum EPA  
 Proof Total all Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	-	-	-	-	-	-	-
Minimum EPA	-	-	-	-	-	-	-
Proof Total all Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE



827 Broadway, Suite 300 • Oakland, CA 94607 • [www.siliconschools.com](http://www.siliconschools.com)

June 25, 2018

Alameda County Office of Education  
Board of Trustees  
313 West Winton Ave.  
Hayward, CA 94544

Dear Board of Trustee Members,

The Silicon Schools Fund is an Oakland-based foundation that provides grants to some of the strongest and most innovative schools in the Bay Area. Our foundation focuses our support on schools that thoughtfully pursue more personalized approaches to education that help prepare students to succeed in college and beyond in a 21<sup>st</sup> Century context. We've invested in over 40 schools in the Bay Area that collectively outperform academically relevant state and district benchmarks.

We have known, Neena Goswamy, the founder of Hayward Collegiate, since she began building towards the vision for this school. Since the beginning we've admired her commitment to serve the community, Hayward, which she grew up in, and have been impressed by her commitment to providing a high-quality education to all kids. We are excited by her instructional vision for Hayward Collegiate, and its potential to offer a personalized learning experience, catered to the needs of all students, no matter their starting point, path or destination.

Given our excitement about Hayward Collegiate's potential impact, we at Silicon Schools Fund have made a board-approved grant of up to \$800,000 to support the school, with \$200,000 committed before the school opens to support pre-opening costs.

Please feel free to be in touch if we can provide any further information about why we are supportive of Hayward Collegiate or if we can be helpful in evaluating their team or academic program.

Sincerely,

Brian Greenberg  
Chief Executive Officer, Silicon Schools Fund



**Appendix AB:**  
Updated List of Charter School Board Members

**Updated List of the Hayward Collegiate Charter School Board of Directors:**

- Michael Cobb, Executive Director, St. Rose Hospital
- Janevette Cole, Community Engagement/Government Relations Representative, Hayward Promise Neighborhood
- Yichen Feng, Vice President, Exceed Capital Partners
- Michelle Hu, Director of Customer Success, LUCY
- Prasad Ram, Founder and CEO, Gooru
- Kenneth Ranella, Retired Superintendent of Menlo Park City School District
- Brittney Riley, Vice President of US Ventures, Village Capital
- Ke Wu, Associate, Carnegie Foundation for the Advancement of Teaching



**Appendix AC:**  
Draft School Wellness Policy

## **HAYWARD COLLEGIATE CHARTER SCHOOL WELLNESS POLICY**

Hayward Collegiate Charter School (“Hayward Collegiate” or “Charter School”) is committed to the optimal development of every student. Hayward Collegiate believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines Hayward Collegiate’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in Hayward Collegiate have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the School campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after School;
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Hayward Collegiate in creating continuity between School and other settings for students and staff to practice lifelong healthy habits; and
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in Hayward Collegiate. Specific measureable goals and outcomes are identified within each section below.

### **I. School Wellness Committee**

#### ***Committee Role and Membership***

Hayward Collegiate will convene a representative Hayward Collegiate Wellness Committee (“HCWC”), or work within an existing school health committee, that meets at least four times per

year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

The HCWC membership will represent all grade levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., Executive Director, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the HCWC will include representatives from each grade level and reflect the diversity of the community.

### ***Leadership***

The Executive Director or designee(s) will convene the HCWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Additionally, the designated official for oversight of the HCWC is:

[INSERT TITLE AND CONTACT INFORMATION]

## **II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

Using the steps outlined below, Hayward Collegiate will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: [INSERT WEBSITE LINK TO POLICY.]

### ***Recordkeeping***

Hayward Collegiate will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

### ***Annual Notification of Policy***

Hayward Collegiate will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy and implementation status. Hayward Collegiate will make this information available via the Charter School website and/or Charter School-wide communications. Hayward Collegiate will provide as much information as possible about the Charter School nutrition environment. This will include a summary of the Charter School's events or activities related to Policy implementation.

Annually, Hayward Collegiate will also publicize the name and contact information of the Charter School official(s) leading and coordinating the HCWC, as well as information on how the public can get involved with the HCWC.

### ***Triennial Progress Assessments***

At least once every three years, Hayward Collegiate will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:  
[INSERT PERSON RESPONSIBLE, HIS/HER TITLE, AND CONTACT INFO.]

The HCWC/Executive Director will monitor the Charter School's compliance with this Policy.

Hayward Collegiate will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

Hayward Collegiate will update or modify this Policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **This Policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach and Communications***

Hayward Collegiate is committed to being responsive to community input, which begins with awareness of the wellness policy. Hayward Collegiate will actively communicate ways in which representatives of HCWC/the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. Hayward Collegiate will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

Hayward Collegiate will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations

to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important School information with parents.

The Charter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. Hayward Collegiate will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

### **III. Nutrition**

#### ***School Meals***

Hayward Collegiate participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *[include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others]*. The Charter School also operates additional nutrition-related programs and activities including *[if applicable, insert here a list of other programs such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others]*. The Charter School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The Charter School offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.

- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

### ***Staff Qualifications and Professional Development***

All School nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These School nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Hayward Collegiate will make drinking water available where school meals are served during mealtimes.

### ***Competitive Foods and Beverages***

Hayward Collegiate is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold and served outside of the Charter School meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the Charter School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the Hayward Collegiate campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. Hayward Collegiate will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. Hayward Collegiate will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. Hayward Collegiate will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a

reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the Hayward Collegiate campus during the school day. Hayward Collegiate will make available to parents and teachers a list of healthy fundraising ideas

### ***Nutrition Promotion***

Hayward Collegiate will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### ***Food and Beverage Marketing in Schools***

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## **IV. Physical Activity**

The Charter School has the following specific goals to promote student wellness, consistent with this Policy: [Insert specific goals based on School]

In developing these goals, the School reviewed and considered evidence-based strategies and techniques and parent input. Hayward Collegiate will work toward achievement of these goals by: [Insert specific physical activities based on School.]

## **V. Other Activities that Promote Student Wellness**

Hayward Collegiate will integrate wellness activities across the entire School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Hayward Collegiate will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this

Policy, including but not limited to ensuring the involvement of the HCWC and/or parents and the community.

All School-sponsored events will adhere to this Policy's wellness guidelines. All School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### ***Community Partnerships***

Hayward Collegiate will [insert as appropriate to current efforts: develop, enhance, or continue] relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

### ***Professional Learning***

When feasible, Hayward Collegiate will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Hayward Collegiate staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.



**Appendix AD:**  
Statement of Information



# State of California Secretary of State

**N**

## Statement of Information

(Domestic Nonprofit, Credit Union and General Cooperative Corporations)

**Filing Fee: \$20.00. If this is an amendment, see instructions.**  
**IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM**

1. CORPORATE NAME

2. CALIFORNIA CORPORATE NUMBER

This Space for Filing Use Only

**Complete Principal Office Address** (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)

3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY CITY STATE ZIP CODE

4. MAILING ADDRESS OF THE CORPORATION CITY STATE ZIP CODE

**Names and Complete Addresses of the Following Officers** (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

5. CHIEF EXECUTIVE OFFICER/ ADDRESS CITY STATE ZIP CODE

6. SECRETARY ADDRESS CITY STATE ZIP CODE

7. CHIEF FINANCIAL OFFICER/ ADDRESS CITY STATE ZIP CODE

**Agent for Service of Process** If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.

8. NAME OF AGENT FOR SERVICE OF PROCESS [Note: The person designated as the corporation's agent MUST have agreed to act in that capacity prior to the designation.]

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL CITY STATE ZIP CODE

### Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

DATE

TYPE/PRINT NAME OF PERSON COMPLETING FORM

TITLE

SIGNATURE

**Appendix AE:**  
Employment Identification Number

Date of this notice: 07-16-2018

Employer Identification Number:  
83-1231573

Form: SS-4

Number of this notice: CP 575 E

HAYWARD COLLEGIATE INC  
% NEENA GOSWAMY  
152 NEVADA ST  
REDWOOD CITY, CA 94062

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-1231573. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search [www.irs.gov](http://www.irs.gov) for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit [www.irs.gov/charities](http://www.irs.gov/charities).



**Appendix AF:**  
Email Correspondence to District  
Dated May 24, 2018

**From:** Neena Goswamy

**Sent:** Thursday, May 24, 2018 1:34 PM

**To:** Guy Zakrevsky; Parenti, Peter; [deruiz@husd.us](mailto:deruiz@husd.us); [edaltton-sausedo@husd.us](mailto:edaltton-sausedo@husd.us); [agarde@husd.us](mailto:agarde@husd.us)

**Subject:** Thank You + Follow up

Dear Charter Review Team of Hayward Unified School District,

Thank you so much for the opportunity to meet you on Monday, May 14th. It was truly a privilege to discuss the proposal of Hayward Collegiate. On behalf of the Hayward Collegiate Founding Team and families, we deeply appreciate your thoughtfulness and professionalism throughout the process. In conference with our legal counsel, we reviewed pieces of the charter petition that raised any questions for you on Monday and wanted to ensure that we provided full clarity. If there are any questions at all, please feel free to reach out via email or phone.

1. Special Education. Our petition indicates that our preference is to be a school of the District, and work with HUSD on matters for special education. However, the petition further describes that in the event that the Charter School cannot be a school of the District for purposes of special education, the Charter School reserves the right to become its own LEA and apply for membership in a SELPA, most likely El Dorado County SELPA, pursuant to Education Code Section 47641(a). There was a concern that we could not go to El Dorado County SELPA if we were approved by HUSD, but the law and the language of the petition do not bar the Charter School from seeking membership in a SELPA as its own LEA. While Hayward Collegiate hopes to work together with HUSD for purposes of special education, if we cannot reach an agreement then we will seek membership in the El Dorado County SELPA upon approval of the charter.

2. There was a concern regarding the location of the corporate meetings and whether the Charter School would be in compliance with the Brown Act. First and foremost, Hayward Collegiate is committed to fully complying with the Brown Act. Secondly, the corporate address is currently identified as being in Redwood City (as listed in the Articles of Corporation and Bylaws), which is what raised the concerns about the location of the Board meetings. However, the corporate bylaws clearly describe in Article VII, Section 13 that "Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act."

A principal address is required to incorporate a corporation, which is why the Redwood City address was provided. However, Hayward Collegiate has written its bylaws to allow for the Board to designate the location of the meeting within the boundaries of the granting agency (which would be Hayward Unified School District). As such, the Board can and will identify a location or locations for its meetings in accordance with its bylaws and in compliance with the Brown Act.

3. With regards to Human Resources, Hayward Collegiate will be 100% compliant with all federal and state laws and regulations regarding hiring, evaluations, terminations, and all other applicable components of HR. As we are about a year and a half out before opening, we have not yet written and adopted all policies regarding employees and human resources. However, Hayward Collegiate intends to create and adopt all applicable policies as described in our charter petition prior to the opening of Hayward Collegiate, with the help of our experienced resources, such as Young, Minney and Corr, LLP, and Building Excellent Schools.

4. Teacher certification. Our teacher-subject specialization model allows for our teachers to specialize in math and science or literacy and social-studies, which means they still will need a multi-subject teaching credential. There was a question about the teachers needing single-subject credentials instead, but I wanted to clarify that under our teacher-subject specialization model, the teachers will be teaching two subjects, not one. This is a unique aspect of our educational program, which contrasts traditional elementary schools where teachers often teach all four subjects.

We hope that these responses provide further clarification to the questions and concerns raised regarding Hayward Collegiate's charter petition. Please do not hesitate to contact us if you have questions or require additional information.

Best,

Neena

Neena Goswamy | Hayward Collegiate | [650. 520. 3915](tel:650.520.3915) | [www.haywardcollegiate.org](http://www.haywardcollegiate.org)



# **TAB 5:**

## Form Bs

## Form B

### ***Request for Information from Prospective Charter School Board Members***

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

#### **Background**

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

Using this "Form B" as a cover sheet, submit typed responses to the following inquiries:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

MICHAEL COBB

Name (please print)

Michael Cobb

Signature

6/18/2018

Date



# MICHAEL COBB

6050 Castlebrook Drive • Castro Valley, CA • (510) 774-1828 • mikec2775@aol.com

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## EDUCATION

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**Bachelor of Arts, Management** - St. Mary's College – Moraga, CA

**2001**

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## PROFESSIONAL EXPERIENCE

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### EXECUTIVE DIRECTOR OF FOUNDATION

**August 2012 to present**

ST. ROSE HOSPITAL - Hayward, California

Successfully executed planning and administering the comprehensive fundraising programs of the Foundation as directed by the Foundation Board of Directors. Provides management to the Foundation office operations and staff, provides oversight and coordination of all special events and fundraising activities sponsored by the Foundation, which includes preparing requests for grants, solicitations and all fundraising correspondence. Prepares the annual strategic plan and budget. Responsible for all marketing and public relation aspects for the hospital, which includes community outreach opportunities and programs within the Hospital and City.

#### ***Selected Contributions:***

- ☐ Completed the 29<sup>th</sup> Annual St. Rose Hospital Foundation Spectacular in October 2017.
- ☐ Led community based volunteer teams: The St. Rose Hospital Auxiliary and Faces for the Future and Shine Program.
- ☐ Active member of the Hayward Rotary and Hayward Chamber of Commerce.

### CONSULTANT PRESIDENT

**August 2012 to present**  
**February 2006 to August 2012**

CULTURED MARBLE PRODUCTS – San Leandro, California

Efficiently managed overall sales and marketing of product, including establishing and maintaining primary relationships with developer purchasing agents and other senior managers, generating proposals and managing contract execution of multi-unit projects, and supervision of retail / contractor sales staff. Managed support of daily production / installation operations, including managing select key projects, assisting with installer scheduling, and supervision of project management training and development. Executive oversight of company quality assurance system, including supervision of field quality control personnel, and customer service / warranty department and of operational improvement initiatives, including process standardization, cost reduction, and functional training and development. Responsible for meeting stated operational, financial and performance measures consistent with the budget and strategic business plan.

*... Continued...*

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*Professional Experience Continued***Selected Contributions:**

- ☐ Developed sales and marketing plan increasing contractor sales by 20% over the last 4 years.
- ☐ Successfully completed the process to become a Diamond Certified company.
- ☐ Instituted best practices to reduce inefficiency and waste, thereby increasing profitability on projects by 4%.
- ☐ Facilitated monthly project management meetings to build collaborative, synergistic teams encouraging staff contributions.

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**COACHING EXPERIENCE**

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Assumed head coach position in 2009. Responsible for complete softball program development and execution, including but not limited to: leadership, fundraising, purchasing, field acquisition, marketing, community outreach, weight training programs, practice organization, camps, skill instruction, and game preparation

- ☐ NCS Division III Champions 2009, 2010, 2011 & 2012
- ☐ NCS Division III Runner Up 2012
- ☐ Organized and oversaw community service projects
- ☐ Designed, managed and delivered leadership program for athletes
- ☐ 2017 CIF Northern California Coach of the Year
- ☐ Prep2prep 2016 Coach of the Year
- ☐ Developed a marketing plan for multiple camps
- ☐ Managed budget

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

I was asked by the CEO of St. Rose Hospital, Aman Dhuper, to assist Neena Goswamy to help her meet key people in our Hayward Community and spread the word for the proposed school. After working with Neena on the project, we developed an exceptional working relationship and she asked me to consider joining the Board.

**2. Explain why you wish to serve on the board.**

Most who live and work in Hayward understand the challenge our children face every day in our school district. My hopes of joining Hayward Collegiate's board is to give better choices for students in Hayward. The emphasis Hayward Collegiate places on families and ensuring family voice through digital storytelling, home visits before students come to the school, and the canvassing the team has done proves to me this is a school that is built by the voices of our families.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

Currently I am the Executive Director for the Foundation at St. Rose Hospital in Hayward and I have served on many Boards including the Eden Area YMCA. I have spent the last 26 years coaching youth sports and the past 15 years as the Head Varsity Softball Coach at Bishop O'Dowd High School in Oakland. I have always had an interest in teaching/coaching youth and hope to continue making an impact on the children of Hayward.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

My role as a Board Member is to help the Hayward Collegiate develop, grow and sustain in all aspects. My role with the board is to set policy and ensure the academic, financial, and regulatory health of the school and the successful execution of our mission. We delegate all management of the school to the school leader and then support and oversee that leader.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

As an integral member of the Hayward community, I am able to connect to local community members and promote the mission and vision of Hayward Collegiate. I have the ability to connect people with people, as well as spread the word of the school in the neighborhoods to the families that will benefit most from Hayward Collegiate. Given my experience working closely with and reporting to the St. Rose Board, I can help Hayward Collegiate foresee any disconnects in board culture, team collaboration, and communication.



## Form B

### Request for Information from Prospective Charter School Board Members

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

#### Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

Using this "Form B" as a cover sheet, submit typed responses to the following inquiries:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Name (please print)

Jayevette Cole

Signature

Date

7/25/18



# JANEVETTE ISREL COLE

26936 Aberdeen Place, Hayward, CA 94542

(510) 589-1621 mobile

[janevettecole@gmail.com](mailto:janevettecole@gmail.com)

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## PROFESSIONAL EXPERIENCE

### **HAYWARD PROMISE NEIGHBORHOOD (CSUEB)**

**September 2013 – Current**

#### **Community Engagement/Government Relations Representative**

Lead, facilitate, implement and connect comprehensive strategies among community residents and government official. Maintained and strengthen relationships with community leaders, local, state and federal. Work closely with school board, principals, parent liaison within the Hayward Unified School District. Managed neighborhood survey, bringing City of Hayward Mayor Barbara Halliday, Assemblymember Quirk, and staff from Senator Wieckowski's office to engage with surveyors and HPN leadership. Advocating at both California and Washington D.C. Capitals on behalf of youth and those who educate the youth. Model cultural and linguistic competency that reflects the community served. Operating as a bridge to keep collaborative impact of multiple partners strong and linked. Act as liaison to elected officials at local, state and federal levels of government to keep the Promise effort in the forefront. Design and Implement redesign of Neighborhood Empowerment Network. Implement and managed new programs such as Civic Engagement Workshops, Farmers to Pioneers and Fresh Food for Families and Pioneers with Promise. Facilitated community advocacy meetings and community advisory board meeting. Housing task force participate. Webinars and conference presenter.

### **HAYWARD UNIFIED SCHOOL DISTRICT**

**February 2013 – June 2013**

#### **Parent Outreach Project**

Designed and implemented engagement program. Working independently developed relationships with community partners, facilitated workshops, and manage budget. Conducted and participated in community liaison planning committees. Problem resolution. Oversaw support staff. Developed evaluation system to include outcome measurement and benchmarks; modified and improved services. Identified long range goals and objectives; made recommendations. Built key relationships with community and political leaders.

### **EYE PERFECT HOME SYSTEMS**

**March 2004 – September 2013**

#### **Project Manager, Business Developer**

Managed life cycles of projects. Built key relationships with decision-makers. Increased organization visibility. Microsoft Office efficient. Worked with U.S. Department of Labor in effort to create new educational resource for students.

## EDUCATION & LICENSES

### **California State University, East Bay**

Masters Public Administration & Policies

### **Mills College**

B.A., Administrative and Legal Processes (Pre-Law)

### **Stanford University (ONLINE)**

Organization Theory Certification

### **Hayward Promise Neighborhood (H.U.S.D) Parent Project**

### **CA Association Bilingual Education**

Project 2 Inspire (Leadership)

### **Project Management Professional (PMP)**

Certification in Progress

### **UC Berkeley Extension**

Grant Writing for Professionals

### **Licensed Realtor**

### **Licensed Health and Insurance Agent**

### **South Hayward Collaborative**

### **St. Rose Hospital, Ambassador Committee**

### **Graduate Leadership Hayward**

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

I was recruited by Michael Cobbs and Neena Goswamy. After engaging with Mr. Cobbs for many years in the community and understanding the mission and vision of Hayward Collegiate, I know that current challenges that face our community today not only as a community advocate but also as a parent. As a public servant to the community of Hayward, it is my honor to serve as a member of the Board.

**2. Explain why you wish to serve on the board.**

As a change agent, seeking to change the status quo in how our children are educated in this community, desiring a level of excellence in academic achievement, I feel it is my obligation to serve on this board. I also was a Founding Parent when Impact Charter School opened their school in the first year and my experience working with the school and my insight as a parent can hopefully ensure that our children are thriving beginning in kindergarten.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

I currently serve as a board member of the Eden Youth and Family Center in South Hayward. I currently operate as a Community Resident Engagement Specialist for Hayward Promise Neighborhood, funded by the U.S. Department of Education.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

My role as a board member is to provide my education expertise to ensure that all students are educated at the highest levels and that funding is properly used. I am aware that my role is to secure policy and ensure the regulatory, financial, and academic health of the school as well as ensure that the mission of the school is fully executed. We will be delegating all management of the school to the school leaders and be fully supportive of the school leader as well as hold them accountable.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

I have served the educational system since 2013 in the City of Hayward. I currently facilitate a pipeline to college program, oversee an annual educational convention, called Pioneers with Promise and teach parent engagement workshops. My previous experience serving on a Board will bring insight to Hayward Collegiate Governance Committee. My entrenched knowledge of key community stakeholders and community members will allow our Board to keep our ear to the ground and truly provide an exceptional education program, one that every child deserves.



## Form B

### ***Request for Information from Prospective Charter School Board Members***

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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#### **Background**

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

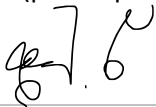
☒ Yes   ☐ No

**Using this “Form B” as a cover sheet, submit typed responses to the following inquiries:**

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

**Yichen Feng**

Name (please print)



Signature

**6/18/2018**

Date

# YICHEN I. FENG

39 Godeus Street • San Francisco, CA 94110 • 323.316.8587 • yichen@exceedcapital.global

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## EDUCATION

### **Darden Graduate School of Business Administration University of Virginia**

**Charlottesville, VA**

*Master of Business Administration, May 2015*

- Diversity & International Student Advisor, Net Impact Board Fellow, Student Blogger
- President –Emerging Markets Development Club, VP Finance – Black Business Students Forum

### **Harvard University**

**Cambridge, MA**

*B.A. Social Studies, Visual and Environmental Studies 2010*

- **Elected:** The Harvard Crimson Photo Executive, Delta Gamma Director
- **Awarded:** Harvard Kennedy School of Government Women in Leadership, LA County Arts Commission Fellow, Harvard Arts Festival Artist-in-Residence

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## EXPERIENCE

### **2018 - Present    Exceed Capital Partners    San Francisco, CA** **Vice President**

- Growth investor in global human capital sector including education technology, workforce development, future of work, lifelong learning, etc.

### **2014 - 2018    Goldman, Sachs & Co.    San Francisco, CA** **Technology, Media, and Telecommunications (TMT) Investment Banking Associate**

- Global Education Technology and Knowledge Services coverage team
- Select transaction experience:
  - Snap Inc.'s \$3.9B IPO, Yahoo's \$4.8B sale to Verizon, Nutanix's \$238M IPO, Zillow's \$3.5B acquisition of Trulia
- Provide advisory services for TMT clients and their strategic/ capital needs
- Ranked top quartile and offered Business Unit Manager promotion for West Coast TMT group

### **2014-2015    Village Capital    Washington, DC**

*Global Early Stage Accelerator Program*

#### **Finance Associate for Education Technology Program**

- Advise 13 education technology start-ups 1:1 on business and financial models
- Lead financial model training and peer review sessions

### **2011-2013    Teach for Egypt    Cairo, Egypt** **Co-Founder**

- Won 2nd runner up of social & economic innovation competition at MIT focused on Egypt
- Led daily operations during start-up phase including curriculum development and fundraising
- Worked full-time at Amazon.com (Amazon Studios) during first year of program building

### **2010-2011    Cisco Systems, Inc.    San Jose, CA**

*Internal strategy and investment team focused on driving Cisco's \$10B emerging countries business across BRICM (Brazil, Russia, India, China, Mexico) and next wave growth economies.*

#### **Business Analyst, Emerging Countries Council**

- Managed FY'11 \$13M VC-style portfolio of 15 projects across BRICM countries and multiple business segments to capture opportunities in high growth markets
- Led corporate FY'12 portfolio planning process, coordinating across functions, country managers and field teams to develop business cases
- Identified new social responsibility initiatives in BRICM countries

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## PERSONAL

- **Languages:** English (native); Chinese (native)
- **Interests:** Etsy storeowner, microfinance, visual art, djembe, basketball, documentaries, social theory
- **Community Development:** Women's Initiative for Self-Employment Public Policy Fellow (2011); Prison Entrepreneurship Program Business Plan Advisor (2012-2014); Kalsada Coffee Business Development Advisor (2013-2015); Consultant for Ashoka (2013-2014); Consultant for Homeboy Industries (2015)

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

Brittney Riley introduced me to Neena Goswamy after I expressed my desire to get more involved in the local education system in the Bay area. As a VC investor in education technology companies, I was seeking opportunities to make the system better for students, teachers, and parents. After many conversations with Neena, and the rest of the proposed board, to understand the vision of the school as well as the responsibilities of sitting on the board, I felt that it aligned well with my values. After now having worked with Neena and the other board members, I am completely sure that the mission of Hayward Collegiate will be well-executed.

**2. Explain why you wish to serve on the board.**

As an investor in the education space, it's easy to make decisions that fund the future of education without any direct contact or involvement with the public system and its stakeholders - students, teachers, and parents. I was specifically looking for board experience this year that gave me access to their needs so I could better understand what technologies and companies are solving real problems. I also came from public magnet schools in my k-12 education journey and am a strong believer in school choice.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

I do not have previous school board experience. However, I have served on the board of DreamWakers, a not for profit in the education space.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

We are stewards of the public trust and public dollars. Our oversight is critical in ensuring proper management at the executive team level and ensure we are providing the proper learning environment for our students to achieve all that our charter promises them. Additionally, as the proposed board treasurer and the chair of the finance committee, I have additional responsibility as a fiduciary to ensure that funds are not managed prudently, ethically, in alignment with fiscal policies and in support of our mission.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

I started my career in finance at Goldman Sachs, where I advised the boards and executive teams of public internet and software companies on their most challenging financing needs. Currently, as a VC, I evaluate investment opportunities in the education space and ensure proper deployment of our investors' capital. Our capital partners rely on me and my team to use their capital in an optimal manner and that produces returns.

## Form B

### Request for Information from Prospective Charter School Board Members

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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#### Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

Using this "Form B" as a cover sheet, submit typed responses to the following inquiries:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Michelle Hu

Name (please print)

  
Signature

6/18/18

Date

## RELEVANT WORK EXPERIENCE

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**WINDFALL (Consumer Financial Data Software)**  
*Director of Customer Success*

San Francisco, CA  
August 2017 – Present

- Partner with Development and Advancement teams at ~150 non-profits to implement ongoing wealth screening and best practices tailored to the non-profits' goals and objectives
- Define and implement the customer lifecycle process in Salesforce, enabling better reporting and increasing management efficiencies by ~25%
- Built a customer reference program that leveraged customer advocates and led to a 50% increase in referrals in Q4
- Oversee the ongoing collaboration between Customer Success and Engineering to enhance the product and overall customer experience, which resulted in 95% account renewal and 120% ARR renewal in Q4
- Created the Customer Success team hiring plan and designed a new-hire program to ensure efficient and effective onboarding
- Manage customer-facing communication via monthly newsletters, Customer Success guides and support email templates

**CRAFT AND CHILL (Handmade Crafts Small Business)**  
*Founder*

San Francisco, CA  
January 2016 – August 2017

- Pursued a lifelong passion to create personalized gifts and décor for birthdays, engagements, weddings and babies
- Grew sales 50% Q/Q via Etsy, client referrals and craft fairs. 100% of Craft and Chill's reviews on Etsy were 5 stars.
- Led small group crafting classes for brides and children

**RADIUS (B2B Marketing Software)**  
*Senior Customer Success Manager*

San Francisco, CA  
July 2015 – October 2016

- Managed 25 strategic accounts, delivered quarterly business reviews to demonstrate ROI and increased customer retention from 60% to 85%
- Worked with AEs during the sales process to identify customer use cases and validate product solutions
- Served as a business process expert to help customers optimize and grow their marketing and sales channels. Maintained a deep understanding of the Radius product and was able to speak with customers about the most relevant features/functionality for their specific business needs
- Created and managed the internal Customer Success team onboarding program, which included developing the Radius Product Masters Series - an intensive product knowledge course that enabled company-wide new hires to get ramped on the product within 3 weeks

**DOUBLEDUTCH (Mobile Apps for Events and Conferences)**  
*Account Manager*

San Francisco, CA  
October 2014 – July 2015

- Responsible for 100 customer accounts, focusing on retention and upsells, delivering 108% and 115% of quota in Q1 and Q2 respectively
- Demonstrated product ROI to customers by providing post-event analysis and training on DoubleDutch's real-time analytics platform
- Utilized Salesforce and Gainsight to closely nurture accounts, identify and eliminate risk of churn, and boost customer satisfaction
- Created the Account Manager Training Guide to streamline onboarding and reduce ramp time for the growing Account Management team

**SPAREFOOT INC. (Self-Storage Booking Marketplace)**  
*Account Manager*

Austin, TX  
June 2013 – September 2014

- Worked with C-level executives to identify high value initiatives within their accounts. Recommended solutions that aligned with client goals. Achieved 2014 year-end growth target by end of Q1 2014
- Proposed and worked with the Product team to develop new products based on client feedback. Initiated a new product that increased customer engagement by ~20%
- Created and executed new digital marketing campaign strategies that grew accounts up to 300%

**DESIGN BEGINNINGS LTD (Home Goods Retailer and Manufacturer)**  
*Client Relationship Manager*

Hong Kong & Mainland China  
August 2010 – September 2014

- Served as a liaison between international clients and the company, leading to higher levels of client satisfaction and 100% customer retention
- Responsible for project managing the sampling process, closely managing production activity and arranging shipping with freight forwarders
- Collaborated with the Director of Design Beginnings to launch the company's first furniture retail store in Mainland China

## PROFESSIONAL MEMBERSHIP

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**HAYWARD COLLEGIATE (K-6 Charter School)**  
*Founding Board Member*

Hayward, CA  
August 2017 – Present

- Preparing the charter petition and building community support for the school in South Hayward
- Advise on which technology-enabled solutions to purchase and implement for students, administrators, and teachers

## EDUCATION

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**UNIVERSITY OF SOUTHERN CALIFORNIA (MARSHALL SCHOOL OF BUSINESS)**  
*B.S. Business Administration with Emphasis in International Business and Financial Analysis*

Los Angeles, CA  
Graduated August 2010

- *Honors:* Graduated Cum Laude; USC Marshall School of Business Dean's List

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

Neena Goswamy first approached me with the school vision, that was built upon community voices, during a professional gathering. I was very attracted to the academic foundation it pledged to its students. During our many conversations about the early ideas about the proposed Charter, we determined that there was clear alignment on the vision and that there was a mutual fit for me to join the Hayward Collegiate founding board to fully build out the founding vision and help carry out the mission.

**2. Explain why you wish to serve on the board.**

I wish to serve on the board of Hayward Collegiate for a multitude of reasons. Having been educated in two very diverse educational environments (Hong Kong and America), the consistent indicator of long-term self-sustaining success was rigorous academics and the ability to lead and communicate with confidence. I want to make an impact on the overall success of the students and the school at the ground level. I strive to ensure parent voice and hope to create a school based on the expectations and needs of the community and to implement innovative changes.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

I have not previously served on a board of a school district or a not-for-profit corporation. However, I have served in multiple leadership roles that required me to respond and act based on the input from many stakeholders and navigate an ambiguous landscape.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

The appropriate role of a public charter school board member is to set the vision and goals for the school, adopt policies that help school management prioritize and achieve its goals, hire and evaluate the school leader, as well as adopt and oversee the annual budget and the academic growth of the school.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

The primary experience that I bring to this board is my background in education technology and my work with startup companies in the Bay Area. As a member of the Hayward Collegiate board, I am fortunate to be in the company of individuals who bring a wealth of public education and pedagogical experience. I am eager to contribute my own expertise and learned best practices in how to leverage technology to deliver educational excellence, particularly in the public education arena. Imparting technical literacy and exposing our scholars to innovation are core to the Hayward Collegiate value proposition, and I firmly believe that my experiences in the private sector will enable me to contribute an invaluable perspective to that end.

## Form B

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By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

#### Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

Using this "Form B" as a cover sheet, submit typed responses to the following inquiries:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

PRASAD

RAM

Name (please print)

Signature

06/18/18

Date



# Prasad Ram

480 Panchita Way  
Los Altos, CA 94022

[pram@gooru.org](mailto:pram@gooru.org)  
+1 650 229-4625 (m)

## **Objective**

Honor the human right to education by developing technologies that support teachers, students, researchers and the rest of the education ecosystem leverage big data analytics to personalize learning.

## **Summary**

1. Founder, CEO Gooru that has developed a Learning Navigator - a "GPS for Learning". Developed the Gooru prototype while working at Google and piloted with over 1000 students prior to creating Gooru as a non-profit with the mission to honor the human right to education. Council member & Education committee chair of California Council for Science and Technology. Board member at Leadership Public School.
2. During graduate studies, interned as a researcher at IBM Research, RAND Corp. and Enterprise Software Corp. Started my career as a researcher at Xerox PARC and went on to become the General Manager of ContentGuard business at Xerox Corp. Co-founded Dynamx Technology Inc as the CTO Led Yahoo, India as their CTO and then Google India as their CTO As the Director of Research at Google, conceptualized and developed a new model of a textbook. At present, I am the Founder, CEO of Gooru, a 501c3 non-profit organization.
3. Developed key information retrieval, optimization and content security technologies, delivered information integration platforms to Fortune 1000 customers, deployed online services reaching over 500M users, raised investments (\$20M), created high-valued business that were acquired, led large engineering organizations (400+), established a non-profit with funding technology and programs, setup offshore operations (first in 1996), and authored (30+) patents, papers and industry presentations.
4. Received B.Tech. Computer Science from Indian Institute of Technology, Bombay (IIT-B) and an M.S in Computer Science and a PhD . Computer Science from University of California, Los Angeles (UCLA).
5. Led parent volunteer team in 2005 to create a K12 school in Bangalore (PSBB Academy), India and co-founded International School of Information Management (iSIM) in Mysore, India.

## **Experience**

Jan 2011 to  
date

### **Founder, CEO, Gooru**

- Founded Gooru as a 501c3 non-profit with the mission to honor the human right to education. Gooru has attracted over \$25M in grants from Gates, Hewlett & Schusterman Foundation, Office of Naval Research, National Science Foundation, National University, Google, Cisco and Pearson.
- Developed a personalized learning solution where learners can find personalized lessons and quizzes on any K12 topic. Gooru is being used and refined in California school districts with over 500,000 students and 20,000 teachers.
- Gooru Suggest, the core underlying technology that supports personalized learning leverages Learning Catalog, Search, Analytics, Social, Wiki, and Assessment technologies. Gooru is open-sourced and Gooru APIs are open and free and are being used by over 140 companies.

Oct 2006 to  
Jan 2011

### **Director of Research, Google Books**



- Re-imagined the future of textbooks, developed a prototype (Gooru) and piloted it with 1000 students for 9 months.

**Chief Technology Officer, Google India R&D Bangalore**

Built the organization and led the creation and launch of very innovative Google products

- Quest - Using terabytes of search query-log, computed the "inverse function of search" to develop a keyword suggestion tool for Advertisers. Won the Founder's Award.
- Map Maker - with millions of wiki users created user-generated maps for Google Maps
- Full-suite of Language Technologies (Transliteration, Translation, Localization solution for Google products)
- Managed a number of important products such as Google News, Orkut, Google Finance, Mobile solutions

Mar 2004 to  
Oct 2006

**Chief Technology Officer, Yahoo! India, R&D**

Created a complete organization for Yahoo! in India with capabilities for research, platform development, application engineering, product management, user-experience design, market innovation and an India market focused product and engineering.

Led the creation and launch of several products and platforms including

- Behavioral Targeting platform based on clustering and classification of users and ads using terabytes activity data across many Yahoo! Sites to result in increased click-thru on ads.
- Applications such as Y! Audio/Image Search, Y! Desktop Search, HotJobs, Message Boards, Y! 360, Reviews and Ratings, and
- Platforms for Spam Filtering, Behavioral Targeting, Mobile Data Analysis , Vertical Search, and Content Management.

Jan 2000 to  
Feb. 2004

**Chief Technology Officer, Dynamx Technology, Inc.**

- Co-Founded Dynamx Technology, Inc, raised \$1.5M in investments and managed P&L with revenues of \$3M/yr. Dynamx Technology Inc. was acquired by Value Chain pty\_ Ltd.
- Developed Enterprise Information Integration (EII) solution for integrating data across departmental silos to implement business decisions around content licensing. This is based on technology for dynamic composition of web services using constraint-solving techniques.
- Assisted in sales and marketing of the content distribution solution to leading Media and Entertainment customers (McGraw-Hill, John-Wiley, Time Warner, RIAA, OCLC, MusicNet, etc.).

Mar 1995 to  
Jan 2000

**General Manager, ContentGuard, Xerox Corporation.**

- Conceived, incubated and launched ContentGuard (CG), a digital rights management business. Raised \$8M in internal funding, managed P&L with revenues of \$34M, managed sales, marketing, and engineering and support functions with teams across US and India. Led the transaction that resulted in the sale of ContentGuard to Microsoft, Time Warner and Thompson.
- Developed strategic relations (e.g. Adobe, Microsoft, Reciprocal and Real Networks); and new businesses (e.g. Los Alamos National Labs, Thomson, Universal Music and Merrill Lynch).
- Conducted successful analyst and press tours resulting in over 30 news articles in publications including New York Times, Wall Street Journal, Business Week and the Seybold report.

**Research Scientist / Engineering Manager, Xerox Research (PARC).**

- Researched and developed new trusted computing technology with six patents issued/filed. Technical Lead on the development of ContentGuard technology and software suite for digital content commerce. ContentGuard product and technology won Seybold "Hot Pick" award.

Aug 1991 to  
Feb 1995

**Research Scientist, Enterprise Software Corporation.**

- Developed optimization techniques for scheduling jobs on mainframe systems and deployed it with large customers (Nomura Securities, Chemical Bank, AT&T, TransAmerica). Developed queueing models to evaluate schedules
- Technically supported the co-founders in raising \$6.7M in funding from top-tier VCs.

Jun 1988 to  
Jul 1991

**Research Scientist, RAND Corporation.**

- Developed computational geometric algorithms for Geographical Information System
- Automated referential integrity checks and "join" operations for relational databases.

**Education**

06/93

**Ph.D.** Computer Science, University of California, Los Angeles

12/90

**M.S.** Computer Science, University of California, Los Angeles

06/87

**B.Tech.** Computer Science, Indian Institute of Technology, Bombay

**Publications**

**Patents**

- *Self-Protecting Documents*, [US Patent 6 519 700](#).
- *System and Method for Protection of Digital Works*, [EU Patent 01107391.3-2216](#).
- *Encryption using transformations*, 3 patents filed on October 1999.
- *Creating and Trusted Rendering of Polarized Digital Work*, 2 patents filed on February 2000.
- *Dynamic software composition in a component-based software system*, [US Patent 7,448,022](#)

**Papers**

1. *New Product Development Strategy*, 11MB Management Review, September 2005.
2. *The Construction of Huffman Codes is a Sub modular ("Convex") Optimization Problem Over a Lattice of Binary Trees*, 1999 SIAM Journal on Computing, Volume 28, Num.5, pp. 1875-1905
3. *Digital Content & Intellectual Property Rights*, Dr. Dobbs Journal, December 1998
4. *A Linear Algebraic Reconstruction of Majorization*, Technical Report CSD-970036 September 1997

5. *Greed and Majorization*, Technical Report CSD-960003, November 1994; issued March 1996; revised and expanded August 1997
6. *Large-scale Optimization for Scheduling Jobs on Computer Systems*, Technical Report ESC-941003, Enterprise Software Corporation, 1994.
7. *A New Understanding of Greed*, Prasad Ram, Ph. D. Thesis, Computer Science Department, University of California, Los Angeles, 1993
8. *An Intelligent Information Dictionary For Managing Semantic Metadata*, Technical Report, R-3856-DARPA, RAND Corporation, May 1990.
9. *Extending a Relational Database with Deferred Referential Integrity Checking and Intelligent Joins*, SIGMOD 1989.

## **Personal**

### **Industry Recognitions**

- Gooru won the Tech-award-2014 for education.
- Founders Award at Google, 2010 Led the team at solving a big data problem that computed the "inverse function of search" that led to billions of dollars in incremental revenue for Google.
- Distinguished Engineering Leader award at Yahoo!, 2005. Developed innovative key technologies for vertical extraction and a media platform for managing Yahoo News and Yahoo Finance. Created the tools and the organization to support Yahoo!'s vertical search solutions for Shopping, Jobs, and Travel.
- Best of Show Award for ContentGuard Products, Seybold San Francisco, 1999. Product won great acclaim for the technology and market leadership in leading magazines and newspapers in the US.
- Excellence in Research Award, Xerox Corporation 1998. Invented the Digital Rights Management technology at Xerox PARC. This led to the creation and sale of the Content Guard business.

### **Academic Recognitions**

- Nominated for ACM's Best Dissertation Award by UCLA, 1993.
- Best Poster Award, Computer Science Department, UCLA 1993
- Teaching Assistant of the Year Award, Computer Science Department, UCLA, 1991.
- Arco Fellowship, UCLA, 1990.
- Ranked 86 of over 100,000 students in a nationwide IIT Entrance Exam, 1983.

### **Education Initiatives**

- Council member & Education committee chair of California Council for Science and Technology (CCST) - a non-partisan policy advisory group for California legislators.
- Board member of Leadership Public Schools (LPS), a network of three high-schools in Bay Area California with over 80% low-income and minority students.
- Member of Governing Council iSIM. Contributed to design and creation of the academic program at International School of Information Management, an autonomous institute of Mysore University. iSIM started academics since August 2007.
- Founding member of PSBB Academy, a K-12 school. Organized and led a parent volunteer movement to found a school in Bangalore that combines the

best in pedagogy, technology and parent participation to foster local values with global vision. The school commenced operations in June 2006.

- President, India Literacy Project, Southern California Chapter 1993-1995.

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

During Hayward Collegiate's board recruitment process, Neena Goswamy reached out to me to learn more about my experience sitting on the board of a charter school. After multiple conversations about Hayward Collegiate, Neena and I had alignment in our visions for the proposed charter and I was invited to sit on the founding board after meeting a few board members and having a conversation with Building Excellent Schools.

**2. Explain why you wish to serve on the board.**

During my conversations with Neena about Hayward Collegiate, I was very impressed by her focus on making data-informed decisions.

Her background in education, combined with a meticulous plan for the school, exemplified her ability to lead a successful charter school. From our interactions, what was apparent to me was that she not only has the vision and skill set to execute the school plan, but she also has a drive toward achieving social justice. Having a personal goal of wanting to scale my impact on education through developing and implementing a successful school model, being part of Hayward Collegiate would allow me to do so.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

I serve on Leadership Public Schools (LPS) - a charter network's board. I am also on the board of Gooru, a 501 (c) (3) non-profit education technology organization. I also serve as a Council Member on the California Council for Science and Technology. My participation in all of the above organizations have prepared me well to serve on the board of Hayward Collegiate.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

First and foremost, as a board member of a public charter school, I will have fiduciary and Legal responsibilities. I will also be accountable for the learning outcomes of the students. We will ensure that we have a well outlined mission, operational oversight on the execution and a plan to deliver on its promises. As a Board Member, I will take responsibility off of the CEO's shoulders, so they can focus on learning outcomes.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

Aside from the broader board role, there are two specific expertise and experiences that I bring to the board. First, I bring a wealth of technology expertise to address all elements from ensuring student data privacy, developing an approach to data informed decision making and making choices for education tools and systems. Second, I have raised over \$30M for an education non-profit from federal grants, philanthropic foundations and individual donors. I intend to ensure that Hayward Collegiate has adequate funding to pay its teachers well and implement the programs that we deem necessary.

## Form B

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By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

#### Background

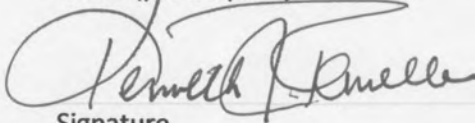
Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

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3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

KENNETH RAMELLA  
Name (please print)

  
Signature

7-1-18  
Date

## **Kenneth J. Ranella**

### **Status**

Retired and Professional Development Coach for aspiring administrators

### **Work Experience**

- 2012 -- 2017 Consultant for Pivot Learning, (Previously San Francisco, currently Oakland) Coach for site and district administrators & Facilitator for organizational structures for equity
- 2002 – 2011 Superintendent of Menlo Park City School District (Menlo Park, CA)
- 1997 – 2002 Superintendent of Sebastopol Union School District (Sebastopol, CA)
- 1991 – 1997 Superintendent of Union Hill Elementary School District (Grass Valley, CA)
- 1993- 1994 Interim Superintendent of Chicago Park School District while also serving Union Hill (Chicago Park, CA)
- 1980 – 1991 Assistant Superintendent, Director of Curriculum and Continuing Education and Principal of Divide High School of the Black Oak Mine Unified School District (Georgetown, CA)
- 1975 – 1979 English Teacher, Reading Resource Teacher and Department Chairperson at Golden Sierra High School (Garden Valley, CA), Roseville High School (Roseville, CA) and Simons Jr. High and Ganesha High School in the Pomona Unified School District (Pomona, CA)

### **Education**

- 1986 M.A. in Educational Administration at Sacramento State University
- 1985 Administrative Services Credential at Sacramento State University
- 1975 Secondary Teaching Credential at University of California (Berkeley)
- 1974 A.B. in English and Italian Literature at University of California (Santa Cruz)

### **Expanded Professional Service**

Board Member, serving several terms as President, on SELPA Superintendent's Council in both Sonoma and San Mateo Counties

President of Board of West Sonoma and Nevada Counties Special Education Consortia, governing services for severely disabled students

Board Member of Sonoma West County Transportation JPA

Board Member of Placer County School Insurance Group

Board Member and participant on several board and planning committees in Nevada, Sonoma, and San Mateo Counties

Workshop Presenter – District-Sponsored Entrepreneurial Businesses, Leading an Effective Facility Development Team, Passing Local School Bonds, Working Effectively with Boards of Education

### **Professional Organizations (During Career)**

Association of California School Administrators (ACSA)

Association of Supervision and Curriculum Development (ASCD)

California Small School District Association

Rotary Club

Chamber of Commerce

California Association of School Housing (CASH)



**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

I first became aware of the Hayward Collegiate Charter School through an informational flyer that was given to me at a public event. Given my background as a retired, public school educator (38 years), an administrator (33 years), and a superintendent in three school districts (20 years), I believed that I could contribute to the development of the school. For the last several years since retirement (2011), I have worked as a consultant for a non-profit, Pivot Learning Partners, throughout the Bay Area, coaching administrators at both the school and district levels and facilitating the development of LCAP during its first three years of implementation.

After meeting with Neena Goswamy and interacting with BES, I began advising Ms Goswamy on a variety of issues including the development and presentation of the Petition. Soon thereafter, Ms Goswamy and the founding board members asked me to join the board as a founding board member.

**2. Explain why you wish to serve on the board.**

Two years ago, my wife and I settled in Hayward. As the last fiscal year ended, I decided to end my consulting work and engage in a cause for social justice by volunteering my time and expertise.

This charter initiative in Hayward Unified School District is certainly a social justice endeavor. I have noted that nearly all of my neighbors were currently sending or in the past had sent their children to private schools. Unlike my neighbors who have the necessary financial resources, most residents in Hayward proper, especially in South Hayward, have few options. For these parents, their children are compelled to attend schools that are low performing. The State test scores are abysmal in comparison to those of Alameda County schools, the overall Bay Area, and the State generally. One indicator is the most significant - the percentage of students below proficiency in reading and mathematics at the third-grade level is unacceptable. This is a pivotal year for students and a predictor of future success.

Given these circumstances and my long-term focus and commitment to “equity,” I have accepted a position on the board and intend to be a contributing member in all aspects of the school development and operation.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

As a superintendent in three different counties for 20 years, I have worked successfully with Governing Boards. Additionally, I served on SELPA boards in two counties as well as various JPAs. My experience is extensive as is my understanding. (During my career, I have consulted with boards regarding functionality and the laws governing their operations.)

**4. Describe your understanding of the appropriate role of a public charter school board member.**

## Form B

### Request for Information from Prospective Charter School Board Members

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

---

#### Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes ☐ No

**Using this "Form B" as a cover sheet, submit typed responses to the following inquiries:**

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Brittney Riley

Name (please print)



Signature

08/15/17

018

Date



# Brittney Riley

2151 Powell Street, San Francisco, CA 94133

[brittneybree.riley@gmail.com](mailto:brittneybree.riley@gmail.com) (206)-853-1182

## Education

<b>University of Washington</b>	Bachelor of Arts, International Studies	2011
<b>Monterey Institute of International Studies</b>	Impact Investment Fellowship	2014

## Skills

Team Leadership Partnerships and Fundraising Early-Stage Venture Investing  
Public Speaking and Facilitation

## Experience

**VP, US VENTURES, VILLAGE CAPITAL** 2015-2018

- Created systems and built a 15 person team to source companies, run accelerator programs, and support a portfolio of 80 companies
- Secured \$10 million dollars in funding and managed relations with corporate partners like PayPal, Kaiser Permanente, and UBS
- Built a seed investment portfolio, that has gone on to raise \$200 million, with 90% survival rate

**SENIOR ASSOCIATE, VILLAGE CAPITAL** 2014-2015

- Sourced, performed diligence, and ran an accelerator for 12 start-ups in India to assist growth, and catalyze venture funding

**COMMUNITY GROWTH, SNAPGUIDE (ACQUIRED)** 2012 -2014

- Joined the team pre-launch to build, engage, and support a community around a product with over a million uniques a month

**MARKETING AND COMMUNITY, ZIPONGO** 2011 - 2012

- Launched first product, built initial customer base, and engaged a community around health and food.

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

I was invited to join the board by Neena Goswamy.. I had originally met Neena through the Edtech community when I was an investor in Education startups and Neena worked in the Edtech industry. She reached out to me to share her thoughts and gauge my interest and alignment. I immediately recognized her passion for education and knew we could learn from each other. We first began by meeting informally to talk about education, her goals for a school, and the Hayward community. As I became more interested in the development of the school, I began to help her strategize on the vision and got to know more members of the Hayward Community. At that point, she asked if I would be interested in joining the founding board and outlined the responsibilities. After speaking with Building Excellent Schools and two other founding board members, I came on as a founding board member.

**2. Explain why you wish to serve on the board.**

My main reason for wanting to serve on the Hayward Collegiate Board is to serve the community. I have lived in the Bay Area for eight years and have been looking for a cause that is both local and impactful. I believe that this school will have an outsized impact on the Hayward community by developing the leaders of tomorrow. I am also serving on this board to do my part in understanding and tackling the challenges facing education in America today, and particularly in a community about which I care deeply and in which I am very invested.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

As the Vice President of a non-profit, I have reported directly to a board for four years - learning how to manage, communicate, recruit board members, and be held accountable. I have also reported to boards at two for-profit startups. As an investor in early-stage companies, I have coached 150 startups on how to set up boards and report to them effectively.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

My role as a public charter school board member is to oversee the financial, academic, and legal standing of the school. I am to engage with the community and the Executive Director in a way that will help me make informed votes based on strategic discussions. I will instill a strong foundation in the school by approving policies and goals, enabling those at the school to succeed.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

There are three key skill sets I bring to the board. First, I have development experience with non-profits. At Village Capital, I was able to raise multi-million-dollar budgets from national foundations, corporate foundations, and local government initiatives. I also have deep experience setting, tracking, and reporting on the impact goals of the foundations. Second, my experience working with startups has given extensive operational experience. I have hired and managed dozens of people in my career and my experience in HR will be beneficial as a board member of a new charter school. Last, I bring experience reporting, setting up, and managing boards. As stated above, I have supported 150 startups with setting up their board and running effective board meetings. This experience will ensure that our board meetings are focused and productive.

## Form B

### ***Request for Information from Prospective Charter School Board Members***

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

---

#### **Background**

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

☒ Yes   ☐ No

**Using this “Form B” as a cover sheet, submit typed responses to the following inquiries:**

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Ke Wu

\_\_\_\_\_  
Name (please print)

  
\_\_\_\_\_  
Signature

June 18, 2018

\_\_\_\_\_  
Date

## KE WU

(520) 270-0417 • kewu87@gmail.com • 569 57<sup>th</sup> Street, Oakland, CA 94609

### EDUCATION

#### NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

J.D., *cum laude*, May 2017

Thesis: *Beyond Integration: Combating Unconscious Bias in K-12 and Higher Education*

Honors: Root-Tilden-Kern Public Interest Scholar—*scholarship for service, academic merit, and leadership*  
Vanderbilt Medal—*convocation award “for outstanding contributions to the School of Law”*

Leadership: NYU Chief Diversity Officer Search Committee, Professional Student Representative (2016-2017)  
NYU Law Diversity Working Group, Student Bar Association Representative (2015-2016)  
Coalition on Law & Representation, Co-Leader (2015-2017)

#### THE UNIVERSITY OF CAMBRIDGE, Cambridge, UK

MPhil in Education (Politics, Development, and Democratic Education), with *Distinction*, September 2013

Thesis: *What constitutes an ‘adequate’ education in terms of preparing a child to be a citizen in a liberal democracy?*

Honors: Gates Cambridge Scholar—*full-cost scholarship for academics, leadership, and social commitment*

#### UNIVERSITY OF CALIFORNIA EXTENSION, Los Angeles, CA

Single Subject Teaching Credential (Science), August 2011

#### ARIZONA STATE UNIVERSITY, Tempe, AZ

B.S. in Biochemistry; Minor in Philosophy; Certificate in International Studies, *summa cum laude*, May 2010

Honors Thesis: *Pedagogical Approach towards Socially and Economically Disadvantaged Children*

Honors: Flinn Foundation Scholar—*full-cost scholarship awarded to 20 Arizona students annually*  
Circumnavigators’ Foundation Scholar—*grant for travel-research, which led to thesis*

### EDUCATION SECTOR EXPERIENCE

#### CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, Stanford, CA

*Associate, Networked Improvement Science*, November 2017-Present

Support partner organizations on the design and execution of improvement efforts in education that leverage the power of networks to accelerate changes that effectively lead to better student outcomes. Build the improvement capability of teams tasked with leading improvement efforts within their organizations.

#### CENTER FOR PUBLIC RESEARCH AND LEADERSHIP, New York, NY

*Consultant to the New York City Department of Education*, September 2016-May 2017

Researched continuous improvement efforts by New York City schools participating in a district program focused on inquiry and interschool collaboration. Presented findings and created deliverables for the program team on the systems and processes schools develop and use to improve teacher practices and student outcomes. Advised on improvements to program design.

#### NEW YORK CITY DEPARTMENT OF EDUCATION – KNOWLEDGE SHARING TEAM, New York, NY

*Consultant*, June 2016-August 2016

Analyzed user engagement data and feedback on WeTeachNYC.org, an online platform and resource bank for New York City educators, to improve site design.

*Policy Fellow*, May 2015-August 2015

*Leadership for Educational Equity Policy and Advocacy Fellow*

Developed editorial content and beta-tested WeTeachNYC.org before launch. Reviewed internal data sources for applicability to targeted professional learning. Created informational guide on copyright compliance.

**ADVOCATES FOR CHILDREN**, New York, NY

***Legal Intern***, August 2013-April 2014

***Equal Justice America Fellow***, Spring 2014

Advocated for appropriate educational services for children with special needs, writing demand letters, subpoenas, and mediation/hearing requests. Observed educational evaluation meetings. Secured make-up services for assigned clients. Compiled a database of disciplinary policies from charter schools in Kings County.

**JOHN C. FREMONT HIGH SCHOOL**, Los Angeles, CA

***Chemistry Teacher***, July 2010-May 2012

***Teach for America Corps Member***

Taught over 500 chemistry students. Planned and executed daily lessons, assessed student progress towards rigorous learning objectives, provided daily after-school intervention, and fostered culture of achievement. Elevated the absolute percent of students proficient in chemistry by 30%. Created advisory class for top seniors to successfully apply to top-tier colleges. Coached Academic Decathlon team, improving overall placement by 18 spots. Led a workshop on the California Subject Tests to an academy of 37 teachers. Served on the school site council (the school's financial governing board) in 2010-2011. At Teach for America – LA, served on the Junior Leadership Team, focused on improving content and addressing diversity issues, and the Transition Team.

**VARIOUS INTERNATIONAL ORGANIZATIONS**, Peru, Tanzania, Romania, India, Mongolia

***Independent Researcher***, May 2008-August 2008

Designed and conducted independent investigation of non-profit education projects around the world aimed at disadvantaged children. Presented findings at the Comparative and International Education Society Conference in March 2009.

**NEW GLOBAL CITIZENS**, Phoenix, AZ

***Program Associate***, September 2007-May 2008

Instituted a new student engagement and leadership program centered on the Millennium Development Goals. Mentored Arizona high school student teams organizing humanitarian projects in collaboration with nonprofit organizations worldwide.

## **ADVOCACY EXPERIENCE**

**EQUAL JUSTICE INITIATIVE**, Montgomery, AL

***Legal Intern***, June 2016-August 2016

Researched and wrote memos on historical incidents of racial terror lynching and issues related to death in prison sentences for children and inhumane prison conditions. Assisted clients with securing reentry services. Collected soil from various sites of racial terror lynching across the South for the Community Remembrance Project.

**NYU LAW FAMILY DEFENSE CLINIC**, New York, NY

***Student Attorney***, August 2015-May 2016

Represented indigent clients in child neglect and abuse proceedings at Kings County Family Court. Determined case strategy, filed and argued motions, delivered directs and crosses, and advocated informally outside of the courtroom. Successfully challenged a State Central Registry decision and settled a neglect case with a complicating interstate issue.

**SUPREME COURT OF CALIFORNIA**, San Francisco, CA

***Legal Extern for Justice Goodwin Liu***, September 2014-March 2015 (during a leave of absence)

Drafted memos and portions of capital case calendars (draft opinions), reviewed petitions and briefs, cite checked calendars, and researched relevant state and federal law. Investigated capital cases using records and exhibits.

**NEW YORK UNIVERSITY SCHOOL OF LAW**, New York, NY

***Research Assistant for Professor Kenji Yoshino***, February 2014-May 2014

Analyzed survey data gathered from the *Uncovering Talent* project. Drafted paper on the Asian women subgroup based upon survey data and Kimberlé Crenshaw's 'intersectionality' framework.

**1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**

When I moved to the East Bay last year, I expressed a desire to friends and family to stay connected to the work of local community members and schools trying to improve. Through a sequence of personal connections in education and technology, Neena and I were connected. We had the occasion to meet twice, during which Neena shared her initial vision for Hayward Collegiate. As we discussed our education values and theories on how to create a high-quality school, we realized that there was a prime match in how we'd come to a vision and our capacity to build together. I then met with the national Director of Board Development and Governance from Building Excellent Schools, who further vetted my fit for the board. After these three meetings, I was invited to join the founding board by Ms. Goswamy in the first week of November, and I have been working closely with the team ever since.

**2. Explain why you wish to serve on the board.**

I wish to serve on the board so that I can translate my knowledge and skills in education to directly supporting a community effort in building a school for the community, by the community. Specifically, I want to support actualizing a school that adapts the most promising practices in the U.S. and abroad to significantly improving the projected educational outcomes of children in the community. Such a school can only be achieved by a dedicated group of people. Both the Hayward families eager to send their children to Hayward Collegiate and the dedicated individuals that make up the board inspire my continued commitment to contribute to this collective endeavor.

**3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

I currently do not serve on a board of a school district or a not-for-profit corporation.

**4. Describe your understanding of the appropriate role of a public charter school board member.**

In oversight and stewardship of a public school, the Hayward Collegiate Board is responsible for overseeing that the organization meets all legal and regulatory requirements and to oversee the school's fiscal, academic, and organizational health and success. To effectuate its role, the board puts in place clear policies and procedures to ensure proper oversight in all regulatory matters including personnel, academic, special education, facilities, finance, and transportation. The role of the public charter school board member includes, for example, holding management accountable to the analysis of student results and developing action plans to address academic challenges and meet academic goals.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

I am currently an Associate in Networked Improvement Science at the Carnegie Foundation for the Advancement of Teaching, a non-profit dedicated to building the public education field's capacity to improve. As a member of the board, I bring knowledge of and skills related to continuous improvement practices, education law and policy, and international comparative education. I've spent the past dozen



years focused on education, including two years supporting a high school public leadership program in Arizona, teaching Chemistry at a reconstituted high school in LAUSD, and consulting on collaborative improvement efforts in NYCDOE schools. I have a master's degree in education and a law degree focused on the public interest. In my current role, I support a Networked Improvement Community at the Tennessee state-level aimed at improving early childhood literacy.

This charter school board may operate somewhat differently than conventional public school governing boards particularly during the development of the school. Whereas governance is clearly distinguished from management and whereas it is normally inappropriate for governing boards to assume operational duties, this charter school will need active engagement by its board members in the start-up year to ensure we have a facility, reach our enrollment, and have the resources we need in place for a successful start. It is the reason that the board members have been selected based upon their professional and personal experiences that are directly relevant to the preparation of the school. I will assume that the members may very well work in subcommittees to develop aspects of the school that will be taken to the full board for approval.

Thereafter, following the development of the school and upon its actual operation, I will assume that the charter school board will operate more conventionally, establishing the broad direction, representing the parents and children, interacting with public education entities, approving the budget, developing and approving operational policies, and supervising and evaluating the director.

**5. Indicate specifically the knowledge and experience that you would bring to the board.**

Certainly, my experience and abilities as a public school educator and superintendent will ensure my contribution to the Board. Furthermore, my significant focus and work on the fundamental issue of “equity” should be a valuable resource to the overall mission of the school.

**TAB 6:**  
Certification  
of Laws

## **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: Neena Goswamy, Lead Petitioner

Signature: 

Date: July 20, 2018

School Name: **Hayward Collegiate Charter School**



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 8.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Monica Vaughan, Chief of Schools  
**RE:** AB 925 Alameda County-Wide Educational Services Plan for Serving Expelled and High Risk Students Update for July 1, 2018 through June 30, 2021

**Background :**

Every three years California Education Code Section 48926 requires each County Superintendent in conjunction with district Superintendents to provide a county-wide plan update to the State Superintendent of Public Instruction. This Plan is commonly known as the Triennial Plan.

During 2017-18 school year, the Triennial Plan was updated by members of the Student Services Council (page 6). Once approved, an electronic version and hard copy of the Plan is sent to the California Department of Education. The Plan is also posted on the ACOE website.

**Action Requested:**

**INFORMATION/ ACTION**

Approve the AB 925 Alameda County-Wide Education Services Plan for Serving Expelled and At-Risk Students for July 1, 2018 through June 30, 2021.

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Final Draft Triennial Plan
<input type="checkbox"/> Backup Material	Triennial Plan Signatures



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**

L. Karen Monroe, Superintendent

# **COUNTY WIDE EDUCATIONAL SERVICES PLAN FOR SERVING EXPELLED AND HIGH RISK STUDENTS**

**Triennial Plan**

**July 1, 2018 to June 30, 2021**

**Approved by the Alameda County Office Board of Education**

**<Insert Date>**

**Student Programs and Services Division  
Monica Vaughan, Chief of Schools**

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## INTRODUCTION

With the enactment of AB 922, Statutes of 1995, Chapter 974, California Education Code Section 48926 requires each county superintendent who operates community schools, in conjunction with the superintendents of the school districts within the county, develop a countywide plan for providing education services for all expelled pupils in the county. The plan is to be adopted by the governing board of each school district within the county and by the county board of education; the plan is to be submitted to the State Superintendent of Public Instruction.

Education Code Section 48926 provides specifically that:

1. The countywide plan shall enumerate existing educational alternatives for expelled pupils; identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.
2. The countywide plan shall identify alternative placements for pupils who are expelled and placed in district community school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the district governing board.

EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to the State Superintendent of Public Instruction.

In 2012, the recommended content of the countywide plan was amended to address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern the following:

- With regard to educational alternatives currently available for expelled students, strategies for improvement during the next three years, including any behavioral intervention practices, at the site and district levels, and options used to:
  - Minimize the number of suspensions leading to expulsions
  - Minimize the number of expulsions being ordered
  - Support students returning from expulsions
  - Specific explanation for how those practices relate to any disproportionate representation of minority students in such interventions.
- With regard to the implementation of strategies for filling gaps in educational services identified in the 2012 Countywide Plan:
  - Whether the strategies were successful or not; and why and how they were or were not successful.
  - Whether any additional strategies were implemented, and if so, why and how they were or were not successful.
  - For strategies that were not successful, any additional measure(s) or approach(es) taken, and the outcome(s).

## EDUCATION CODE SECTIONS 1980 AND 1986

The county superintendent of schools may operate community schools pursuant to Education Code Section 1980 (establishment and maintenance of one or more community schools).

In accordance with Section 1981, the county board of education may enroll in the community schools pupils who are any of the following:

- a. Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.
- b. Referred to county community schools by a school district as a result of the recommendation of a school attendance review board of pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.
- c. Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.
- d. On probation or parole and not in attendance in any school.
- e. Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

### Alameda County School Districts

Alameda Unified School District  
Albany Unified School District  
Berkeley Unified School District  
Castro Valley Unified School District  
Dublin Unified School District  
Emery Unified School District  
Fremont Unified School District  
Hayward Unified School District  
Livermore Unified School District

Mountain House School District  
New Haven Unified School District  
Newark Unified School District  
Oakland Unified School District  
Piedmont Unified School District  
Pleasanton Unified School District  
San Leandro Unified School District  
San Lorenzo Unified School District  
Sunol Glen Unified School District

### Alameda County School District Superintendents

Alameda County Office of Education: L. Karen Monroe  
Alameda Unified School District: Sean McPhetridge  
Albany Unified School District: Valerie Williams  
Berkeley Unified School District: Donald Evans  
Castro Valley Unified School District: Parvin Ahmadi  
Dublin Unified School District: Leslie Boozer  
Emery Unified School District: John Rubio  
Fremont Unified School District: Kim Wallace

Hayward Unified School District: Matt Wayne  
Livermore Valley Joint Unified School District: Kelly Bowers  
New Haven Unified School District: Arlando Smith  
Newark Unified School District: Patrick Sanchez  
Oakland Unified School District: Kyla Johnson Trammell  
Piedmont Unified School District: Randall Booker  
Pleasanton Unified School District: David Haglund  
San Leandro Unified School District: Mike McLaughlin  
San Lorenzo Unified School District: Fred Steven Brill  
Sunol Glen Unified School District: Molleen Barnes

## **2017-18 Alternative Education Student Services Council Membership**

The Alternative Education Student Services Council for Alameda County consists of alternative education representatives from each district as well as county office personnel. The purpose of the council is to meet every other month to discuss how the county office and districts can best meet the needs of students placed in an alternative school setting. One project of the council has been to update the Educational Services Plan for Expelled and High Risk Students in Alameda County.

Alameda Unified School District: Kirsten Zazo  
Albany Unified School District: Carrie Nerheim  
Berkeley Unified School District: Tammy Rose  
Castro Valley Unified School District: Jim Kentris  
Dublin Unified School District: Tess Johnson  
Emery Unified School District: Karen Steele  
Fremont Unified School District: Matt Campbell  
Hayward Unified School District: Chien Wu-Fernandez  
Livermore Unified School District: Scott Vernoy  
Mountain House School District: Marianne Griffith  
New Haven Unified School District: John Mattos  
Newark Unified School District: William Whitton  
Oakland Unified School District: Lucia Moritz  
Piedmont Unified School District: Michael Brady  
Pleasanton Unified School District: Kathleen Rief  
San Leandro Unified School District: Zarina Zanipatin  
San Lorenzo Unified School District: Ammar Saheli  
Sunol Glen Unified School District: Molleen Barnes  
Alameda County Office of Education: L. Karen Monroe  
Alameda County Office of Education: Monica Vaughan  
Alameda County Office of Education: Carolyn Hobbs  
Alameda County Office of Education: Earl Crawford  
Alameda County Office of Education: Elizabeth Tarango  
Alameda County Office of Education: Tracey Burns  
Alameda County Office of Education: Daisy T. Guzman

## COUNTY WIDE PLAN

Educational programs within Alameda County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and the County Office of Education (COE) offers additional options. In combination, these two sources provide a continuum of education alternatives to expelled and high-risk students.

Under Education Code Section 48926, school districts throughout California have been mandated to provide educational services for students expelled from their district. The original countywide plan was adopted by the local governing boards of education and the Alameda County Board of Education in 1997.

This current countywide plan is the triennial update to the existing plan. The law also states that "At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion."

In Alameda County, this mandate impacts 18 school districts spread over a region comprised of urban, suburban, and semi-rural or isolated communities. The educational placement of a student is determined on an individual basis by the district's governing board based on: 1) seriousness of the offense, 2) available educational alternatives, and 3) other related factors.

The countywide plan for the provision of educational services to expelled students for the period 2018-2021 shall identify:

- a. Existing educational alternatives for expelled students, as well as strategies for improvement during the next three years in behavioral intervention practices utilized at the site and district levels.
- b. Gaps in educational services to expelled students, strategies implemented to fill those service gaps, the success of these strategies, and additional measures taken.
- c. Alternative placement for students who are expelled and placed in district community school programs (for applicable districts), but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.
- d. Existing alternatives offered by school districts in the countywide plan.

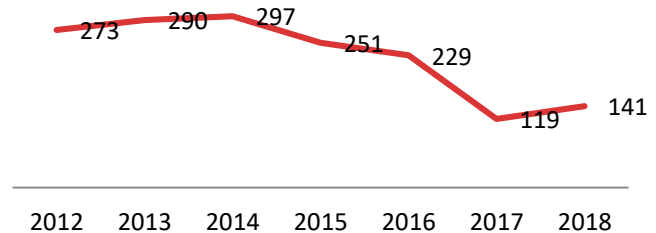
### **A. Existing Educational Alternatives Provided by the Alameda County Office of Education**

ACOE is committed to providing the highest possible education for our most vulnerable students through our Community Schools. Across the county, fewer and fewer students are being expelled as schools and districts have more programs to support the diverse needs of at-risk youth. Programs such as Response to Instruction and Intervention (RtI<sup>2</sup>), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Justice are now included in almost all of the 18 districts in Alameda County. In addition, more

districts have programs that provide counseling, and mental health services that support children, youth and their families which has substantially reduced 9-12 expulsion, and in many districts, eliminated K6 expulsions.

One of the outcomes of all this good news is that ACOE is facing deficient spending in the community schools because of declining enrollment. From 2013 to 2018, enrollment has decreased by more than 50%. ACOE continues to provide educational options for expelled youth and is looking to increase partnerships with the districts over the coming years. Throughout this period of transition, ACOE will continue to provide high quality educational experiences for youth.

## Enrollment in ACOE Community Schools



The following educational options/alternatives for expelled students will be provided by ACOE.

- Bridge Academy (Oakland) is a small community school for students in grades 9-12 who are exiting juvenile detention or can benefit from an alternative educational setting. It provides a safe, supportive space to help students refocus on academics and develop the skills needed to graduate from high school, attend college, and achieve career-readiness. Bridge Academy provides a high school curriculum aligned with state and district standards, and supports students who have been habitually truant, suspended, or expelled from their home district. It also provides a supportive transition for justice-involved youth to reenter a comprehensive school environment after detainment. One of the leading goals is to help students to refocus on school and take the necessary steps to be successful.
- Hayward Community School (Hayward) provides educational opportunities for middle and high school students, ages 12-17, which are referred by districts or by the Alameda County Probation Department to meet certain goals to complete their expulsion and/or probation plans. Hayward Community School allows students to build a student habit of mind by supporting their social and emotional gaps while simultaneously building on their prior school experience.
- William P. Burke Academy (Hayward) and Fruitvale Academy (Oakland) provide academic instruction, support services, and child care for pregnant and parenting students. Teachers and staff offer a nurturing learning environment for young moms and dads as they complete their high school education. Students have access to curriculum and support services to develop the skills and experiences needed to provide a safe and caring environment for themselves and their children.
- Quest Academy Independent Study Program offers students in Alameda County an alternative to classroom instruction with a standards-based course of study. It should

also be noted that Quest serves students who are referred by partner districts and probation, as it is considered a Community School. Independent Study is an instructional strategy that is based on a contractual agreement between the teacher, the student, and the parents/guardians. Quest Academy Independent Study is available to students in grades 7-12 in Alameda County. Students may be referred by probation or by school districts.

- Opportunity Academy is an ACOE authorized charter school that serves students ages 16-24 in an independent study format with blended learning models, incorporating computer-based curriculum, small group instruction, independent and classroom-based study options. It is located at Youth Employment Partnership in Oakland.

In the ongoing operation of the County Community School Program, ACOE shall conduct an intake process for all considerations for alternative educational placement. If a district student referred for services was previously identified as a special needs student prior to his or her referral to the county operated program, an intake meeting shall be held with a representative(s) from the referring district. The purpose of the intake meeting will be to:

1. Determine the appropriateness of the student's placement in the ACOE-operated county community school.
2. Determine the level of service needed for the student prior to enrollment in the program, which may include having the referring district complete an assessment to determine eligibility and/or an ongoing need for special education services.

In addition, the ACOE Community School Program will offer a third educational option/alternative for expelled students, as follows:

- For any student enrolled in the ACOE Community School Program who re-offends and violates those sections of the Education Code which are expellable offenses, the ACOE program staff will determine the appropriate Local Education Agency (LEA) to process the expulsion.

In addition to educational alternatives for expelled students offered by ACOE specifically, each of the school districts in the county offers a variety of educational alternatives for expelled and high-risk students. The descriptions of services offered by each district in Alameda County are provided beginning on page 19 of this document.

## **A1. Alameda County Community Schools Transition Process**

The transition from the school of residence to the Alameda County Community Schools begins with receipt of complete student records from the district of residence. ACOE programs are designed to provide a structured environment with continuous supervision and a wide range of services.

ACOE programs focus on the successful completion of "Need to Improve" as stated in each student's rehabilitation plan. ACOE programs are open-entry, while exit referrals back to districts

normally occur at the end of a semester. Moving from an ACOE small classroom environment, with its personalized care and intense supervision, to a traditional larger school mainstream education settings presents challenges for both the student and the teachers.

#### Referring District Responsibilities

1. Referring district forwards Expulsion Referral Notice to Centralized Enrollment notifying the ACOE of impending enrollment by a new student, including telephone and email addresses for the referral contact person from the referring district.
2. Referring district forwards transcript, expulsion order (including rehabilitation plan or disciplinary hearing requirements), Individualized Education Program (IEP) and 504 plans and related assessments, Home Language Survey, California High School Exit Exam performance, and free and reduced lunch eligibility (if applicable).
3. Referring district signs Special Education Cost Share Memorandum of Understanding (MOU) with ACOE or provides confirmation of intent to provide Special Education Services (if applicable).
4. Referring district follows up with students who are notified by ACOE that a student failed to report to the assigned County Community School Program within ten (10) days. Referring district sends a copy of the follow-up letter to ACOE.
5. Referring district participates in meetings related to change of placement, IEPs, special education placement and joint responsibilities as articulated in A2 (beginning on page 11)

#### County Community School Responsibilities

1. Conducts an intake meeting which will include the student, parents, referring district representative, county site principal or other administrator, special education and/or 504 coordinator, and probation officer (if applicable).
2. Contacts the parent and the referring school by letter and phone if a student is not registered with ten (10) days of receipt of notification of pending enrollment.
3. Uses the data tracking system to compile all available information from the "County Community School Referral Form" (including but not limited to attendance, grades, behavior reports, and counseling) twenty (20) days prior of student returning to referring district.
4. School Student Review Team (including student, parents, teachers, ACOE principal/designee or transition coordinator, home district representative, and probation officer, if applicable) conducts a re-entry assessment of satisfactory completion of rehabilitation plan requirement twenty (20) days prior to the student returning to the home district. The Student Review Team will complete the County Community School Referral Form.



5. Community School Site Administrator prepares an overview supporting readmission, including the teacher's student evaluation form.

### Re-Entry Recommendations to Home District

Districts can ensure a more successful transition by implementing the following recommendation for students returning from a minimum of 30 days in a County Community School program:

1. Readmission Steps -Returning to the district
  - a. Conduct a meeting to determine student placement in district
  - b. Appoint an educational transition advocate
  - c. Review educational and juvenile records
  - d. Clearly communicate expectations to all parties
  - e. Review IEP or Section 504 plan and related assessments and schedule a meeting as needed
2. Welcoming Procedures
  - a. Review student/parent handbook
  - b. Develop and discuss individual behavior plan
  - c. Create a behavior contract that is signed by the student and parent
  - d. Conduct re-entry IEP or 504 plan meeting (if applicable)
3. Staff Preparation
  - a. Share relevant information with teacher and staff members

## **A.2 Educational Services Provided to Expelled and Other Referred Students with Exceptional Needs**

Consistent with law, a student with exceptional needs may be expelled (EC48915.5) and referred by the District's Individual Educational Program Team for placement in a County Community School Program, provided that:

1. The requirements as stipulated in EC 48915.5 have been met.
2. If needed, the referring school district schedules an IEP Team meeting and invites representatives of the County Special Education Department, to serve as a member of the IEP Team to review and determine:
  - a. The educational needs of the students based upon a current student assessment;
  - b. Appropriate educational goals and objectives;
  - c. The services and resources to meet the needs of the exceptional student;
  - d. An appropriate placement for the student in the least restrictive environment; If



the IEP Team, including the parent and student when appropriate, determines that a County Community School Program is an appropriate educational placement, the school District shall ensure that all necessary and specified educational services are:

- e. Provided to the student on a contractual service basis through the Alameda County Office of Education with appropriate reimbursement for services provided. Those specified services provided by ACOE shall be written onto the I.E.P. and shall be binding to all parties.
  - f. The District and the ACOE shall jointly be responsible to ensure that requirements for service, assessment, timelines, and due process items are met as established in both Federal and State law.
3. The referral and intake process of a student to the Alameda County Community School Program will include a review of the referral informational packet and/or direct contact with the referring district. If it is determined that the student being referred previously received special education services at the district level, an Intake Meeting shall be convened and held at the respective County Community School Program site.
4. At ACOE Community Schools and Quest Independent Study, students with disabilities receive academic support from a Resource Specialist and paraprofessional. This support is provided within the general education classroom. A licensed School Psychologist conducts psycho-educational assessments (initials and triennials) and may provide additional social emotional support for students with IEPs. A licensed Speech and Language Pathologist provides support to students with identified Speech and Language needs. A review of the IEP will occur for students who require mental health support to access their education. A discussion between ACOE and district staff will be necessary to determine type of support needs and who will be responsible for providing that service. When change of placements occurs, ACOE special education staff and district staff will collaborate on placement decisions and transition planning. If student is not making progress on their Expulsion Agreement or failing to attend regularly, ACOE staff will arrange for a follow-up IEP meeting with District and parent to review placement.

The referring school district representative and its Special Education Department representative shall be invited to attend and participate in the Intake Meeting to identify the educational needs of the student. The outcome of the meeting will determine if the County Community School Program is an appropriate educational program for the student.

If the outcome of the Intake Meeting recommends that the County Community School Program is an appropriate educational program, an enrollment date for the student shall be finalized. If it is determined that the student may require on-going special education services to benefit from an appropriate placement in the Alameda County Community School Program, the process outlined above shall be followed.

### **A.3 Excess Cost Agreement between Districts and the Alameda County Office of Education to Ensure Adequate Funding of District Student Services in the County Community Schools**

ACOE and the school districts within the County of Alameda agree that the County Office shall continue to operate County Community Schools Programming for those district students expelled pursuant to Education Code Section 48900 and described in section A.

It has been acknowledged that ACOE is in deficient spending to meet the expenses of operating the County Community Schools. At the time of this writing, ACOE has not requested districts to sign an excess cost agreement which would require districts to contribute to the general education. ACOE continues to engage districts in collaborating on ways to address declining enrollment. Discussions with districts include reports to district superintendents, and/or their designees, regarding the fiscal viability and stability of the Community Schools Program. The goal is to implement cost-effective measures without compromising the level of instruction and the safety of students and staff in the program.

### **A.4 Strategies for Improvement: Behavioral Intervention Strategies**

Comprehensive behavioral intervention strategies have become mainstream programs at all districts. Programs such as Response to Instruction and Intervention (RtI<sup>2</sup>), Positive Behavioral Intervention and Supports (PBIS), Multi-Tier System of Supports (MTSS) and Restorative Justice are part of the culture at all schools in Alameda County. This is a major shift since the 2015 Triennial Plan. The Local Control Accountability Plans (LCAP) and the CA Dashboard are part of the reasons for the change.

The LCAP require the districts to clearly describe the behavioral intervention strategies and identify the amounts of funds supporting these activities. State and local performance indicators are often signs of at-risk student or students with a high potential for expulsion. The state performance indicators include Chronic Absenteeism and Suspension. The local indicators include School Climate. All districts describe their strategies for improving school climate and reducing absenteeism and suspensions in their LCAPs.

The CA Dashboard provides a variety of data that is disaggregated by student groups and clearly describes performance gaps. The intensity of the need for behavioral interventions is indicated and districts are required to identify strategies to reduce the performance gaps. Districts with the greatest gaps are required to work with the County Office of Education in the Differentiated Assistance process.

RtI<sup>2</sup> focuses on the needs of individual students and includes a process of bringing teachers, counselors, mental health professional and families together at the first sign of problems. Additional services are recommended by the team. This data-driven approach supports high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all student's classroom learning.

PBIS and MTSS are evidence-based multi-tiered behavioral frameworks for improving learning

conditions that consists of three tiers of prevention: Tier 1 Primary Prevention: School and classroom-wide systems for all students, staff, and settings; Tier 2 Secondary Prevention: Mentoring and small group interventions for students with at-risk behavior, Tier 3 Tertiary Prevention: Specialized, individualized interventions for high-risk students, such as behavioral assessments, behavioral support plans, counseling, and referrals for support services for students and their families. Tier 2 and 3 supports are for students who do not respond to the "universal" supports in Tier 1.

RtI<sup>2</sup>, PBIS and MTSS promote students' social-emotional learning and well-being which help reduce suspensions and expulsions and support students returning from expulsions. These approaches are also meant to help address the disproportionately high number of minority students being suspended and expelled by providing a more in-depth understanding of all factors that have led a student's misbehavior or continued misconduct, and a variety of evidence-based responses.

Restorative Justice strategies build community and utilize the conflict mediation approach to respond to student misconduct with the goal of repairing harm and restoring relationships between those affected. It is best accomplished through cooperative processes that include all stakeholders. It transforms the traditional relationship between schools, teachers, and student communities in responding to suspension or expulsion situations and allows for a smooth transition for the student back into a school setting. This approach incorporates four key values or components.

1. Encounter: Create opportunities for victims, offenders, and community members who want to do so to meet (in a "restorative justice circle") to meaningfully discuss the incident and its aftermath, affording everyone the opportunity to be heard.
2. Amends: Expect offenders to take steps to repair the harm they have caused.
3. Reintegration: Seek to restore victims and offenders to whole, contributing members of society.
4. Inclusion: Provide opportunities for parties with a stake in a specific crime to participate in its resolution.

Several districts have implemented initiatives aimed at helping improve behavioral and academic outcomes for African American students, who have historically been disproportionately represented in chronic absenteeism, suspensions, expulsions, subpar academic achievement, and dropouts. OUSD African American Male Achievement Initiative includes a Manhood Development program. This unique academic mentoring model focuses on social-emotional learning and life skills development designed and implemented by African American males for African American males and offered at 15 middle and high schools. A parent leadership development program is also included. African American Female Excellence is a comparable program that supports African American girls attending OUSD. HUSD's African American Student Achievement Initiative incorporates targeted intervention for African American students, culturally relevant practices, improved discipline and school climate policies and practices, and parent and community partnerships to help improve outcomes for these students.

Several districts provide school-based mental health services to students and their families at

some or all schools and plan to continue to do in the coming years. These counseling, case management, and crisis intervention programs, which increasingly incorporate trauma informed services and wraparound supports, can help improve students' engagement, behavior, and success in school. ACOE has an integrated mental health model at Bridge Academy where mental health services are provided by Lincoln Families.

In recent years school districts countywide have expanded school-based after-school programming. These programs incorporate a range of enriching activities - including academic assistance, arts, sports, service learning and other vehicles to engage students' meaningfully in their schools and promote positive relationships with their peers and caring adults, while building students' academic, pro-social, and 21<sup>st</sup> century skills. These assets are crucial in helping reduce behavioral problems in school leading to suspension or expulsion.

Increased attention has been given to Career Pathway programs since the 2015 Triennial Plan. Districts are required to describe the services offered as evidence of the College and Career State Indicator in the LCAP. Pathway programs are designed to make students' education more engaging and equip students to graduate from high school prepared for college, career, and productive life in the community. Pathway programs help the highest-risk students, including those who have been expelled, to better understand the relationship between their education and their future; provide opportunities to be exposed to and become motivated regarding particular career paths; and build skills that will better equip them to function smoothly in school and in life.

Re-entry programs have expanded over several districts throughout the county. Oakland Unite sponsors Welcome Circles to accept youth back into the school community after being expelled. Some districts provide a case manager, life coach or mentor who provides individual support and encouragement for each student.

## **B. Gaps in educational services to expelled pupils identified in the 2015 plan and implementation of strategies for filling those service gaps**

### **Concern: Transportation for students to Independent Study options**

**Strategy:** Travel to Independent Study sites for expelled or at-risk students is a barrier for some students, especially those living in the eastern and southern regions of Alameda County. To address this problem, bus passes are provided on a case-by-case basis and in collaboration with the district.

**Successful Strategies/Obstacles:** This strategy has been moderately successful in eliminating barriers to access to the programs based on geography and lack of transportation. The distribution of bus passes creates an additional burden on the already financially strapped Student Programs and Services Division of ACOE. ACOE is currently pursuing funds to be able to provide bus passes, as needed, to students from other districts. ACOE is also considering expanding Independent Studies sites to other geographic areas in the county.

## **Concern: K-6 Alternative Programming**

**Strategy:** Expelled students who are in grades K-6 do not have the same educational options available as do their 7-12 counterparts. The K-6 expelled students cannot be merged or combined with 7-12 expelled students. Currently, the districts are responsible for providing educational services for K-6 expelled students.

**Successful Strategies/Obstacles:** This concern has been diminishing since the 2015 Plan as fewer K6 students are being expelled. County and district efforts are focused on prevention and intervention strategies including behavioral Response to Intervention programs, restorative justice approaches, mental health services, and after-school programs in elementary and middle schools.

## **Concern: Continued Funding to support Alternative Education**

**Strategy:** The number of students in need of County Office Alternative Education has reduced substantially over the past three years creating a funding gap and a revenue loss. At the time of this writing, ACOE is engaged in discussions with

**Successful Strategies/Obstacles:** Opportunity Academy is a Charter school that opened in September 2017 and was readily embraced by the districts, students and their families. The flexible hours, 130 credit diploma and the emphasis on career readiness make it an attractive option. Unlike the other ACOE Community School offerings, districts cannot “refer” students to the Opportunity Academy. Students can elect to leave their home district and attend Opportunity Charter. For some youth, this may be the best option.

## **C. Alternative placements for pupils who are expelled and placed in district community school programs, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.**

The Oakland Unified School District is the only district in the county currently operating a community school. Those students who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board, are referred back to the Disciplinary Hearing Panel (DHP) that the student not be readmitted. The Community School makes reports to the DHP on every student who is supposed to be eligible for readmission. Included in the report is a recommendation to readmit or not, based on the student's progress toward meeting the condition of the rehabilitation plan. The DHP members also take into consideration what they hear from the student and family in the readmission hearing. Then, the DHP makes a recommendation to the District's Board of Education and the Board makes the final decision. It almost always decides to readmit students who are recommended for readmission.

When students pose a danger on the Community School campus, they are placed at the County Community School. If a student commits an expellable offense at the District Community School, a DHP hearing is held first and then placement may be requested at the County Community School. Occasionally, requests are made for placement at the County Community School when it is necessary to separate two students due to gang issues, etc.

Some school districts use the Alameda County Community Schools Program as an educational option for those students mandatorily expelled under provisions of the Education Code and/or under the district "no tolerance" policy. The Community Schools Program is a permissive educational option, which provides the local school districts with another educational alternative for its expelled students.

If an initial placement is made to a district-operated educational program and the student commits an expulsion offense or fails that program, the school district board of education shall review the rehabilitation plan that is established at the time of the expulsion and make the necessary adjustments. If there is no appropriate educational alternative within the district, the student may be referred to the County Community Schools Program.

Students expelled pursuant to Education Code Sections 48900-48900.8 and 48915 who are enrolled in the County Community Schools and who fail a County Community School placement will be referred to another County School educational program, if appropriate. When the students exhaust the County Community Schools resources, these students will be referred back to the school district of residence for a review of the rehabilitation plan and possible placement into another alternative educational setting (per Education Code Section 48915(f)).

#### **D. Existing Educational Alternatives for Expelled Students Offered by Districts**

Educational alternatives provided by the California School Districts vary and some are not available to all expelled students. Proper placements must be based upon the seriousness of the offense, location of the offense, and grade level of the student. These factors have the potential to restrict the educational alternatives offered for these students during their expulsion period.

All districts are required to establish rules and regulations governing procedures for the expulsion of pupils. Pupils are entitled to a hearing to determine whether the pupil should be expelled within 30 days after the date that the pupil has committed any of the acts enumerated in Education Code Section 48918.

Districts must consider the following when placing expelled students

- Education Code 48915, Section (a) or (c), students expelled for any of the offenses listed in Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community school operated by the district (Education Code 48660).
- Education Code 48916.1 (a) At the time an expulsion of a pupil is ordered, the governing



board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

- Education Code 48915(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program that meets all of the following conditions:
  - Is appropriately prepared to accommodate pupils who exhibit discipline problems.
  - Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
  - Is not housed at the school site attended by the pupil at the time of suspension.
- Education Code 48915 (a) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior or senior high school or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior or senior high school, or at an elementary school.
- Education Code 48915.5 Each local educational agency, pursuant to the requirements of Section 56026 and 56195.8 shall develop procedures and timelines governing expulsion procedures for individuals with exceptional needs.

The existing educational alternatives for expelled and high risk students offered by each of the school districts in Alameda County are identified on the following pages.

### Alameda Unified School District

**Alameda Unified School District** has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

#### **Alameda Unified Positive Behavior Intervention & Supports**

Positive Behavioral Interventions and Supports (PBIS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students.

#### **Tiered Approach to Address Behavior**

Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. PBIS provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence-based behavioral practices for the purpose of equipping students for behavioral and social success. In general, PBIS emphasizes four integrated elements:

1. Data-based decision making,
2. Measurable outcomes supported and evaluated by data,
3. Practices with evidence these outcomes are achievable
4. Systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior interventions and supports,
- Use data to make decisions and solve problems,
- Arrange the environment to prevent the development and occurrence of problem behavior,
- Teach and encourage pro-social skills and behaviors,
- Implement evidence-based behavioral practices with fidelity and accountability,
- Universal screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary,
- More engaging, responsive, preventive, and productive,
- Proactive in addressing classroom management and disciplinary issues including attendance, tardies, and antisocial behavior.



PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

The Alameda Unified School District Discipline Matrix is a support guide to assist site personnel in district-wide implementation of evidence-based behavior practices and interventions. This guide has also been developed to help families understand the discipline process and what to expect if certain behaviors occur in the school setting.

The document is intended as a resource to administrators who are responsible for:

1. Ensuring student's due process rights are provided,
2. Delivering fair and consistent consequences, and
3. Communicating disciplinary actions and recommendations to the central office staff.

### **Tier 1 – Positive Behavior Interventions and Supports**

PBIS is an evidence based structure that focuses on system wide prevention of student misconduct. All school sites are responsible for implementing the following:

- A PBIS Team that represents all populations, including parent and community
- Defined Expectations by context of the school
- Expectation taught and reviewed on a regular bases
- Acknowledgement System that is well defined and easy to use to honor students who demonstrate the expectation
- Correction System to support students with meeting the expectation
- Data System to capture and produce useful behavior reports

### **District-wide PBIS**

The district supports the following:

- School climate goal
- District PBIS Leadership Team
- Allocation of monetary and human resources towards implementation
- On-going professional development

### **School-wide PBIS/Focus Areas – Tier I**

All schools support develop behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.

The 4 major tenets are:

1. Defining School-Wide Expectations
2. Teaching Those Expectations Explicitly
3. Acknowledgement
4. Administrative Structures

The framework includes many evidence-based features:

- Prevention focus

- Define and teach positive social expectations
- Acknowledge positive behavior
- Develop consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation

### **Defining Expectations**

Each site develops school-wide expectations for behavior, defined by common area locations on campus.

### **Teaching Expectations**

Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year. Behavior expectations and the social skills curriculum are taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice are included within the lesson. In addition to teaching behavioral expectations, sites teach social skill development and social emotional learning (SEL) skills.

### **Acknowledge and Correct Behavior**

Once expectations and social skills have been taught at a neutral time, acknowledgement and correction (enforcement) continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students. If students need additional support beyond the Tier I additional Interventions occur in tier II and Tier III.

### **Intervention**

Behavior interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people. Schools may intervene in several ways:

Increase the Explicitness and/or Frequency of Instruction - The more behaviorally at-risk a person, group, or school is, the more explicit the instruction.

### **Acknowledge and Correct Behaviors**

Examples include:

Based on a review of school-wide data the staff decides to re-teach the expectation of respect and to increase the levels of acknowledgement and correction of this expectation in all settings.

A PBIS Team member provides staff development to the campus supervisors on active supervision practices. The administrator supports the instruction by providing specific feedback and clarification to the campus supervisors whenever possible.

The counselor provides eight weeks of individualized skill development to a student on a single skill such as Accepting Criticism/Feedback. The counselor and teacher(s) meet regularly to discuss progress toward skill mastery.

Modify the Environment - Environmental factors and dynamics which inadvertently support and/or promote misbehaviors may be addressed in a number of ways.

Examples of environmental modifications include:

- changing school-wide policies/practices such as dress code, or the use of electronic devices
- implementing new procedures
- changing schedules
- creating formal traffic patterns
- changing interactional patterns
- adopting new instructional practices

Address the Function – Problem behaviors may be addressed by identifying and addressing the purpose or function of the behavior. This requires understanding what students are able to gain or avoid by using the misbehavior.

Examples include:

- The 9th grade team is concerned that Rob routinely disrupts instruction in 3rd and 5th periods. After discussing the behavioral specifics, the team realizes that Rob attempts to derail instruction in every classroom by loudly voicing his complaints regarding everything from the length of passing period to the poor quality of food in the cafeteria. Several teachers respond to this tactic by refusing to engage in the conversation saying instead, “remember to use the skill of Giving Criticism or Feedback,” which has proven to be largely effective. The 3rd and 5th period teachers realize they are engaging in content with Rob by either defending their own actions and/or telling him to stop disrupting the learning of others which results in him insisting, “no I’m not.”
- The PE staff is concerned that a large number of students are not dressing for PE. The team realizes that, by directing students to sit on the wall during PE, they are being allowed the opportunity to avoid PE as well as to freely converse with their friends. Although the consequence was intended to function as a penalty it has, in reality, acted as a negative and positive reinforcement system. The PE staff decides that all students will participate in PE whether or not they dress but students who dress for PE will earn a group-wide benefit.

### **Considerations**

Supporting student behavior involves analyzing and modifying a student’s environment in order to reduce the need for students to engage in problem behaviors. This can be done at each level of support: Tier I, II and III. It is important to remember that behavior always occurs within a context. Understanding the environmental factors that influence behavior is a key to supporting positive behaviors within the Tier I setting:

**Environmental Factors**, also referred to as behavioral antecedents, triggers, or predictors, are conditions present or missing in the environment which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:

- Instructional practices (academic/behavioral) — curriculum, strategies, activities
- Physical setting — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment
- Social setting — staff/students present or absent, interaction patterns surrounding the student
- Social interactions — communication styles, power structure/hierarchy, allotment of peer/staff attention
- Scheduling factors — procedures, routines, timelines, events
- Degree of independence/participation (academic/social) — active listening, engagement, seat work, paired tasks, group work.

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors which may be contributing to student misbehavior.

Each investigation should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/ participation), it will be necessary to systematically respond. Modifications may be made to the following environmental structures and supports:

- Time — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
- Space — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
- Instruction — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction
- Materials — supplementing curriculum, providing multi-sensory options
- Interactions — increasing positive to negative ratio (staff-staff, staff-student, student-student), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

**Expulsion**

District school site teams are expected to look at all of this prior to moving towards expulsion. The district will rarely look at recommending an expulsion if it is not listed as a mandatory expulsion.

**Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

**Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

**Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

**Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**District Operated Alternative School**

Island High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Island as allowed by law.

Island High is a continuation school and is different from most traditional high schools in the state of California, in that it allows students to earn 7.5 credits every semester, instead of the usual 5 at a traditional high school. Moreover, the school doesn't give out "F" grades; instead, a

"No Mark" is given in lieu of a failing grade. "F" and "NM" grades do not give credit. Students are also given credit through special optional assignments called Contracts, and can earn credits in a class by taking Challenge Exams, which, if passed, apply 5 credits in the exam's subject area, which is worth a semester of credits at a traditional high school.

Island High follows the same calendar as the rest of the Alameda Unified School District. However, instead of splitting the year into four nine-week-long quarters like a traditional high school, Island splits its year into six hexesters, each six weeks long. Students can earn 2.5 credits per hex, allowing 7.5 credits per semester in every class. Semester end dates and holidays are the same as the other high schools in the district.

The student body of Island High has always been relatively small, with only approximately 125 students in the entire school. Most students at Island High are transfer students from Alameda and Encinal High Schools who are low on credits. Once a student has a certain number of credits, he or she may choose to transfer out of Island and back to their original school. Few students actually choose to do this.

Despite being a continuation school, the diploma received at Island High is recognized just like one from a traditional high school in California. This is because the graduation requirements at Island High are the same as any other California high school. A student needs 230 credits, a minimum GPA of 1.75 and twenty hours of community service. The day a student successfully completes all graduation requirements is the day that they graduate. Given the many ways to earn credit at Island High, graduation can occur on any regular school day. Students who graduate midway through the school year are invited back in June to participate in a commencement ceremony.

### **District Operated Independent Study Program**

Independent Study is an alternative program offered by Alameda Unified School District. Instead of attending classes at school, students meet with a teacher 60-90 minutes each week, then complete all assigned work at home. Independent Study is on the quarter system. Each student takes 3 classes per quarter. For each class there is about 10 hours of work each week. Students must attend their weekly meetings with their teachers. Students may request to take a class at their home school if it is not offered through Independent Study. Independent students must attend state testing. Students in grades nine through twelve who live in Alameda may apply to IS.

### **District Operated Home Based Instruction**

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Home Instruction is provided in the student's home for any student physically or emotionally unable to attend school for a period of at least three weeks. A health related recommendation from a licensed physician or psychiatrist is required for home instruction.

### **Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a

manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

**Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.



## Albany Unified School District

Albany City Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Caregivers and family members are always included in the process.

The expulsion process follows all state laws, guidelines and applicable education codes. In accordance with our District's Board policy, families who are recommended for expulsion are contacted by the District's expulsion coordinator to review the expulsion process and all available options for expulsion and rehabilitation.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or continued access to services available in the district of residence.

### **Transfer to another school within the district (Grades 7 to 12)**

Students in grades 10 to 12 may be placed in the District's alternative high school. This provides



the student with a fresh start.

### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

### **District Operated Alternative School**

MacGregor High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at MacGregor High School as allowed by law. MacGregor High School serves students in grades 10-12 and provides credit recovery in smaller classes with a reduced instructional day.

### **District Operated Independent Study Program**

The District provides an independent study program. The decision for approval is based on individual circumstances and the ability to work independently. The program serves students in grades 9-12 and offers online, independently paced instruction in all core academic areas, with the exception of science, and also offer some elective courses.

### **District Operated Home Based Instruction**

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

### **District Operated Online or Virtual Education Program**

These services are not provided. See Independent Study for a description of virtual learning opportunities offered through independent study.

### **Specialized Placement or Program**

These services are not offered.

### **Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

### **Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by

the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

## **Berkeley Unified School District**

Berkeley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

### **Berkeley Unified School District Board Policy 5144.3-Expulsion**

The Governing Board is dedicated to implementing graduated discipline practices and policies that aim to keep all our students in class, receiving instruction and support. Expulsion from school is an extreme and severe disruption of the educational process, and shall be reserved for behavior that requires expulsion process, and shall be reserved for behavior that requires expulsion under law or that poses a serious future threat to the safety of students or staff.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

#### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

#### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district.

#### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

#### **Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district is if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Alternative School (Grades 10-12)**

Berkeley Technology Academy (BTA) serves students 16-18 years of age. This program provides students with an alternative educational setting to pursue the core curriculum of the District. The smaller school setting allows for closer attention to individual student needs. Students on a suspended expulsion may be placed at BTA, as allowed by the law.

**District Operated Independent Study Program**

Independent study may be provided for students in particular circumstances who are not expelled (Education Code does not allow districts to place expelled students on independent study).

Students will arrange to meet with credentialed teachers within the structure of the particular program they are participating in.

**District Operated Home Based Instruction**

Home-based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school.

Home & Hospital Instruction (HHI) is available to all Berkeley Unified students who are unable to attend school for extended periods of time due to physical or mental incapacity. Students must have authorization from a medical doctor and the school district to enroll. The student that is approved must have a need to be out of the school on record for 30 days or more. HHI is individualized instruction that is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable.

**District Operated Online or Virtual Education Program: These services are not provided**

Berkeley Unified School District offers a violence prevention program. Bay Area Peace Keepers is a Violence Prevention Program for students who have engaged in high-risk behaviors. Peace Keepers meets weekly for students in grades 4-12.

**Referral to County Operated Community School: These services are not provided****Referral to County Operated Independent Student Program: These services are not provided**

**In Lieu of Expulsion:**

In certain expulsion cases, suspending the expulsion in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support:** These services are not provided

## Castro Valley Unified School District

Castro Valley Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an

inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

### **District Operated Alternative School**

Redwood Continuation High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Redwood Continuation High School as allowed by law. The smaller school setting allows for closer attention to individual student needs, and provides credit deficient students with the opportunity to get caught-up and back on-track for graduation.

### **District Operated Independent Study Program**

Redwood Independent Study (Grades 9-12) is an independent study program operated by the Castro Valley Unified School District. The decision for approval is based on individual circumstances and the ability to work independently. Students come to independent study once or more per week and spend a minimum of one hour with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of twenty hours per week on academic work.

The program helps students pursue the educational requirements of the Castro Valley Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending independent study, students may take courses concurrently at the local community colleges and the Eden Area Regional Occupation Program.

### **District Operated Home Based Instruction**

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. The student will meet with an appropriate credentialed teacher for a minimum of one-hour per week. The instruction is provided to keep the student up to date with assignments when the student cannot attend the regular, comprehensive school setting.

### **District Operated Online or Virtual Education Program**

Castro Valley Unified School District provides curriculum through Edgenuity. The Castro Valley Virtual Academy provides a full time or concurrent option for students and currently serves students in 8th through 12th grade. The CVVA offers weekly workshops with highly qualified teachers to support student work and provide direct instruction.

### **Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Castro Valley Unified School District partners with area Non Public Schools (NPS) to provide specialized

academic instruction and related services for students who required an alternative placement. The students are provided with all services included in their Individualized Education Plan (IEP) and are case managed by District special education staff to ensure access to their education. Students may receive educationally related mental health and behavior intervention services as appropriate while in the alternative placement.

### **Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

### **Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

### **In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

### **Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.



## Dublin Unified School District

Dublin Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student has been recommended for expulsion a pre-expulsion meeting is scheduled with the Director of Student Services to determine if the expulsion process should be enacted. In attendance are the Director of Student Services, caregivers and/or family members. The agenda of the meeting include the following:

- Purpose of the meeting is shared with the parent which include the following:
- Timeline of the process
- Extend the suspension
- Set up student to continue receiving classwork and receiving credit while on suspension
- Share the two options guardians can choose in the process
- Inform and give the Board Policy and Ed code on suspension and expulsion to the guardian.
- Describe the process and the role each person plays in the process. Provide an opportunity for student to give his/her statement receives input from the guardian and reviews the expulsion file.

If it is determined the expulsion process should move forward the Director of Student Services will share the following options:

- Option 1 Administrative Hearing Panel the following information is shared:
  - Scheduled 10 days out to give caregivers/guardians time to obtain legal counsel if they wish. Panel of impartial administrators within the district, does not know the student or the family.
  - Panel will review expulsion file, listen to testimonies given on both sides.
  - Have three days to deliberate and give their decision. Before or on the third day, Director of Student Services contact parent/guardian to inform of the recommendation to the Board
  - Share the final decision making body is Board of Trustees, with the expulsion file reviewed and discussed in close session with the student assigned a case number.
  - Next board meeting, decide to accept recommend or go in another direction.
- Option 2: Stipulated Expulsion and the following is shared:
  - Waive the right to an administrative hearing
  - Student admits guilt.
  - Expulsion recommendation with rehabilitation plan to go to the Board is shared.
  - Parents/guardians sign off.

Through the process parents/guardians are encouraged to ask questions and follow up with the process.

The following are the descriptions of the district's existing educational alternatives and other

services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Alternative School:** These services are not provided.

### **District Operated Independent Study Program**

QUEST is an independent study program operated by the Dublin Unified School District. The

decision for approval is based on individual circumstances and the ability to work independently. This is an online program meeting with a teacher once a week at an alternative site and is available for grades 3<sup>rd</sup> through 12<sup>th</sup> grades.

**District Operated Home Based Instruction:** These services are not provided.

**District Operated Online or Virtual Education Program:** These services are not provided.

### **Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Through the IEP process specialized programs are recommended. This process is available to grades 3<sup>rd</sup> through 12<sup>th</sup> grades.

### **Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

### **Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

### **In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

### **Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

## Emery Unified School District

Emery Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

When a student is referred for an expulsion for any acts other than those enumerated in 48915(c), the District and the Board considers secondary findings, in addition to evidence confirming the allegations. These additional findings include whether the student has received appropriate interventions to correct and/or change his/her behavior.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled may be placed on suspended expulsion and provided with Home Instruction, Independent Study (at parent request), or granted an InterDistrict Transfer out of the District. Students and their families may be required to participate in (school-based) counseling or referred to (off-site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Independent Study Program (Grades 6-12)**

Emery Unified School District provides an independent study program through either teacher prepared work packets or an on-line program. The District has adopted and modified the curriculum from the Odysseyware online program to meet EUSD standards and course requirements. Students access the course work electronically from home or community locations. Both options include weekly meetings with a teacher to review work, take tests, and grade essays. The decision for approval is based on individual circumstances and the ability to work independently.

**District Operated Home Based Instruction (Grades K-6)**

Home based instruction is a short term program of 5 hours per week, designed to accommodate students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. A home teacher coordinates school work with the school site and assists the student in maintaining progress until the student can return to school.

**Specialized Placement or Program (Grades K-12)**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP. Specialized programs may include those located in districts other than the student's home district through the North Region SELPA placement process, or Non-Public Schools.

**Referral to County Operated Community School (Grades 7-12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In

addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

## **Fremont Unified School District**

Fremont Unified School District has a clearly delineated process for the expulsion of students per Board Policy & Administrative Regulations 5114. The District provides full due process for each student and their families in this challenging situation which includes a manifestation determination for students with a 504 or an IEP. The District's focus is on making decisions that will provide the student with opportunities to remedy the behavior for which the expulsion recommendation has been made. This also provides the student with the opportunity to continue making progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

### **Expelled Students (Grades 7-12) / Referral to County Operated Community School/Program**

Students in grades 7-12 who are expelled from the Fremont Unified School District are referred to an Alameda County School/Program with a rehabilitation plan. These schools and programs are designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required as part of the student's rehabilitation plan.

These students may apply for QUEST independent study program operated by the Alameda County Office of Education.

### **Expelled Students / Suspended Expulsion (Grades K-6)**

Students in grades K-6 who are expelled are placed on suspended expulsion with a Rehabilitation plan and transferred to another school within the District. Individual student counseling is required and family counseling is highly recommended at no cost to District.

### **Expelled Students / Suspended Expulsion (Grades 7-12)**

When a student is expelled, the District believes that sometimes this is a more appropriate placement than expelling to an Alameda County school/program. Therefore, the district will place a student on a suspended expulsion which allows the student to attend another comprehensive school or a District operated alternative school/program in the Fremont Unified School District with a rehabilitation plan. In addition, when a student has an IEP, the Special Education Department is consulted to ensure the student receives FAPE.

Placement in every suspended expulsion matter is determined on a case-by-case basis. Placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended expulsion, the student must meet the conditions set forth in the rehabilitation plan to continue attending the assigned site.

Students on a suspended expulsion who fail to meet the conditions of their expulsion order and rehabilitation plan may be transferred to the Alameda County Community School at any time.

**District Operated Alternative School (Robertson Continuation High School)**

Fremont Unified School District provides students with an alternative educational setting to continue their learning. Students on a suspended expulsion may be placed at Robertson High School as allowed by law. (16 years of age, teen parent or pregnant minor, McKinney-Vento/Foster Youth).

The program at Robertson High School is designed to assist students in earning a high school diploma, college and career readiness, developing vocational skills, and providing an opportunity for personal growth. The program is designed to allow students the opportunity to make up academic deficiencies and provide the student with a smaller learning environment. This setting allows for more individualized attention (22 to 1 student-teacher ratio) to better meet student needs. At Robertson, a student can complete classes in an accelerated manner, earning more than 80 credits per year. Students are encouraged to take additional coursework either on campus, at ROP, or adult school (if 18 years of age).

**District Operated Independent Study Program (Vista Independent Study Program)**

Students on a suspended expulsion may request placement at Vista (parent/guardian request only). Vista is an independent study program operated on the Robertson High School campus by the Fremont Unified School District for students in grades 7-12. A referral form to this program is completed at the assigned site and forwarded to Vista. The decision for approval is based on individual circumstances and the ability to work independently. If the student is not successful in this program, the student will be returned to the assigned school/program.

**Intra-District Transfer to another site (Grades K-12)**

An expelled student may apply for an intra-district transfer to another school only if both sites agree that the placement is in the best interest of the student. The intra-district transfer may be revoked by the receiving school at any time and the student returned to the assigned site.

**Inter-District Transfer to another school district (Grades K-12)**

An expelled student may apply for an inter-district transfer to another district only if both the districts agree that the placement is in the best interest of the student. The inter-district transfer may be revoked by the receiving district at any time and the student returned to the home district.

**Home-Hospital Instruction for students with an IEP or 504 plan (Grades K-12)**

In rare circumstances, a student shall be placed on a suspended expulsion into home-hospital instruction if it is determined through the student's IEP or 504 plan that this is an appropriate placement. The student will receive a maximum of five (5) hours per week of instruction unless otherwise specified in the IEP.

Students who commit an offense that is a manifestation of their disability are not expelled but may be placed on Home-Hospital Instruction if the placement is the least restrictive environment for the student and it is in compliance with the student's IEP. The student will receive a maximum of five (5) hours per week of instruction.



**District Operated Online or Virtual Education Program**

These services are not provided.

**Specialized Placement or Program**

These services are not provided.

**In Lieu of Expulsion (Grades K-12)**

In rare cases, an administrative change of placement may be processed in lieu of recommending the student for expulsion.

A meeting is held with the student and parent/guardian to discuss the student's most recent disciplinary action. The student is placed on a Behavior/Performance Contract with a review to be held at the end of the current school year. Placement on a Behavior/Performance Contract does not minimize the seriousness of the student's actions and continued negative behavior may result in an expulsion recommendation.

**Rehabilitation Plan, Transition and Support**

All Fremont Unified School District students who are expelled automatically receive a Rehabilitation Plan, which includes but is not limited to 98% attendance, C+ grade average, counseling, community service, and a reflective essay to be submitted at the end of the expulsion term. Based on the individual student, the Rehabilitation plan may also include a gang contract, no contact with other students/witnesses/victims, and non-trespassing on other school sites.

## Hayward Unified School District

Hayward Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Upon the determination that it is appropriate to extend the suspension of a student pending an administrative hearing (within the first 5 days of suspension), a hearing is scheduled and every student is referred for interim educational services through the Independent Studies program or the Home Study K-8 program at the Brenkwitz High School Campus.

Students with Individualized Education Plans (IEPs) are also provided interim services in accordance with their IEPs while the student is pending an administrative hearing and ultimately a final Board decision regarding student placement.

Administrative Hearing panel members hear student case and based in the individual facts of each case, the needs of the student and with a focus on the safety of all students on our campus', the panel makes a recommendation to the Board of Education that includes a suggested placement option, the length of expulsion and terms and conditions of an individualized Expulsion Rehabilitation Plan.

Upon review of expulsion hearing documentation and the recommendation of the Administrative Hearing panel, the Board of Education makes a final determination for each expulsion recommendation, formally placing the student in an educational setting for the duration of the expulsion term.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in counseling services may be required as may community service.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to another school within the district. As part of the student's Rehabilitation Plan, the student is required to participate in counseling services and additional resources for support are shared with the family. The Intervention Counselors work with the student and their family, ensuring they are connected to resources and supporting the student to complete the Rehabilitation Plan within the term of expulsion.

**Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting with the County Office of Education.

**Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through sixth grade, who are expelled with a suspended enforcement, may be placed at another elementary school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive setting.

**Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 through 12, who are expelled with a suspended enforcement, may be placed at another middle or high school in the district. This provides the student with a fresh start and the opportunity to participate in a complete academic program in a comprehensive or alternative setting.

**Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Alternative School****Brenkwitz Continuation High School**

This program offers a support system that allows students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards-based core class instruction, and online credit recovery. All students have a counselor as well as an academic advisor.

**District Operated Independent Study Program****Independent Study Program (grades 9-12)**

Students meet with a teacher 2-3 times weekly working on district adopted standards based curriculum. All students and parents must sign a contract that is renewed every semester. Failure to comply with the terms of the contract or missed appointments will result in the student being returned to the home school of residence. Students must be able to work independently while keeping weekly appointments. The program is strictly voluntary.

**Home Study K-8 Program (grades K-8)**

Parents and legal guardians work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends weekly appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

**District Operated Home Based Instruction**

Home Based Instruction is provided within the district when an IEP determines that a student requires this type of service to best meet their individual learning needs. Home Based Instruction is not used as a placement for disciplinary reasons. Home Hospital Instruction is available to students who, due to medical necessity, must receive instruction in their home while they recover from a significant, short term disabling condition such as surgery, chemotherapy, etc. when they are not able to participate in any other regular program offered by the school district.

**District Operated Online or Virtual Education Program**

Service is not available

**Specialized Placement or Program**

In occasional cases, when a student's exceptional needs cannot be met in the programming available within the district or the programming available at the County operated programs, expelled students may be placed in specialized programs operated through other agencies by IEP team decision. Placement is informed by the student's assessed needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled, but are served in the Least Restrictive Environment with appropriately supportive programming that meets the assessed needs of the student, as determined by the IEP team.

**Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where the Board finds that the student cannot be safely served on a district campus (48195 B2, E2) are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students placed at district schools while their expulsion order is suspended, who then fail to meet the safety conditions of their rehabilitation plan by violating education codes 48900/48915, are transferred to the Alameda County Community School or Quest Independent Study Academy for the remainder of their term of expulsion.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education, program participation is based on the individual needs of the student and their family.

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Hayward Unified School District Intervention Counselors follow up with all students who have an open expulsion order, whether placed on District campus' or in County programs, to verify enrollment, support connections to services and to support the student and family to begin working on meeting the conditions of the Rehabilitation Plan that will lead to reinstatement to the district with regular student status.

Hayward Unified School District Intervention Counselors have positive working relationships with staff at all 30 district schools K-12 and staff in County programs and visit the sites weekly to see students, provide ongoing support and ensure communication staff where the student is placed and the District is timely, accurate and ultimately intended to support each student to success.

For students with IEPs or 504 Plans, staff in the Student & Family Services department ensures connections are made between County staff and Hayward Unified School District staff so IEP services and 504 accommodations are provided for eligible students with minimal gaps due to transitions between programs.

**High-Risk Students:**

Students across the district identified as possibly at-risk for expulsion based on student discipline data are also referred for support by the Intervention Counselors. The Intervention Counselors work with school site leadership and the Coordination of Services Teams (COST) at each site to ensure that students are connected to socio-emotional support resources, such as participation in student support groups, 1:1 counseling, case management and coaching of the classroom staff in behavior support strategies.

## **Livermore Valley Joint Unified School District**

Livermore Valley Joint Unified School District (LVJUSD) has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes.

The Livermore Valley Joint Unified School District believes it is essential that students enjoy a secure learning environment, with a sense of order and high expectations. We believe that schools can support families in helping students develop a sense of personal responsibility. Discipline guidelines are created to promote consistency in dealing with unacceptable behavior, with an understanding that students are likely to make good choices when they clearly understand the rules and the consequences for engaging in behavior that is not appropriate for a school setting.

School discipline should be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in re-engaging the student in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit

The following are the descriptions of the District's existing educational alternatives for expelled students.

### **Expelled Students (Grades 6 to 12)**

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 5)**

Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the District. For some students, a transfer to another comprehensive site allows a student a new start, or access to services that may not be available at previous school site.

### **Suspended Expulsions (Grades K to 12)**

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school in the District is more appropriate than expelling the student to an out-of-District school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative

Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the District**

Due to age constraints with programs offered through Alameda County Community schools students in grades kindergarten through 5th grade may be involuntarily placed at another school in the District. Students in grades 6 to 12 may be placed at another middle or high school in the District. This provides the student with a fresh start. Students who receive special education services may be referred to a school in the District where their educational needs are met in accordance with their IEP. The student is placed at another school in the District with probationary conditions outlined in the rehabilitation plan. Students have a period of time, up to a year, to meet the conditions and be considered for a return to the program from which they were expelled.

### **Inter-District Transfer to another school District**

The only time a student is involuntarily transferred to another school District is if the student is currently in LVJUSD on an Inter-District transfer and commits an expellable offense or does not meet the academic, attendance, and behavior expectations of the District. In these cases, the Inter-District transfer is revoked and the student is returned to his/her home District. A student may be allowed to transfer to another school District only if both the family and the Districts agree that placement in another District is in the best interest of the student.

### **Continuation High School - Voluntary**

Students may be placed at Del Valle Continuation High School as an alternative educational setting. The program provides a lower teacher to student ratio, an opportunity to make up credit deficiencies, and a setting designed to deal with at risk students. Mental health counseling services are provided by the Hume Center, Horizons and Axis Community Health. Horizons provides career exploration speakers and one of our senior English teachers offer a transition class to help students transition to college or career. We provide a career pathway in culinary arts in which the students test, qualify and earn the food handler's certificate as well as learn entry level culinary skills. Students are encouraged to enroll in ROP classes at the local high schools.

### **Independent Study – Voluntary**

Vineyard Alternative School is a school of choice that offers an independent study educational program. Students in grades one through twelve have access to the curriculum and learning opportunities through the state approved independent study model. Students are assigned weekly appointments to meet with content area teachers to receive instruction. Therefore, students can be expected to be on campus one to three times per week based on the courses they are taking and their scheduled meetings which are at least forty-five minutes long each. Students are also offered the opportunity to attend a support class and math tutoring if they are in need of additional academic assistance. High school students are expected to complete at least twenty credits per trimester or sixty credits per school year in order to be on track to graduate. They also have the opportunity to recover credits or work at an accelerated pace as well as concurrently enroll at our local junior college to further their education.



**Adult Education**

When age appropriate, student's transfer to the Adult Education program to work on a high school diploma or prepare for the GED exam. Students attend classes at least two times per week where they have the opportunity to work one-on-one with credentialed teachers. Both the adult high school diploma and the GED preparation classes are taught using a blended learning model where students use online programs to access curriculum and assessments to earn credits and/or prepare them for the GED exam. Occasionally, these students also take concurrent classes at the local junior college.

**Home Study Program**

The Home Study program is used for students in particular situations and special education whose needs cannot be met at our Independent Study site. A home teacher works with the student one hour a day, five times a week. The home teacher works with the case manager at the student's home site, modifying the work as appropriate.

**Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

LVJUSD anger management through Horizon's Counseling, offers a Violence Prevention Program for students who have engaged in high risk behaviors. Students who are on extended suspension pending an expulsion hearing are required to participate.

**Referral to County Operated Community School**

Students are referred to an Alameda County community school program when expelled by the LVJUSD Board. Alameda County has day school and independent study programs available. They can place students in grades 6 – 12; as well as special education students on a case by case basis.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive support from the District. Administrators communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the District.



## **New Haven Unified School District**

New Haven Unified has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Students being recommended for expulsion and their families are invited to attend an Extension of Suspension meeting with the Director of Pupil Services. At this meeting, the student's due process rights are explained and an explanation of the process is shared. Parents are afforded an opportunity to have any all questions answered.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled have the enforcement of that expulsion suspended and are transferred to another school within the district. Students and their families are required to participate in counseling and community service hours appropriate for their level of development.

### **Suspended Enforcement of Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 6)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed as another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

**Inter-District Transfer to another school district**

When a student attending in New Haven on an inter-district transfer commits an expellable offense, the district moves forward with the expulsion process while also revoking the student's inter-district transfer. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Alternative School**

Conley-Caraballo High School (CCHS) provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. The vast majority of students attending at CCHS do so because they have requested to attend there. Additionally, a small number of students are placed at CCHS as allowed by law. Students enrolled at CCHS benefit from the smaller number of students and a sense of connection with all staff. No one is anonymous at CCHS.

**District Operated Independent Study Program**

The Decoto School for Independent Study (DSIS) is an independent study program operated by the New Haven Unified. The decision for approval is based on individual circumstances and the ability to work independently. Students attend classes at least twice a week and regularly meet with their teachers. Students are expected to spend at least twenty hours a week on academic work. The independent study program is a voluntary program. Students are able to access multiple support services at the site and are housed on the same campus as the Union City Family Center, a hub for family-support services for the city.

**District Operated Home Based Instruction**

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Home instruction provides students one hour per day of time with an appropriately credentialed teacher.

**District Operated Online or Virtual Education Program**

The New Haven Unified School District does utilize some online or virtual education programming for students to make up classes and recover credits.

**Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

**Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled are offered support to meet the conditions of their Rehabilitation Plan from the district. Referrals are made at parent request to counseling services through district social workers.

## Newark Unified School District

The following are the descriptions of the district's existing educational alternatives for expelled students.

### **Suspend expulsion:**

In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California *Education Codes*. During the term of the suspended enforcement of the School Board's expulsion order, the student attends a comprehensive campus on a probationary basis, and must meet certain conditions to continue in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (K-6):**

For some students, a transfer to a different comprehensive site allows a student a fresh start, or access to special education services which are not available at the neighborhood school of residence.

### **Reassigned with special contract conditions:**

In some matters, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for an individual student.

### **Placement into continuation high school:**

The Bridgepoint Continuation High School provides students with an alternative educational setting to pursue the core curriculum of the district. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught-up and back on-track for graduation.

### **Independent study (at parent request):**

Crossroads Independent Study is a high school, which delivers the curriculum through independent study. Students come to Crossroads once or more a week and spend several hours with their teacher. Students receive weekly assignments during their scheduled appointment time, and are expected to spend a minimum of 20-hours a week on academic work. Crossroads students are highly capable learners.

Students attend Crossroads by choice. Crossroads helps students pursue their educational requirements of the Newark Unified School District. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending Crossroads, students may take courses concurrently at the local community colleges and Mission Valley Regional Occupational Program. Students learn and practice the self-discipline necessary for future success.

Crossroads High School is dedicated to providing a place where all students feel valued and unique. Students are offered creative opportunities to learn and to accomplish their academic goals. The program offered is tailored to meet students' individual needs and incorporates individual learning styles, interest, aptitudes and passions. Crossroads is constantly examining the program and seeking new strategies to better meet the ever-changing needs of students and the demands for the 21<sup>st</sup> century.

**Home instruction (regular and special education):**

Home instruction provides students in particular circumstances one-hour per day of time with an appropriately-credentialed teacher. The instruction is provided to keep the student up to date with assignments when the student temporarily cannot attend the regular comprehensive school setting.

## **Oakland Unified School District**

The following are the descriptions of the district's existing educational alternatives for expelled and high-risk students.

### **Expelled Students**

#### **Oakland Community Day Middle and High Schools (Grades 6-12)**

Secondary-level students who are expelled from Oakland schools for serious incidents where expulsion is mandatory are placed at one of the district community day school programs. These schools are specifically designed to educate these expelled students in small learning environments with integrated mental health services.

#### **County Community School (Grades 7-12)**

Secondary-level students who are under expulsion and are then subsequently expelled from Oakland Community Day School for serious incidents may be referred to an available county community school program. Referrals to county community schools may also be made upon parent or Probation request as an alternative to the district community day school.

### **Suspended Expulsion**

In certain expulsion cases, suspending the expulsion order and allowing the student to attend school at a comprehensive or alternative school site in the district is more appropriate than expelling the student to a district community day or county community school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary status, and must meet pre-established conditions to continue enrollment, or the suspended enforcement of the expulsion is revoked. The expulsion is enforced and the student is placed in an appropriate community day school or community school setting for the remaining period of the original expulsion. Where the student meets the pre-established conditions to continue enrollment, upon the expiration of the original expulsion the Board of Education may destroy the record of said expulsion.

### **High-Risk Students**

#### **Transfer to another comprehensive school within the district (Grades K-12):**

In some cases, on a voluntary basis, a student may be transferred to a different comprehensive site in order to allow the student to achieve academic success.

#### **Transfer to an Alternative School of Choice (Grades 9-12)**

Students may be transferred to an alternative school of choice if it is determined that the student would benefit from the small school environment or particular support services available. Oakland offers three alternative schools of choice—Gateway to College at Laney College, Emiliano Zapata Street Academy and Oakland International High School. Placements at alternative schools of choice are voluntary and require parent consent.

**Placement into Continuation High School (Grades 10-12, Ages 16-18):**

Oakland's three continuation high schools—Rudsdale, Dewey, and Ralph J. Bunche high schools--provide students with a small alternative educational setting. The smaller school setting allows for closer attention to individual student needs, and fosters credit-deficient students to get caught up and back on-track for graduation. Comprehensive mental health and other support services are available to provide students with the tools necessary for success in school. In addition, Rudsdale offers a program for high-risk newcomer students, students who have been in the country less than three years and are at risk of not graduating from a comprehensive high school, in which additional resources are provided in a small alternative setting to support this specific population to be successful.

**Independent study (Grades 7-12) or Home School (Grades K-6):**

In rare circumstances, a student will be placed at Sojourner Truth Independent Studies for Home School (grades K-6) or Independent Study (grades 7-12). Independent study and home school are strictly voluntary options that parents must request. Students on suspended expulsion are generally not considered candidates for independent study or home school options, but requests are considered on a case by case basis.

**Home and Hospital (Grades K-12)**

Students on expulsion, suspended expulsion, or deemed high-risk are eligible for Home and Hospital instruction when there is medical necessity. Credentialed teachers provide individualized instruction for students with medical need at their homes, in hospitals, or at other medical facilities.

**TAP (Temporary Alternative Placement) Center (Grades 6-12)**

The TAP Center provides a temporary educational setting for students who have been recommended for expulsion and are awaiting disciplinary hearings and school placements. In lieu of extended suspension, students are referred to the TAP Center where they receive individualized daily instruction in a classroom setting.

## **Piedmont Unified School District**

Piedmont Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law (Education Code 48911, 48915, 48915.5).

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order typically shall not be suspended by the Board, although the Board has the authority to do so. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on a case-by-case basis, pursuant to the requirements of law.

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year (Education Code 48918(a)).



Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay (Education Code 48918(a)).

For additional details surrounding expulsion due process, please refer to PUSD Board Policy and Administrative Regulation 5144.1 and 5144.2

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 6 to 12)**

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 5)**

Students in grades K to 5 who are expelled are placed on suspended expulsion and transferred to another school within the district. Students and their families are required to participate in (school based) counseling or referred to (off site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school as a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 5)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Inter-District Transfer to another school district**

A student will be involuntarily transferred to their home school district if the student currently attends PUSD schools on an inter-district transfer and commits an expellable offense. The inter-district transfer will be revoked and the student will be returned to his/her home school district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

### **District Operated Alternative School**

Millennium High School provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Millennium High School as allowed by law.

Millennium High School (MHS) is the alternative high school in Piedmont Unified School District. It serves a broad cross-section of students, grades 9-12, with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with Content Standards for California Public Schools, and our courses satisfy UC “a-g” admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. It supports students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, non-competitive classes. Instruction is individualized, and students work until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service-learning, interdisciplinary and multiple intelligences instruction, flexible scheduling, and personal counseling.

MHS has developed a unique “community-building approach to education” guided by four principles: Respect, Communication, Empowerment and Community. Students and staff agree to respect each other, recognizing our diverse backgrounds and learning styles are a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. MHS views everyone as both learner and teacher, and encourage students to make choices about how their learning will be structured. Students connect classroom and community-based learning by engaging in service-learning projects that address real issues and needs in society.

### **District Operated Home Hospital Based Instruction**

Home Hospital based instruction is provided to students in particular circumstances. The instruction is provided to keep students, grades K-12, up-to-date with assignments when the student cannot attend the comprehensive school due to a medical condition. Services provided consist of direct instruction up to 10 hours per week.

### **District Operated Online or Virtual Education Program**

Piedmont Unified School District provides curriculum through Accelerate Education to students in grades 6-12. Accelerate Education is an online platform where students can access both college-preparatory and graduation-required courses for both semester and year-long credit.

### **Specialized Placement or Program**

In some cases, expelled students, grades K-12, are placed or referred to specialized programs. Placement is informed by the student’s needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

**Referral to County Operated Community Day School**

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a timeline for returning to the home district.

## Pleasanton Unified School District

The Pleasanton Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

To summarize our expulsion process, after a student is recommended for expulsion, they are invited to participate in a meeting with the Director of Student Services, and the Principal to review the incident and reason for the recommendation for expulsion. During this meeting, we take a restorative approach with the student and family. As appropriate or able, we ask the student:

1. What happened and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been hardest for you?
5. What do you think needs to be done to make things as right as possible?

Based upon the conversation during the meeting, the specific violation of Ed Code, previous discipline and means of corrective action taken, and an evaluation of if the student poses a continued threat or danger to the campus, a decision on how best to move forward to resolve the student discipline issue is made.

Sometimes, the student is placed on a behavior contract, and in this contract a restorative approach and rehabilitation plan is drafted. Other times, a formal Stipulated Suspended Expulsion agreement with rehabilitation plan is taken to the Board of Trustees for their approval, and occasionally the District chooses to move forward with an Expulsion hearing or Expulsion Agreement to expel the student and develop a rehabilitation plan.

As we develop the rehabilitation plans, we seek to individualize the plan to meet the unique and specific needs of each student. We also typically try to incorporate family or individual counseling sessions, as well as a way to give back to the community through service hours.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Expelled Students (Grades 7 to 12)**

Pleasanton students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to the Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

### **Expelled Students (Grades K to 6)**

Students in grades K to 6 who are expelled are placed on suspended expulsion and transferred to

another school within the district. Students and their families are required to participate in (school-based) counseling or referred to (off-site) mental health services.

### **Suspended Expulsions (Grades K to 12)**

In certain cases, suspending the expulsion order and allowing the student to attend school at a comprehensive school site in the district is more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Transfer to another school within the district (Grades K to 6)**

Students in grades Kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Transfer to another school within the district (Grades 7 to 12)**

Students in grades 7 to 12 may be placed at another middle or high school in the district. This provides the student with a fresh start or access to special educational services which are not available at their neighborhood school of residence.

### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to his/her home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

### **District Operated Alternative School**

Village High School is the Alternative High School for Pleasanton Unified. Village provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed at Village as allowed by law and are available for students in 10<sup>th</sup>-12<sup>th</sup> grade.

The mission at Village High School is to foster educational achievement and character development by providing a student with an alternative atmosphere and educational program that will enable him/her to explore career choices, develop academic and technical skills, and feel successful and succeed if he/she desires to do so.

Students may attend VHS, for a variety of reasons such as for credit recovery, a small school environment, or a more personal relationship with teachers. Village staff focus on individualizing student needs and creating a community of character. They have been accredited by the Western Association of Schools and Colleges (WASC) and received the maximum six-year term.

The Village High campus plays host to students who are engaged in meeting district graduation standards, as well as exploring career interests and focusing on future goals. Instruction is geared to maximize the learning experience for each individual student, and, with a class-size average of 20 to 1, teachers are able to support student learning throughout the curriculum.

Students come to Village for a variety of reasons, but they leave with a healthy respect for themselves, the staff, and the community in which they live.

### **District Operated Independent Study Program**

Pleasanton Unified also has an independent study program operated at Village High School. The decision for approval is based on individual circumstances and the ability to work independently. The Independent Study teacher sets up individual appointments for each student to review coursework, answer any questions the student may have and provide the assignments for the following week. Independent Study is open to Elementary, Middle and High School students and contracts are reviewed and renewed as appropriate each year.

### **District Operated Home Based Instruction**

Home/Hospital based instruction is provided to students in particular circumstances that are generally medical in nature. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. Participation in the program is approved by the school site administrator upon discussion with the student, parent, counselor and often teachers. Most of the students served through the home-based instruction program have a note from a physician that indicates the reason the student would need this setting, as well as the anticipated return date.

### **District Operated Online or Virtual Education Program**

Pleasanton Unified recently began providing some curriculum through Virtual Academy. The program is primarily used for credit recovery or for students with significant medical needs and a benefit for a blended home/hospital based instruction and virtual education program.

### **Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's needs and their IEP. Students who commit offenses that are a manifestation of their disability are not expelled but may be placed into an educational environment that is supportive of their needs and in compliance with their IEP.

### **Referral to County Operated Community School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

### **Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by

the County Office of Education.

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Staff within the Student Services Department communicates with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

## San Leandro Unified School District

San Leandro Unified School District has a clearly delineated process for the expulsions of students. Our process provides full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible the goal is to recommend the readmission of the student once successful completion of rehabilitation is achieved. Caregivers and family members are included in the process.

### **SLUSD Expulsion Process**

The following section provides details regarding the expulsion process in SLUSD. Throughout the duration of the expulsion a rehabilitation plan is developed for the student and SLUSD staff will support with monitoring the progress that is made toward meeting the goals of the plan. The SLUSD expulsion process is held within thirty school days of the principal or designee determination to recommend expulsion in which the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and location of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A parent or guardian may also choose to waive their rights and agree to a stipulated agreement.

### **The Expulsion Hearing Process**

An Expulsion Hearing Panel conducts the hearing to consider the recommendation to expel a student. The panel is made up of at least three district certificated administrators such as principals or vice principals, who are not employed at the student's school. The meeting is closed to the public unless the student or student's parent or guardian submits a written request that the hearing be conducted in public. Hearings are tape-recorded and students have access to written materials presented to the panel. At the end of the hearing, several different actions may take place:

- If the Expulsion Hearing Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. The Family and Student Support Services Department will inform the parent or guardian of the panel's decision. The parent or guardian must then contact the school and arrange a meeting with the principal or principal's designee regarding subsequent placement for the student. This may include a return to the classroom instructional program, any other instructional program, a rehabilitation program, or a combination of these programs. A decision not to recommend expulsion is final.



- If the Expulsion Hearing Panel decides to recommend expulsion, it must also recommend a rehabilitation plan for the student. The rehabilitation plan may include a review and assessment at the time of the application for readmission to school. The plan may also include recommendations for counseling or other intervention support. The evidence supporting the decision to recommend expulsion, along with the proposed rehabilitation plan, is submitted to the Board of Education.
- Upon reviewing the recommendations, the Board of Education will either support the recommendation and order the expulsion, or reject the recommendation and suspend the expulsion order. The Board may also choose to suspend the expulsion order, but still assign the student to a school, class or alternative educational program considered appropriate for the rehabilitation plan.

### **The Stipulation Process**

A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the reasons for expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Director of Family and Student Support Services. They will review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. The parent or guardian will be given 24 hours to notify the Director of Family and Student Support Services if they agree to the stipulated decision or if they would prefer to proceed with an expulsion hearing. At that time, if they agree to a stipulated decision, the student, parent or guardian and the director must initial and agree upon the following:

- They have been informed of and understand the right to due process with regard to the expulsion recommendation.
- They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with district personnel.
- They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the county Board of Education if the stipulated expulsion is approved by the Board of Education as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Education must still approve a stipulated expulsion agreement.

### **The Reinstatement Process**

Before the end of the last day of the academic year of an expulsion, the student will be contacted

by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re-Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.

An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the student's parent or guardian receives a description of the readmission process at the time the student is ordered expelled.
- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

### **Alternative Educational Programs**

A student who is denied readmission to his or her regular classroom instructional program as a result of an expulsion may be assigned to an alternative educational program.

### **Community School**

The main purpose of the community day school is to help a student become stabilized in terms of both education and behavior in order for them to successfully transition to their traditional comprehensive school. The community day school provides a high-quality educational program that builds academic skills, and fosters social and emotional growth.

The district's community day school program works in collaboration with the Hayward Community Day School. Students enrolled in Hayward Community Day School remain in this placement for up to one year. Students are placed in Hayward Community Day in one of the following ways:

- Placement by the district's Family and Student Support Services Office as a result of an expulsion hearing.

Most students return to their traditional schools after a semester but may remain for up to one year, depending on their term for expulsion. Some students who are seniors may complete their graduation requirements while at Hayward Community Day and graduate from the program.

### **Quest Academy**

A student can enroll in Quest Academy which offers an alternative to in class classroom instruction with a standard-based course of study that is held. Student is expected to meet the minimum attendance requirement of once per week while they complete a course of study independently.

**Expelled Students (Grades 6 to 12)**

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health counseling services may be recommended or required.

**Expelled Students (Grades K to 5)**

Students in grades K to 5 who are expelled are placed on an independent study home instruction program in which the student receives up to 5 hours of instruction per week. This instruction takes place at the student's residence or at an agreed upon location. Participation in mental health counseling services may be recommended or required.

**Suspended Expulsions (Grades K to 12)**

In certain cases, the Board of Education may determine to suspend the expulsion order, allowing the student to attend school at a comprehensive school site in the district as deemed more appropriate than expelling the student to an out-of-district school. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made based on the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Board's expulsion order, the student is on a probationary basis, and must meet certain conditions to continue enrollment or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

**Transfer to another school within the district (Grades K to 5)**

Students in grades kindergarten through fifth grade may be placed at another elementary school in the district. This provides the student with a new environment or access to special educational services which may better support the implementation of their behavior support plan which may not have been available at their neighborhood school of residence. The student's background, history, safety and safety of others will be considerations in determining placement at another school.

**Transfer to another school within the district (Grades 6 to 12)**

Students in grades 6 to 8 may be placed at another middle school in the district. This provides the student with a fresh start or access to behavioral and or academic supports which may not have been operational at their neighborhood school of residence. Students in grades 9-12 may be placed at the alternative high school if they meet the eligibility criteria.

**Inter-District Transfer to another school district**

If a student is currently on an inter-district transfer and commits an expellable offense the inter-district transfer is revoked and the student is returned to his/her home school in their corresponding district. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

**District Operated Alternative School**

Lincoln Alternative Education Center provides students with an alternative educational setting to continue their learning. The smaller school setting allows for more individualized attention to student needs. Students are placed as allowed by meeting the criteria of the specialized program. Lincoln Alternative Education Center offers a variety of responsive, personalized educational pathways for career and college readiness. Through the use of student centered learning, the pathways, this center serves as both a trajectory, and a bridge, to ensure our students' success. The site offers two programs: Lincoln High School and Lighthouse Independent Studies, which allow our scholars to meet their graduation requirements, academic goals, and socio-emotional needs.

**District Operated Independent Study Program**

San Leandro Unified School District offers an independent study program. The decision for approval is based on individual circumstances and the ability to work independently. Independent Study provides students who are able to effectively manage their time and work well on their own an opportunity to also achieve their high school diploma. Our staff and teachers understand that health, family and or work obligations can interfere with daily schooling so our educators provide structured curriculum to help ensure the success of the students. The Independent Study Program grants flexibility in student scheduling and support, without the loss of rigor. Eligible to secondary students only.

**District Operated Home Based Instruction**

Home based instruction is provided to students in particular circumstances. The instruction is provided to keep the student up-to-date with assignments when the student cannot attend the comprehensive school. This option is offered to eligible students in grades K-12. Instruction is provided through a certificated teacher.

**Specialized Placement or Program**

In some cases, expelled students are placed or referred to specialized programs. Placement is informed by the student's IEP as well as their behavioral, social and academic needs. Students who have been identified to receive special education services and who engage in expellable offenses will be subject to a Manifestation Determination Review IEP. During the course of this review, if the LEA, the parent, and relevant members of the IEP team determine that either the expellable conduct in question was directly and substantially related to the child's disability or a failure to implement the IEP the conduct shall be determined to be a manifestation of the child's disability. If the District, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must carry out the following:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless the District conducted a functional behavioral assessment prior to the manifestation determination
- If a behavioral intervention plan has been developed, the team must review the plan and modify it, as necessary to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan or if the conduct is subject to a 45 day interim alternative removal for inflicting serious bodily injury, knowingly possessing or using drugs, or carrying or possessing weapons

### **Referral to County Operated Community School**

Students in grades 6 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required. Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

### **Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

### **In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student.

### **Rehabilitation Plan, Transition and Support**

Each student, who is expelled, is given a rehabilitation plan upon expulsion as developed by the Expulsion hearing administration panel at the time of the expulsion order. The rehabilitation plan includes a date when the pupil may re-apply for readmission or reinstatement.

The home district stays in constant contact with the alternative education program to ensure the student successfully completes the expulsion order.

These programs' primary goal is for students to return to their home school, with a better understanding of the connection between their behavior and positive or negative consequences

### **The Reinstatement Process**

Before the end of the last day of the academic year of an expulsion, the student will be contacted by the district's Family and Student Support Services Department, which will determine if the student has completed the rehabilitation plan and should be readmitted. The student and their parent guardian will participate in a Re-Entry Meeting. At this meeting the receiving site administrators and support staff will determine if the student has evidence that demonstrates completion of the rehabilitation plan.

An expulsion order remains in effect until the Board of Education orders the readmission of the student.

- Upon completion of the readmission process, the Board of Education will readmit the student, unless it determines that the student has not met the conditions of the rehabilitation plan, or continues to pose a danger to others. The student and the

student's parent or guardians receive a description of the readmission process at the time the student is ordered expelled.

- If the Board of Education denies the readmission of an expelled student, the board must decide whether to continue the placement of the student in an alternative educational program. The Board must provide written notice to the expelled student and the student's parent or guardian describing the reasons for denying the student readmittance into the regular school district program.

## San Lorenzo Unified School District

San Lorenzo Unified School District has a clearly delineated process for the expulsions of students. Our process provided full due process for each student and their families in this challenging situation. The focus is on making decisions that will provide the student with opportunities to continue to make progress toward positive academic and behavior outcomes. Whenever possible, caregivers and family members are included in the process.

This section is designed to serve as a tool and guide for administrators contemplating the feasibility and appropriateness of an expulsion referral and for administrators who will be called to serve on an expulsion panel. Expulsion hearings typically begin at 9:15 am and panelists are expected to arrive at 8:30am to review expulsion panelist instructions, expectations, and receive answers to any expulsion panelist questions about the process. Typically the documents related to the expulsion case are not reviewed by the panel until the start of the hearing or shortly before. Every administrator is expected to volunteer for expulsion-panel duty at least once a year.

The Director or Coordinator of the Department of Student Support Services will serve as the hearing officer. The hearing officer serves as a neutral party and is not a deciding member of a hearing panel, but will facilitate the flow of the hearing. Hearing panels will consist of three administrators with relatively little to no history of the student. Each school is responsible for presenting the facts of their expulsion case to the hearing panel. If the student/family is represented by legal counsel, SLZUSD legal counsel will also be provided for case presentation. All expulsion hearings are recorded.

All expulsion referral packets are to be in line with education code requirements, sound, thorough, well written, and illegible student statements must be typed by referring school personnel. Expulsion cases can be appealed to the Alameda County Office of Education, placing all documents, writings, and school/district professional decorum on stage. See the expulsion checklist for specific expulsion packet documentation requirements.

According to EC 48900.5, out of school suspensions “shall be imposed only when other means of correction fail to bring about proper conduct.” Similarly, aside from EC 48915 (c) cases, expulsion should be considered only when other means of correction have routinely failed. As indicated in EC 48900.5, Restorative Practices and Restorative Justice methods, by way of community building, repair building, and re-entry circles are excellent responses to student discipline.

### **Mandatory 48915 (c) Expulsion Referrals:**

48915 (c) “The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.”

1. Possessing, selling, or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault
5. Possession of an explosive



**Optional 48915 (a)(1) Expulsions Referrals:**

48915 (a)(1) "...The principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct."

- A. Causing serious physical injury to another person...
- B. Possession of any knife or other dangerous object of no reasonable use to the pupil
- C. Unlawful possession of any controlled substance
- D. Robbery or extortion
- E. Assault or battery on a school employee

Under EC 48900 a-e and EC 48915 (a)(1) A-E (above), a decision to expel a student for any of those violations shall be based on a finding of one or both of the following:

- (1) "Other means of correction are not feasible or have repeatedly failed to bring about proper conduct." *Through the expulsion referral documentation this must be substantially proven through historic documentation. Proof cannot be based on perception or personal preference.*
- (2) "Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others." *Through the expulsion referral documentation this must be substantially proven through actually impacted student or district adult personnel declarations, and cannot be based on personal preference or perceptions.*

**Student Due Process:** Per Education Code 48918 (b)(5) at any hearing, unless waived by the student/family, they have the right to 1) appear in person, 2) to employ and be represented by counsel, 3) to inspect and obtain copies of all documents to be used at the hearing, 4) to confront and question those who testify at the hearing, 5) to question all other evidence presented, 6) and to present oral and documentary evidence on the pupil's behalf, including witnesses.

**Special Education & Section 504s:** If a student with an IEP or 504 is recommended for expulsion, remember that if the suspension is extended there must be a manifestation/determination meeting by the 10<sup>th</sup> day of suspension. If a student with an IEP is being recommended for expulsion contact the School Psychologist and Special Services (x4791) or (x4774) if the student has a 504.

The following are the descriptions of the district's existing educational alternatives and other services for expelled students.

**Expelled Students (Grades 7 to 12)**

Secondary-level students who are expelled from San Lorenzo schools for serious incidents where expulsion is mandatory are placed into the county community school program. These schools and programs are specifically designed to educate expelled students, and they offer a variety of



classroom-based and independent-study programs to meet student need. Students have the opportunity to participate in counseling programs, as an extension of the school day.

#### **Expelled Students (Grades K to 6)**

It is rare for SLZUSD to expel a student in grades K-6, but should that occur, they are placed on suspended expulsion and transferred to another school, kept at the same school, within the district. Students and their families are required to participate in (school based) counseling or referred to (off site) therapeutic services.

#### **Suspended Expulsions (Grades K to 12)**

In certain expulsion cases, students who are recommended for expulsion may be sent to an alternative program within the San Lorenzo School District under a suspended expulsion contract. Each expulsion is determined on a case-by-case basis and in the case where the enforcement of the expulsion has been suspended, the student is considered to be on academic and behavioral probationary status. These students may be placed in an Independent Study program or another comprehensive school site within the district. Student placement is based on the student's discipline history, the safety of the student and others, Board Policy, Administrative Regulations, and California Education Code. All students placed on a suspended expulsion must complete a rehabilitation plan which includes, but is not limited to counseling, community service, satisfactory attendance, and academic achievement, and enrollment in the re-entry empowerment workshop in August.

#### **Transfer to another school within the district (Grades K to 6)**

In some cases, students in grades K-6 may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

#### **Transfer to another school within the district (Grades 7 to 12)**

In some cases, students in grades 7-12 may be voluntary transferred to a different comprehensive site in order to allow the student to achieve academic success. A specific district designee may place students on an administrative placement transfer based on the district process.

#### **Inter-District Transfer to another school district**

A student is involuntarily transferred to another school district if the student is currently on an inter-district transfer and commits an expellable offense. The inter-district transfer is revoked and the student is returned to their home school. An expelled student may be allowed to transfer to another district only if both the family and the districts agree that the placement in another district is in the best interest of the student.

#### **District Operated Independent Study Program**

The DICE Independent study program is a voluntary program for students of multiple grades. In this program, students meet with a teacher 2-3 times per week to work on district adopted standards based on curriculum. Students must be able to work independently and must be able to keep all weekly appointments with the teacher. Student failure to comply with sufficient completion of the homework and /or missing appointments with the teacher will result in the student being dropped from the program. The DICE program also offers a home-based instructional program if it is the most viable option.

**District Operated Home Based Instruction**

See DICE Home-Based instruction option above.

**Referral to County Operated Community Day School**

Students in grades 7 to 12 who are expelled for serious incidents where expulsion is mandatory are referred to Alameda County Community Schools. These schools and programs are especially designed to educate expelled students and offer a variety of classroom-based and independent student options to meet the student's needs. Participation in mental health services may be recommended or required.

Students who fail to reach their rehabilitation plan are transferred to the Alameda County Community School.

**Referral to County Operated Independent Student Program**

Students may be allowed to participate in the QUEST independent study program operated by the County Office of Education

**In Lieu of Expulsion**

In rare cases, an administrative change of placement in lieu of other serious disciplinary outcomes is appropriate for a student. In such cases the placement of the student is agreed upon between the District and family.

**Rehabilitation Plan, Transition and Support**

Students who are expelled receive Case Management support from the district. Counselors communicate with families and make referrals for counseling and other social services. In addition, they continue contact with the student about progress made on the Rehabilitation Plan and establish a time line for returning to the home district.

**Re-Entry Program:**

*Purpose:* The *San Lorenzo Unified School District Re-Entry & Intervention Program* is designed to re-engage, reconnect, and prepare the following secondary populations for campus and academic success:

- Students returning from expulsion
- Students returning from Juvenile Hall/Camp
- Students enrolled in the District SARB program
- Students with 10 or more days of suspension who appear on track for expulsion

Traditionally the aforementioned populations struggle academically and behaviorally upon re-entry because of the sudden shift within educational and campus dynamics. The purpose of this program is to reduce the predictability that such students will repeat with similar problematic behaviors and patterns.

**Mission:** The Mission of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to provide a solid academic, cultural, and psychological foundation and method of access for every student to retrieve as they re-enter public education.

*Goal(s):* The goal of the *San Lorenzo Unified School District Re-Entry & Intervention Program* is to reduce the numbers of suspensions, expulsions, and levels of truancy through the provision of a 1-day 4- hour program consisting of highly relevant empowerment-based workshops,

lectures, dialogs, and academic training sessions to all applicable students.

**Location/Time Frame:** The location of the program and session is the San Lorenzo Unified School District boardroom and each session is two hours in duration. The session/workshop occurs at the end of summer, but before expelled students return for the Fall. SARB participants and students with 10 or more days of suspension on the secondary level will need to be identified for participation in the session before the beginning of the Spring semester. Students re-entering the district from Juvenile Hall or Camp will be identified by the Director of Student Support Services and enrolled in the program closest to their date of re-entry.

**Process & Topical Sequence:** All expelled students will be required to complete the *San Lorenzo Unified School District Re-Entry & Intervention Program* as part of their rehabilitation plan as well as SARB participants. Secondary students with 10 or more days of suspension will be strongly encouraged to attend all sessions.

**Restorative Practices:** In terms of our equity lens, wheel, and response to student discipline, SLZUSD now has restorative circles and restorative conferences as alternatives to suspension and expulsion as appropriate. The process of Restorative Practices requires collaboration from all stakeholders responsible for addressing and or handing out discipline. The concept of Restorative Practices allows adults to deepen adult-to-adult relationships and student's to repair harm imposed upon the school community. It also allows the student and family to take full responsibility and accountability for their actions in a proactive fashion. Suspensions and expulsions result in the removal of students from the school community, but often fail to deal with the root cause or allow for harm to be repaired, restored, or reconciled. Our Restorative Justice model includes the response and approach of teachers, admin, central office, counselors, and CSOs. It will require the understanding of SROs. Our Restorative Justice model will not result in the total removal of suspensions and expulsions, but it will look at ways to productively restore as a first layer of intervention, as opposed to using suspension as a first reaction.

## **Sunol Glen Unified School District**

### **Suspended Expulsion**

In certain expulsion cases allowing the student to attend school at a comprehensive school site is more appropriate than expelling the student to an alternative school site. Placement in every expulsion matter is determined on a case-by-case basis, and placement recommendations are made in light of the incident, the student's background and history, the safety of the student and others, as well as all applicable Board Policies, Administrative Regulations and California Education Codes. During the term of the suspended enforcement of the School Boards expulsion order, the student is on a probationary basis, and must meet certain conditions in attendance, or the suspension of enforcement of the expulsion is revoked, and the student is placed in an appropriate alternative educational setting.

### **Consider Interdistrict Transfer**

The only time a student is involuntarily transferred to another school district is if the student is currently in SGUSD on an interdistrict transfer and commits an expellable offense or does not meet the academic, attendance and behavior expectations of the district. In these cases, the interdistrict transfer is revoked and the student is returned to his/her home school. A student may be allowed to transfer to another school district only if both the family and the districts agree that placement in another district is in the best interest of the student.

### **Independent Study**

SGUSD Independent Study Program delivers the curriculum through the state approved independent study model. Students come to Independent Study once or more a week and spend a minimum of one hour with an instructor. Students are expected to spend at least twenty hours a week on academic work. The Independent Study program is a voluntary program. The program is a standard based program and uses state approved and adopted curriculum.

### **Offer Placement in County Alternative Education Programming if Deemed Appropriate for Expelled Student from the District**

Students who fail to meet their rehabilitation plan are transferred to County Community School. The school and programs are specifically designed to educate these expelled students, and they offer a variety of classroom-based and independent-study programs to meet students' needs. Students have the opportunity to participate in counseling, as an extension of the school day.



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

AB925 Triennial Plan Update  
July 1, 2018 to June 30, 2021

California Education Code (EC) Section 48926 requires that each county superintendent of schools in conjunction with district superintendents in the county, submit a triennial update to the State Superintendent of Public Instruction.

The AB925 Triennial Plan addresses the following components:

- Existing educational alternative provided by the Alameda County Office of Education
- Alameda County Community Schools Transition Process
- Educational Services provide to expelled students with exceptional needs
- Excess Cost Agreement, which is attached
- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, ALAMEDA UNIFIED SCHOOL DISTRICT agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

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

5/8/18

District Name: ALAMEDA UNIFIED SCHOOL DISTRICT



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**

L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: Nat Shuller Date: 4/17/18

District Name: Albany Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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Our district has been included in the process of updating the plan. By signing this letter, Berkeley Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: *L. Karen Monroe* Date: 4/17/18

District Name: Berkeley USD



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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Our district has been included in the process of updating the plan. By signing this letter, Castro Valley Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

Date: 4/26/2018

District Name: \_\_\_\_\_

Castro Valley Unified School District





**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

**Student Programs and Services Division**

**District Superintendent Signature**

**County-Wide Educational Services Plan for Serving Expelled and High-Risk Students**

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Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

*L. Karen Monroe*

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

*8/11/18*

District Name: \_\_\_\_\_

*Dublin Unified Sch Dist.*



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, **Emery Unified School District** agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

Date: 5/10/18

District Name: \_\_\_\_\_

Emery YSD



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: K. Wallace Date: 5/31/18

District Name: Fremont Unified



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

**Student Programs and Services Division**

**District Superintendent Signature**

**County-Wide Educational Services Plan for Serving Expelled and High-Risk Students**

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- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, Hayward Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent:  Date: 4-23-18

District Name: HAYWARD UNIFIED SCHOOL DISTRICT



ALAMEDA COUNTY  
OFFICE OF EDUCATION  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, Livermore Valley Joint Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: Kary B Date: 5/3/18

District Name: Livermore Valley JF. Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, Newark Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

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

District Name: Newark Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**

L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Gaps in educational services to expelled students
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- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent:  Date: July 16, 2018

District Name: New Haven Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

District Name: Oakland Unified School

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the General Counsel  
APPROVED FOR FORM & SUBSTANCE

By:   
Jenine Lindsey

OUSD or the District verifies that  
the Contractor does not appear  
on the Excluded Parties List at  
<https://www.sam.gov/>





**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

AB925 Triennial Plan Update  
July 1, 2018 to June 30, 2021

California Education Code (EC) Section 48926 requires that each county superintendent of schools in conjunction with district superintendents in the county, submit a triennial update to the State Superintendent of Public Instruction.

The AB925 Triennial Plan addresses the following components:

- Existing educational alternative provided by the Alameda County Office of Education
- Alameda County Community Schools Transition Process
- Educational Services provide to expelled students with exceptional needs
- Excess Cost Agreement, which is attached
- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, Piedmont Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent:  Date: 5/10/18

District Name: Piedmont Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**

L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, Pleasanton Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: \_\_\_\_\_

Date: 4/26/18

District Name: \_\_\_\_\_

Pleasanton Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

AB925 Triennial Plan Update  
July 1, 2018 to June 30, 2021

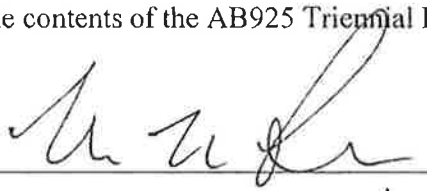
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- Educational Services provide to expelled students with exceptional needs
- Excess Cost Agreement, which is attached
- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. By signing this letter, San Leandro Unified School District agrees to abide by the cost sharing Memorandum of Understanding (MOU), which is attached to this letter.

I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent:  Date: 4/27/18

District Name: San Leandro Unified School District



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

AB925 Triennial Plan Update  
July 1, 2018 to June 30, 2021

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- Educational Services provide to expelled students with exceptional needs
- Excess Cost Agreement
- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: *L. Bill* Date: 7-20-18

District Name: San Lorenzo Unified



**ALAMEDA COUNTY  
OFFICE OF EDUCATION**

L. Karen Monroe, Superintendent

Student Programs and Services Division

**District Superintendent Signature**

County-Wide Educational Services Plan for Serving Expelled and High-Risk Students

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July 1, 2018 to June 30, 2021

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- Excess Cost Agreement
- Gaps in educational services to expelled students
- Alternative Placement for students who fail placement or pose a danger to other district students
- Existing educational alternatives for expelled students offered by districts

Our district has been included in the process of updating the plan. I have reviewed and approve the contents of the AB925 Triennial Plan for July 1, 2018 to June 30, 2021.

Signature of Superintendent: Melanie Barnes Date: 6/29/2018

District Name: San Joaquin USD



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 9.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** Shaun McElroy, Director of Leadership Development  
**RE:** State Teacher Retirement System (STRS) Waiver Request

**Background :**

Per Education Code 24214.5, retirees in the State Teacher Retirement System (STRS) must wait 180 days from their retirement date before they can begin to work in another school position (subject to the retiree earnings limitation.) The government code does, however, provide a mechanism to apply for a waiver to this 180-day waiting period requirement in cases where there is a critical shortage of available persons for the position(s) to be filled.

**Action Requested:**

INFORMATION

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Superintendent Resolutions; 01-18/19, 02-18/19

**Background Information**  
**Superintendent Resolutions: 01-18/19**  
**Exemption to the STRS Retiree 180-Day Wait Period (Education Code 24214.5)**

Credentialing requirements for administrators in California have undergone recent significant changes. As of July 1, 2015, all newly certificated administrators must enter into a two-year coaching-based induction program in order to fulfill their requirement to clear their Preliminary Administrative Services Credential. Candidates need to enroll in the approved coaching-based program within 120 days of starting their first administrative assignment, and the coaching element needs to begin within 30 days of enrollment in the program.

(Prior to these changes to the requirements, administrators had up to 5 years to clear their credentials and on-site coaching was not a required element of administrator credentialing programs.)

The changes to credentialing requirements has created an urgent need for and critical shortage of Leadership Coaches who are specially trained and certified to coach administrators as a part of the credentialing process. In order to attain their certification as a Leadership Coach, coaches attend a two-day training and orientation, attend 30+ hours per year of ongoing professional development related to school leadership coaching, and submit a coaching portfolio for approval to the Association of California School Administrators (ACSA).

The Alameda County Office of Education Leadership Development Program (LDP) a California Commission on Teacher Credentialing (CCTC) approved (ACSA affiliate) coaching-based administrator credentialing program. The LDP program serves administrators in 13 area school districts in Alameda County, Charter Organizations and surrounding counties. ACOE LDP anticipates a need to provide coaches to a total of approximately 100+ credential candidates during the 2018-19 school year.

Per Education Code 24214.5, retirees in the State Teacher Retirement System (STRS) must wait 180 days from their retirement date before they can begin to work in another school position (subject to the retiree earnings limitation.) The government code does, however, provide a mechanism to apply for a waiver to this 180-day waiting period requirement in cases where there is a critical shortage of available persons for the position(s) to be filled.

In order to be able to have a sufficient number of coaches to meet the credentialing requirements for all of the candidates in the Alameda County, it is recommended that the Alameda County Superintendent of Schools approve this resolution for an exemption to the 180-day wait period for two potential Leadership Coaches who are recent retirees. If approved by the Superintendent, the resolution would then be sent to STRS for possible final approval before these two coaches would begin their 2018-19 coaching assignments.

**ALAMEDA COUNTY OFFICE OF EDUCATION  
OFFICE OF THE SUPERINTENDENT**

**RESOLUTION # 01-18/19**

WHEREAS, on June 30, 2018, Cynthia Attiyeh (“Retiree”) retired from her position as Director III: Human Resources with the Albany Unified School District;

WHEREAS, Education Code section 24214.5 requires that post-retirement employment commence no earlier than 180 days after retirement, unless an exception is granted to fill a critically needed position before the 180 days have passed;

WHEREAS, recent changes to administrator credentialing requirements in California have created an urgent need for and critical shortage of Leadership Coaches who are specially trained and certified to coach administrators as a part of the credentialing process;

WHEREAS, the Alameda County Superintendent of Schools certifies the appointment of the Retiree as a Leadership Coach is necessary to fill this critically needed position before 180 days have passed since the Retiree’s retirement;

WHEREAS, the Alameda County Superintendent of Schools finds the retirement of the Retiree is not the basis for the need to acquire the Retiree’s services;

WHEREAS, the Retiree is of normal retirement age;

WHEREAS, the Retiree is eligible for the exception because the Retiree did not receive a retirement incentive;

AND WHEREAS, documentation of this resolution shall be received and approved by CalSTRS prior to the Retiree beginning performance of ACOE Leadership Coach activities;

IT IS RESOLVED THAT, the Alameda County Superintendent of Schools hereby certifies the appointment of the Retiree as described herein and that this appointment is necessary to fill the critically needed position of Leadership Coach with the Alameda County Office of Education Leadership Development Program.

ADOPTED this 14th day of August 2018.

ALAMEDA COUNTY OFFICE OF EDUCATION

By: \_\_\_\_\_  
L. Karen Monroe  
Superintendent of Schools



**ALAMEDA COUNTY OFFICE OF EDUCATION  
OFFICE OF THE SUPERINTENDENT**

**RESOLUTION # 02-18/19**

WHEREAS, on June 22, 2018, Theresa Clincy (“Retiree”) retired from her position as Coordinator with the Oakland Unified School District;

WHEREAS, Education Code section 24214.5 requires that post-retirement employment commence no earlier than 180 days after retirement, unless an exception is granted to fill a critically needed position before the 180 days have passed;

WHEREAS, recent changes to administrator credentialing requirements in California have created an urgent need for and critical shortage of Leadership Coaches who are specially trained and certified to coach administrators as a part of the credentialing process;

WHEREAS, the Alameda County Superintendent of Schools certifies the appointment of the Retiree as a Leadership Coach is necessary to fill this critically needed position before 180 days have passed since the Retiree’s retirement;

WHEREAS, the Alameda County Superintendent of Schools finds the retirement of the Retiree is not the basis for the need to acquire the Retiree’s services;

WHEREAS, the Retiree is of normal retirement age;

WHEREAS, the Retiree is eligible for the exception because the Retiree did not receive a retirement incentive;

AND WHEREAS, documentation of this resolution shall be received and approved by CalSTRS prior to the Retiree beginning performance of ACOE Leadership Coach activities;

IT IS RESOLVED THAT, the Alameda County Superintendent of Schools hereby certifies the appointment of the Retiree as described herein and that this appointment is necessary to fill the critically needed position of Leadership Coach with the Alameda County Office of Education Leadership Development Program.

ADOPTED this 14th day of August 2018.

ALAMEDA COUNTY OFFICE OF EDUCATION

By: \_\_\_\_\_  
L. Karen Monroe  
Superintendent of Schools



**ALAMEDA COUNTY OFFICE OF EDUCATION**  
L. Karen Monroe, Superintendent  
313 West Winton Ave. Hayward, CA 94544  
(510) 887-0152 www.acoe.org

**Memorandum No. - 10.**

**Meeting Date:** 8/14/2018

**TO:** Alameda County Board of Education  
**FROM:** L. Karen Monroe, Superintendent of Schools  
**RE:** Board Personnel Commissioner Appointment Process

**Background :**

The Board will discuss the Board Personnel Commissioner Appointment process.

**Action Requested:**

INFORMATION/ ACTION

The Board will consider finalizing the Board Personnel Commissioner Appointment process.

**ATTACHMENTS:**

Type	Description
<input type="checkbox"/> Backup Material	Presentation: Board PC Appointment Process

# Alameda County Board of Education Personnel Commissioner Appointment Process

## Board Personnel Commissioner Appointment Process

### July 10 Board Meeting

- ☐ Appointment process information provided by Superintendent

### By July 31

- ☐ Application posted

### August 14 Board Meeting

- ☐ Finalize appointment process

### By September 30\*

- ☐ September 11 Board meeting\*
  - ☐ Applications to-date included in Board packet
  - ☐ Publicly announce intended (possible) appointee(s)\*
- ☐ September 30
  - ☐ Application deadline

\*Per Education Code 45246

## Board Personnel Commissioner Appointment Process

### October 9 Board Meeting

- ❑ Board select finalists to invite to November public hearing

### Between October 30 and November 14\*

- ❑ November 13 Board meeting
  - ❑ Public hearing on qualifications of Board appointee\*
  - ❑ Board make intended appointment or substitute appointment with no further notification or public hearing\*

### December 1, 12pm\*

- ❑ 3 year term commences\*

### March 1\*

- ❑ Commissioner whose term has expired may serve until successor is appointed, but for no more than 90 days\*

\*Per Education Code 45246