Achievement Peaks STEM Academy Charter Petition Submitted to the San Leandro Unified School District Board of Education

July 8, 2014

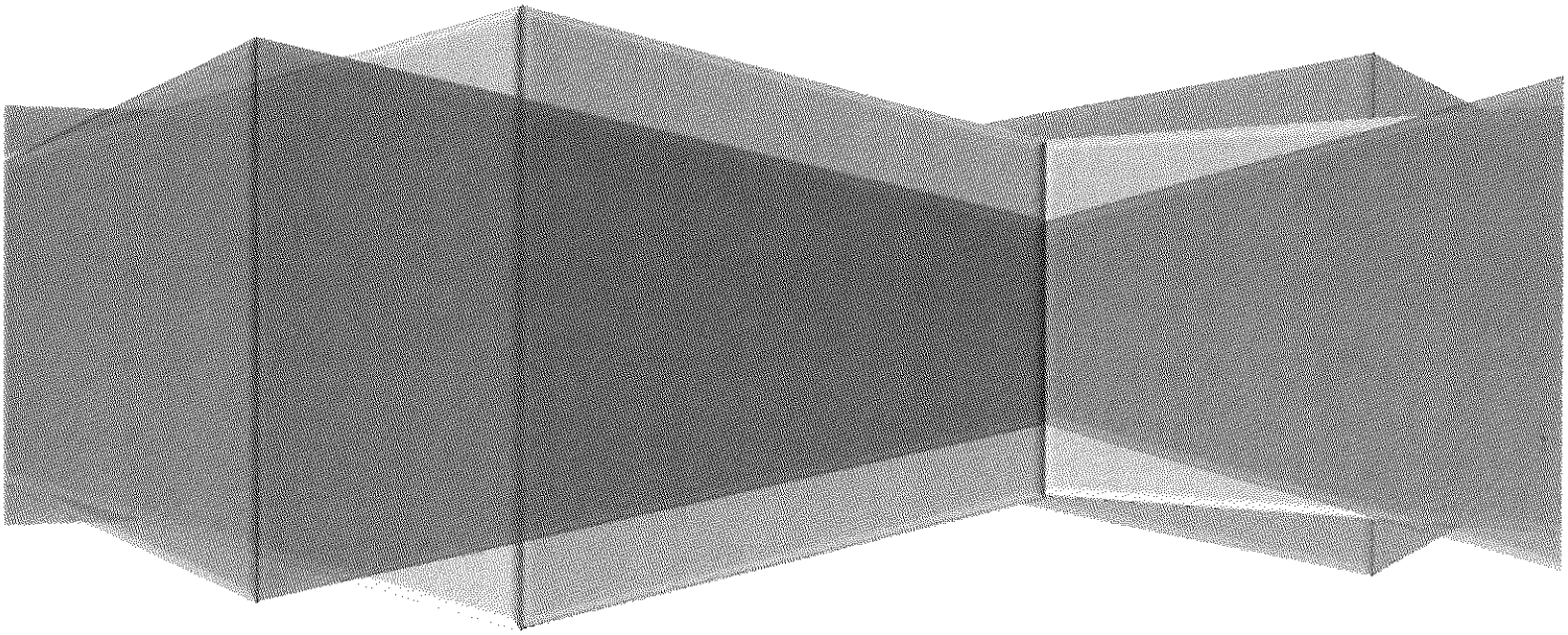


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PREFERENCE FOR THIS PETITION

Achievement Peaks, Technology, Engineering and Mathematics Academy (also referred to herein as " "Achievement Peaks STEM Academy", "Achievement Peaks Academy Charter School", "Academy", "APSA", "APACS" or "Charter School") is submitting this petition to the San Leandro Unified School District (hereinafter referred to as "the District" or "SLUSD") as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the San Leandro Unified School District. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition Achievement Peaks Science, Technology, Engineering and Mathematics Academy offers a comprehensive learning experience that is designed to serve the needs of students in its catchment area.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Achievement Peaks STEM Academy meets the vision and mission of the San Leandro Unified School District Charter School Policy priority in granting charters based on the following:

1. Achievement Peaks STEM Academy will be a school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. Achievement Peaks STEM Academy will be located in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-5 on a scale of 1 to 10.

Assurances and Affirmations

Achievement Peaks STEM Academy (APSA) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

- Not discriminate against any pupil on the basis of 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)

Element 1-The Educational Program

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st Century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Cal. Ed. Code § 47605(b)(5)(A)(i).

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

General Information

- The contact person for Achievement Peaks STEM Academy is Nephi B. Aiono.
- The contact address for Achievement Peaks STEM Academy is 29 South State Street, Salt Lake City, UT 84111.
- The contact phone number for Achievement Peaks STEM Academy is 801-960-6124
- The proposed address or target community of Achievement Peaks STEM Academy is the City of San Leandro in the San Leandro Unified School District. With specific location to be determined at a later date.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Achievement Peaks STEM Academy is K-6.
- The number of students in the first year will be 500.
- The grade level(s) of the students in the first year will be K-6.
- The scheduled opening date of Achievement Peaks STEM Academy is August 20, 2015.
- The admission requirements include:
    - Subject to legal minimum and maximum age of admission, Achievement Peaks STEM Academy shall admit all students (traveling or otherwise) who wish to attend up to its capacity.
    - Parents and guardians of each student enrolled at Achievement Peaks STEM Academy will be informed on the admissions forms that students have no right to admission in a particular school of an local education agency as a consequence of enrollment at Achievement Peaks STEM Academy, except to the extent that such a right is extended by the local education agency.
    - No student may be required to attend Achievement Peaks STEM Academy. Students who choose not to attend Achievement Peaks STEM Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
- The enrollment capacity is 700
- The type of instructional calendar will be: traditional.
- The bell schedule for Charter School will be: 8:00am to 3:30pm
- If space is available, traveling students will have the option to attend.

Local Control and Accountability Plan

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the San Leandro Unified School District and the District's Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the San Leandro Unified School District on or before July 1 of each applicable year, beginning in 2015.

Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." § 47606.5(e).

Vision

For our children and their respective educational experience, if there is anything of great innovation, excitement, passion, inspiration, energy, invention, improvement, mastery, zeal and advancement we seek after these things.

Mission Statement

The mission of the Achievement Peaks STEM Academy is as follows:

"Achievement Peaks Academy is a high energy, high quality, high performing, and high achieving innovative public charter school. Our mission is to provide students who enters our doors a specialized and innovative learning experience with an emphasis on acquiring the respect, inspiration and advanced skill sets in science, technology, engineering, and math (STEM). As such, students will have the tools to be globally competitive for work in an increasingly technological world, prepared for postsecondary education and equipped for life in the 21st Century. APACS will utilize an educational model that will encourage and support students in gaining the work ethic, attitudes, and skills to thrive in a high tech global economy."

The Growing need nationally for STEM focused education

According to the 2009 Organization for Economic Co-operation and Development's Programme for International Student Assessment (PISA) study1, the United States ranked as low as 31st in Math and 23rd

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PISA 2009 results as reported by the Organization for Economic Co-operation and Development (OECD). http://www.oecd.org/document/0,3746,en_2649_201185_46462759_1_1_1_1,00.html

'n Science amongst all industrialized nations. The results of this study were a wake-up call for United States business and education communities generating awareness for the need for improved STEM education. In response, in 2010 the President's Council of Advisors on Science and Technology made several strong recommendations to the White House for our nation, including:

1. Create 1000 new STEM-focused schools over the next decade.
2. Create opportunities for inspiration through individual and group experiences outside the classroom, and
3. Recruit and train 100,000 great STEM teachers over the next decade who are able to prepare and inspire students.[2]

The 2009 PISA study also showed that the United States has an above-average gap between male and female proficiency in Science and Math. In addition, a report by the Commission of Professionals of Science and Technology indicates that less than 20% of the undergraduate engineering enrollments are women and that less than 10% are African American or Hispanic.[3] Overall, as a nation, we need to improve the level of STEM education for all students with an extra focus on women and minorities. APACS aims to do its part to meet this need in the San Leandro and East Bay area.

STEM education is an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics. STEM Standards of Practice guide STEM instruction by defining the combination of behaviors, integrated with STEM content, which are expected of a proficient STEM student. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation. The goal of STEM education is to prepare students for post-secondary study and the 21st century workforce.

A STEM education removes the artificial barriers that isolate content and allows for an integrated instructional approach. The curriculum will allow APACS students to develop life skills and apply content knowledge within a real world context. STEM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In STEM education, teachers function as classroom facilitators. They guide students through the problem-solving process and plan projects that lead to mastery of content and STEM proficiency. STEM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate.

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[2] http://whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf
[3] [3]http://www.cpst.org/

Aspirations of Our Proposed STEM Charter School

I. **Improve student learning...**

A 2009 study found that the best performing schools set high expectations and follow-up on their students. This will be true as well at APACS. All students will be expected to master fundamental skills in our Common Core & STEM curriculum during their K-6 tenure at our School and prior to their matriculation into Middle School. Our Students will be educated by some of the most highly trained and finest educators in CA. Educational resources will be in abundance at APACS including tutoring and other additional social public resources for parents based upon the specific socio-demographics of the community we will be primarily serving.

II. **Science |Technology |Engineering |Math**

Parents and Guardians of our students may ask the following questions.....Why STEM? What is its significance in public school curriculum? How will my child be better off with the incorporation of a STEM curriculum into their mandated common core education? By the numbers STEM jobs will grow by 17% over the next 10 years compared to 9.8% for non-STEM positions[4]. People in STEM career fields can expect to earn 26% more in salary compensation on average and be less likely to experience job loss.[5] 60% of new jobs will require skills possessed by only 20% of the current workforce[6] It is imperative today that we prepare our children appropriately to be well trained and prepared with the basis of a STEM education to carry forward in the near term in their preparatory education and long term into higher education and beyond.

III. **The Seven Behavioral Skills Students Need for Their Future[7] Will be Acquired by Students at APACS**

1. Critical thinking and problem-solving 2. Collaboration across networks and leading by influence. 3. Agility and adaptability 4. Initiative and entrepreneurialism 5. Effective oral and written communication 6. Accessing and analyzing information 7. Curiosity and imagination.

IV. **Attributes Acquired by a STEM Educated Student**

Coupled with a diverse, broad, innovative and advanced co-curriculum in Common Core and STEM-It's challenges and multiplexities in science, technology, engineering and math A APACS students will acquire attributes in problem solving, innovation, invention, self-reliance, logical

[4] U.S Commerce Department, 2011
[5] U.S. Commerce Department, 2011
[6] National Commission on Mathematics and Science for the Twenty-first Century, 2000
[7] Dr. Tony Wagner, Author, "The Global Achievement Gap"

thinking. Attributes required of a STEM student seeking STEM higher education and an eventual career in STEM.

V. **Increase learning opportunities in Science and Technology**

Our students will receive a quality and in depth K-6 education in Science and Technology that will be instructional, hands on, interactive, on site, and extremely innovative and inspiring. It is our hope that our students become inspired by science and technology and this early love is ingrained in their hearts and souls. Our students will also receive training computer science including training in MS Office Applications that will enhance and better prepare them in their educational, research and presentational pursuits. Guest speakers will also visit the campus of APACS these speakers will include scientists from some of the National Laboratories, science and technology professors and fellows, and scientists and business
leaders from some of the country's leading STEM companies including Google, Apple, Bayer, Proctor & Gamble.

VI. **Increase learning opportunities in Engineering and Math**

Our students will receive a quality and in depth K-6 education in Engineering and Math. Our students will learn the multidimensional facets of engineering and math and will learn to embrace, appreciate, respect, and become inspired, proficient in its creative, innovative and quantitative principles. Students will acquire these skills and attributes through demonstrations/presentations, discussions and interviews, model/prototype building, projects, open-ended questioning, guest speakers and lecturers, field trips and competitions in the discipline.

VII. **Increase learning opportunities for all students...**

According to various studies, results support that extended school days and alternative learning methods lead to better student success, particularly for at-risk students, and more consistent results for all students. APACS will be offering after school programs which will include tutoring, enrichment and physical activities.

VIII. **Create new professional opportunities for teachers...**

Professional development of the teaching staff will be an important element of the school with yearly Professional Development Plans created for each teacher. All teachers will collaborate in course development, but they will also have the flexibility to adjust within their classrooms.

IX. **Provide parents and students with expanded choices**

Our school will offer more science, technology, engineering and math courses than is typically offered in the public school systems; increased opportunities to compete in scholastic events such as science fairs, robotics competitions, Odyssey of the Mind, Future Problem Solving, etc.

School Culture

The culture of the school—its mission, values, and practices—will be echoed in every aspect of our STEM focused School. In our physical surroundings-college banners and artifacts will be displayed everywhere; student art work will prominently displayed; inspirational messages will be integrated into classrooms and other spaces; and profiles of success stories (community, APACS staff, community partners, and eventually APACS graduates) will serve as motivators for students. Teachers continuously will look for opportunities to use curriculum to reinforce the mission (for example, an assignment on letter writing could involve students' writing to colleges of their choice to request information). One school committee will be devoted to promoting college and career awareness. The mission will be intentionally integrated into all aspects of the school day.

The hallmark of an APACS education will be that all students will be knowledgeable and prepared for a post-secondary experience that fits their talents and interests. Were a visitor to speak with any APACS student, the student should be able to articulate the Core Expectations of the school:

"I am a scholar preparing for a productive career. I am a leader who serves others in my school and community. I am an active agent in achieving my educational goals. I am a positive member of the APACS learning community who respects my community."

Students will be engaged in reflecting upon how they have met those core expectations on a regular basis by answering the question: what steps have I taken today to meet the core expectations of APACS? The Core Expectations also will be a foundation for discussion at regular assessment and Student Goal Planning sessions administered by teachers. The founding members of APACS understand that it is not enough merely to speak or publish these expectations within the school literature, but that administration and staff (and eventually the older students themselves) must orient students and their families as to the meaning and expression of these values.

INSTRUCTIONAL PROGRAM

Educational theory, foundation of the model and proposed innovative offerings

APACS is founded on the belief that all students are capable of being active learners, service leaders, mentors, and engaged members of their school community. Using the characteristics articulated by Henderson and Milstein (1996), school personnel and community partners will strive to integrate the 12 "external protective factors" that are characteristics of schools that foster resiliency, believing that as

tudents' resiliency is maximized, they will better equipped to exert leadership, set and achieve higher academic goals, and challenge and support their peers and younger classmates in doing the same. Those twelve factors, mirrored in the component parts of the school philosophy and practices, are:

1. Promoting close interpersonal bonds
2. Valuing and encouraging education
3. Using a high warmth/low criticism style of interaction
4. Setting and enforcing clear boundaries (rules, norms, code of conduct)
5. Encouraging supportive relationships with many caring others
6. Promoting sharing of responsibilities and service to others
7. Providing access to resources for families' basic needs (employment, education, housing, etc.)
8. Expressing high, realistic expectations for success for all
9. Appreciating the unique talents of each individual.
10. Encouraging pro-social values (such as altruism) and life skills (such as cooperation)
11. Providing leadership, decision-making, and other opportunities for meaningful participation
12. Appreciating the unique talents of each individual.

The school's offerings is founded on the inclusive STEM model, which includes the belief that math and science competencies can be developed and that students from traditionally underrepresented subpopulations need access to opportunities to develop these competencies to become full participants in a global economy. Consistent with its STEM focus, APACS will provide a rigorous academic curriculum centered around science, technology, engineering and math that will prepare and inspire our students for a continued STEM education in middle school, high school and college. Perpetual and continual STEM training that will prepare our students for careers in STEM related fields in progressing forward science and technology, innovations in engineering and the use of mathematical concepts and principal in creating a better country and world and in solving real-world issues plaguing us today in the 21st century. A hallmark of the school's approach is the blending of
the inclusive STEM model with high, realistic expectations for success for all students in an encouraging, rewarding, high energy and positive environment.

Every child is a scientist, it is often noted[8]. Children are naturally curious and creative. When students realize that they can discover new things about the world and construct explanations about how the world works, discovery can become a deeply personal and lifelong passion. STEM education should build on the proclivities of young people to think carefully about profound issues, solve problems that pose risk

[8] Alison Gopnik, Andrew Meltzoff, and Patricia Kuhl. (1999). *Scientist in the Crib: What Early Learning Tells Us About the Mind.* New York: HarperCollins.

o human societies, create and fix mechanical objects, observe or understand phenomena that no one has observed or understood before, probe the behaviors of people, or any of a wide variety of other activities. These personal experiences are an important source of inspiration and learning for students. They demonstrate the power and applicability of the material taught in mathematics and science classes. They show how continued study in these fields can lead to meaningful and productive careers. They give students a reason for studying STEM subjects and high goals toward which they can strive. They help incite a passion for STEM that can fuel a career and last a lifetime.

Research shows that boys and girls who show interest in STEM in eighth grade can be three times more likely to later pursue degrees in STEM fields. This underscores the importance of giving children exciting opportunities in STEM early in life, and shows that the effects of such experiences can be long lasting.[9] For example, Nobel laureates, when asked what had led them to pursue science, frequently cited experiences such as experiments done out of school (such as with home chemistry sets), books that had captured their imagination, and teacher who had inspired and guided their personal interests.[10] Teachers, families, and communities can all play a role in fostering children's experiences that spark interest in STEM. The large number of people in the scientific and engineering communities who are willing to devote time to aiding students, including the more than a million engineers and scientists in the United States over age 60 and the more than half a million doctoral students and postdoctoral trainees, could represent a great asset for such activities.

While shared standards can help ensure that all students reach certain levels of knowledge and capability in STEM subjects, standards alone are not sufficient to provide what the Nation needs in STEM education. Students need opportunities to establish deeper engagement with and to learn science and mathematics in non-standard, personal, and team-oriented ways that extend beyond the curriculum and the classroom. This is especially vital for identifying and nurturing high achievers and future STEM innovators.

Our STEM curriculum will be aligned to the Common Core Standards recently adopted by the State of California with an emphasis on STEM. These standards are a foundation upon which the curriculum is built and constitutes a subset of the school standards mandatory for all students. Below is an example of some of the curriculum:

- The disciplines of Science, Technology, Engineering and Math will be ingrained in every aspect of APACS curriculum offering. There is a correlation between all disciplines and our students will learn how both the Core Common Standard and STEM curriculum is intertwined between and complements each other.

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[9] A. V. Maltese and Tai, R.H. (2010). Eyeballs in the Fridge: Sources of Early Interest in Science. *International Journal of Science Education*, 32:669-685.

[10] István Hargittai. (2002). *The Road to Stockholm: Nobel Prizes, Science, and Scientists.* New York: Oxford University Press.

- Students will have exposure to STEM-oriented themes and activities at APACS, such as engineering and robotics, data and statistics in everyday, paper engineering, solar energy, science and engineering fairs, mathathon's, etc. to name a few.
- Our students will have early exposure to computer science and will acquire the fundamental skills in operating a computer and be aged based proficient in MS Office applications including Excel, Word, and PowerPoint.
- Students will acquire technological savvy skills in the use of electronic hand held mediums in utilizing its efficiencies in accomplishing various daily tasks both inside and outside of school.
- Our students will also learn the proper etiquette in the use of all electronic mediums and will develop these habits early on campus at APACS.
- Many of our classes will be inverted, with class presentations and notes being delivered online, while class time is spent on labs, problems, and group work.
- All students will be expected to master fundamental skills before moving on to more advanced courses and will be given tutoring and remediation will be offered to any student who may require it in their respective progress going forward.

Grade Level & Proficient Readers

We the founders of Achievement Peaks STEM Academy believe wholeheartedly that it is vital that APSA students become capable and on grade level readers. Learning to read is the most important skill students need to learn to be successful in school and life. Students with strong language and literacy skills at early grades develop stronger language and literacy skills and perform better on academic tests. Therefore, the first years of school are critical for students to be proficient and skilled readers. Language art curriculum which facilitates students' proficiency in the five essential components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension will be implemented in this the curriculum reading offering of our School. Strength of this curricular focus is its scope which aims not only to teach word decoding and read fluently, but also develop comprehension and vocabulary skills. Once this basis can be achieved and established we believe this will serve as a strong foundation in which we can then build a successful STEM educated student from. Our educators will receive professional development in the areas of literacy instruction, interventions and STEM. Additionally, recruitment strategies for teachers will include recruiting teaching candidates with extensive STEM, reading and EL related backgrounds.

Supporting reading instruction and understanding how to improve students reading acumen, teachers will all understand that curricula and textbooks generally have only five organizational patterns. This knowledge will become an important teaching tool for teachers to share with students. Knowing and teaching about the type of material being used can support "struggling" readers because they can interpret the pattern that is repeated throughout the text. The use of a graphic organizer in conjunction with the type of text can be essential for organizing the important information presented in the text. Concept mapping or graphic organizing is used to bring order to a task. The process has several distinct

advantages for learning. First, it encourages the student to focus on the task and to lay out, relatively quickly, a framework for a planning or evaluation study. Second, it expresses the conceptual framework in the language of the student. Third, it results in a graphic representation which at a glance shows all of the major ideas and their interrelationships. Fourth, the graphic organizer is comprehensible to the learner. Finally, if used with a group or presented to a group, it appears to increase group cohesiveness and morale. In all areas of study, APACS will offer a curriculum that builds student competency over time using the tailored.

Overview of Primary Disciplines

In general the curriculum will be designed with the California mandated Common Core Curriculum as the base offering a STEM centered education to our K-6 aged student population

Mathematics: Students will learn to embrace, accept, and become inspired and proficient in a high energy, exciting math curriculum at APACS. As will be detailed in our Standards of Practice students will build upon concepts acquired through in class instruction, group projects, demonstrations and discussions. Instructional aids will be placed in classrooms during math teaching blocks as to identify and assist students who maybe in need of additional attention and assistance. Students will be on math proficiencies with their age counterparts statewide.

Social Science and History: History will "come to life" using a story approach with as many hands on projects as possible. There will be emphasis on global education, a subject with infinite sources. The use of primary and secondary source materials will also be taught and heavily influence student learning.

English: Students will learn to speak and write effectively as well as listen and read with comprehension. Students will also be able to research, analyze, and evaluate information. The use of researched programs will assist those students who need to build basic reading skills, such as the Wilson Reading program. Students

Science: The instruction and curriculum in science and technology will be inquiry-based, hands on, project based, field trip based, guest speaker enhanced and rooted in the natural and technical world. Students will use critical thinking, problem solving and scientific exploration to connect science to their everyday lives. High interest will be developed in students by using hands-on approaches as well as real life challenges. Projects will be integrated with the interdisciplinary themes.

Technology and Engineering: We believe a basic understanding of technology and engineering is important, at a K-6 level, if our children are to contribute to and compete in a rapidly changing society and an increasingly interconnected global community. We also believe that there is an urgent need for well-designed courses in technology and engineering, with high-quality instructional materials, particularly in K-6 Schools. Computer-related courses should aim not just

for technological literacy, which includes such utilitarian skills as keyboarding and the use of commercial software packages and the Internet, but for a deeper understanding of the essential concepts, methods and wide-ranging applications of computer science. Students should gain hands-on exposure to the process of algorithmic thinking and its realization in the form of a computer program, to the use of computational techniques for real-world problem solving, and to such pervasive computational themes as modeling and abstraction, modularity and reusability, computational efficiency, testing and debugging, and the management of complexity. Where feasible, active learning, higher-level thinking, and creative design should be encouraged by situating new concepts and techniques within the context of applications of particular interest to a given student or project team.

To seize these opportunities, teachers and schools must connect students with the dynamic world of STEM. In turn, this requires that teachers, schools, and school systems have a deep understanding of STEM activities in American society and business and that they maintain direct connections to appropriate STEM expertise.

There exists a passion for comprehension, just as there is a passion for music. That passion is rather common in children, but gets lost in most people.

– Albert Einstein

Summary of a K-6 STEM Educational Experience

STEM education in K-6 relies on our ability to motivate and inspire students. This involves creating exciting opportunities for students to have individual or team-oriented experiences with the ideas, discoveries, and emerging knowledge in STEM fields. Two key avenues can provide students with experiences that allow them to explore and challenge themselves with STEM. The first is out-of-class and after school program includes activities such as tutoring, contests, laboratory experiments, computer science, field trips, science related movies, physical activities and much more. The second is advanced courses that press students to set ambitious goals and achieve at higher levels.

All students will have opportunities to have these two kinds of experiences at APACS. In particular, girls and members of minority groups underrepresented in science and engineering can find inspiration in these activities and mentors and role models, paid for and invited by the School that encourage them to study STEM subjects and enter STEM professions. The dynamic nature of science, technology, engineering, and mathematics – where new advances are constantly expanding our knowledge of the physical, biological, and social world – has enormous implications for STEM education. By making abundantly clear to students how many discoveries remain to be made and the role students at APACS can play in solving important problems, we are indeed confident that our tireless efforts efforts and

passions in STEM education will excite and motivate our students to learn, appreciate, become excited and inspired by science and mathematics and to pursue careers in STEM fields.

The STEM FRAMEWORK

The development of STEM proficient students begins early in K-6 elementary school. In the elementary grades, our students will apply the rigors of science, technology, engineering, and mathematic content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through Achievement Peaks STEM Academy they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, arts, and health.

Our adopted Standards of Practice will serve as the framework to how Achievement Peaks STEM Academy's curriculum is chosen, how lessons plans are designed, how extracurricular activities including field trips are planned, how guest speakers and lecturers are selected, how teachers are hired and continually trained, and how the extended after school programs will be patterned. The practices are comprised of seven (7) concepts detailed and expounded upon in principle and in projected achievements and results.

1. **Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics Content**
   STEM proficient students will learn and apply rigorous content within science, technology, engineering, and mathematics disciplines to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

   A. Demonstrate an understanding of science, technology, engineering, and mathematics content.
   B. Apply science, technology, engineering, or mathematics content to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

2. **Integrate Science, Technology, Engineering and Mathematics Content**
   STEM proficient students will integrate content from science, technology, engineering, and mathematics disciplines as appropriate to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

   A. Analyze interdisciplinary connections that exist within science, technology,

engineering, and mathematics disciplines and other disciplines.

B. Apply integrated science, technology, engineering, mathematics content, and other content as appropriate to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics

STEM proficient students will interpret and communicate information from science, technology, engineering, and mathematics to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

A. Identify, analyze, and synthesize appropriate science, technology, engineering, and mathematics information (text, visual, audio, etc.).
B. Apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematics content.
C. Engage in critical reading and writing of technical information.
D. Evaluate and integrate multiple sources of information (e.g.: quantitative data, video and multimedia) presented in diverse formats.
E. Develop an evidence-based opinion or argument.
F. Communicate effectively and precisely with others.

4. Engage in Inquiry

STEM proficient students will engage in inquiry to investigate global issues, challenges, and real world problems.

A. Ask questions to identify and define global issues, challenges, and real world problems.
B. Conduct research to refine questions and develop new questions.

5. Engage in Logical Reasoning

STEM proficient students will engage in logical reasoning to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

A. Engage in critical thinking.
B. Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or Standards for mathematical Practices).
C. Apply science, technology, engineering, and mathematics content to construct creative and innovative ideas.
D. Analyze the impact of global issues and real world problems at the local, state, national, and international levels.

6. Collaborate as a STEM team

STEM proficient students will collaborate as a STEM team to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

A. Identify, analyze, and perform a STEM specific subject matter expert role.
B. Share ideas and work effectively with a STEM focused multidisciplinary team to achieve a common goal.
C. Listen and be receptive to ideas of others.
D. Analyze career opportunities that exist in a variety of STEM fields relevant to the STEM focused multidisciplinary team's goal.

7. **Apply Technology Strategically**

STEM proficient students will apply technology appropriately to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

A. Identify and understand technologies needed to develop solutions to problems or construct answers to complex questions.
B. Analyze the limits, risks, and impacts of technology.
C. Engage in responsible/ethical use of technology.
D. Improve or create new technologies that extend human capability.

How Learning Best Occurs

Through project-based instructional approaches with engineering experiences integrated across the curriculum and technology use infused in all core and elective courses, Achievement Peaks STEM Academy will offer a reform approach that is grounded in research for 21st century learning. We will ,mplement a researched-based curriculum in which students participate in challenging, hands-on, project-based learning opportunities that are initiated and fostered by the guided inquiry approach. Classroom, school grounds and community will be utilized as a teaching and learning laboratory that enables students to build real solutions (artifacts) and apply their skills to solve relevant community issues.

Achievement Peaks STEM Academy promotes the idea that learning occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals dedicated to the support of STEM based education. Robert Marzano, who coordinated a research team to study instructional techniques in the classroom, published the findings in his book titled Classroom Instruction that Works (2001). Through a meta-analysis of hundreds of studies conducted over the years, conclusions were drawn that supported nine instructional practices which were particularly effective in raising student achievement. The practices identified as effective are the following:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Providing appropriate homework and practice
- Modeling and allowing for nonlinguistic representations
- Promoting cooperative learning

- Setting objectives and providing feedback
- Generating and testing hypotheses
- Presenting cues, questions, and advance organizers

Teachers will be provided professional development in the use of the practices identified above in order to enhance learning in the classroom. In addition we believe that learning best occurs:

- When students are active participants in the educational program through hands-on lessons, an integrated curriculum, and project-based learning.
- When students are intrinsically motivated by the process of learning, as facilitated by a constructive educational environment, and flexible curriculum adaptive to the needs of individual students.
- When students are engaged in collaborative and cooperative learning, and encounter with their peers under the guidance of knowledgeable adults.
- When students have the opportunity to transition from concrete to abstract thought;

Administrators and Teacher Accountability

The principal and his administrative team as well as all teachers are collectively held accountable to Achievement Peaks STEM Academy and to the school community for implementing the core values, beliefs and best practices, insuring that each and every student gets what they need to achieve their individual and school performance goals. Administrators and teachers are individually and collectively held accountable for meeting multiple targets for academic achievement

Educational Philosophy

For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. Achievement Peaks STEM Academy will prepare students to be the most innovative and productive leaders in Science, Technology, Engineering and Mathematics and to make meaningful contributions to our community and the world at large. We believe in providing students a solid foundation and proven path to college and career success especially in STEM related fields. By offering an innovative curriculum we wish to instill and nurture ingenuity, creativity and innovation within all of our students.

Our interdisciplinary STEM curriculum provides an approach to learning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons. The benefit gained from this interdisciplinary approach exemplifies the axiom "the whole is more than the sum of the parts". There will be support for students who are behind, extra challenge for those who are ready for more advanced work.

Target Population/Community to be Served

APSA seeks to establish a transformative model for education in the Century. We are creating

a model that is designed to address the individual needs and preferences of each child, in every sub-group. We want to demonstrate, quantitatively, that our approach to education produces greater gains in student achievement across the full spectrum of students—from the low achieving students who enter the school with significant deficits, many of whom may have special needs identified in IEPs, to the students who are already performing above grade level.

It is our hope to have a student population that is generally reflective of the overall student population in San Leandro and the East Bay area in terms of special needs, ethnicity, and socio-economic status. So, who in particular is our initial target population? We will seek to attract children whose parents are 1st and 2nd generation Americans, from families where they are 1st or 2nd generation prospects to attend college, and those who believe would function optimally in a more flexible, student-centric learning environment, as well as parents who wish to see science, technology, engineering and mathematics utilized more effectively to enhance their respective student's learning experience.

Also, it is our hope that the school's unique orientation, including a strong EL program, will help attract local families of diverse international backgrounds, including many with limited English language proficiencies.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

SLUSD Schools	# of Students 2011-2012	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% African American	% Latino	% Filipino	2013 Growth API	2013 API Statewide Rank	2013 API Similar Schools Rank	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
Garfield EL	422	69.4	12.4	47.4	12.3	47.4	7.6	769	3	3	no	no
Wilson EL	789	77.8	6.2	61.9	5.1	55.8	11.1	782	4	2	no	no
There are no Charter schools												

Enrollment Projections

The school will provide instruction to students in grades K-6. During the first year it will enroll 500 students in grades K-6 and follow the enrollment projection shown in the chart below until it enrolls 700 students.

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	100	100	100	100	100
1	100	100	100	100	100
2	100	100	100	100	100
3	75	100	100	100	100
4	50	75	100	100	100
5	50	50	75	100	100
6	25	50	50	75	100
Total	500	575	625	675	700

Instructional Time and Academic Calendar

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 180-day semester schedule with 55860 minutes of instruction exceeding the minimum required by the state of California. Our daily instructional schedule and yearly calendar would have the following features:

- Faculty and staff will meet from 2:00 pm to 5:00 pm every other Tuesday, for curriculum planning purposes.
- Our instructional time shall be maximized through a reduction in interruptions such as a call to the office, public address announcements, and extra-curricular activities.
- Students, faculty and staff will participate in advisory meetings and student assemblies.

Regular Schedule-Rotating Day 1

7:30-8:00 Breakfast
8:00 – 8:20 Core Group
8:20 – 9:35 Math
9:35-10:50 Language Arts / Literacy / Readers and Writers Workshop
10:50 - 11:30 Lunch/Recess
11:30-12:30 Science
12:30 – 1:10 Engineering
1:10-1:25 Recess/Snack
1:25-2:25 Technology
2:25-3:30 Enrichment Activity

Regular Schedule-Rotating Day 2

7:30-8:00 Breakfast
8:00 – 8:20 Core Group
8:20 – 9:35 Math
9:35-10:50 Language Arts / Literacy / Readers and Writers Workshop
10:50 - 11:30 Lunch/Recess
11:30-12:30 Science
12:30 – 1:10 History
1:10-1:25 Recess/Snack
1:25-2:25 Engineering
2:25-3:30 SIC

Shortened Day Schedule

8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30- 10:50 Snack/Recess
10:55 - 11:55 Math

12:00 - 12:35 Lunch & Recess12:40 - 1:50 Engineering / Social Studies / Science
1:50 - 2:00 Circle Time End of Day
(240 minutes)

Please find below an instructional minutes chart for Achievement Peaks STEM Academy:

Grades	Offered	Number of Days	Number of Instr. Minutes Per Day	Number of Dismissal Days	Number of Instr. Minutes Dismissal Day	of Minimum Days	Number of Instr. Per Minimum Day	of [Other] Days	Number of Instr. [Other] Day	Number of Instr. Days	State Law	Instr. Minutes	Number of Instr. Minutes Above/ Below Req't.
K	Yes	159	320	1	180	20	240	0	0	180	36000	55860	19860
1	Yes	159	320	1	180	20	240	0	0	180	50400	55860	5460
2	Yes	159	320	1	180	20	240	0	0	180	50400	55860	5460
3	Yes	159	320	1	180	20	240	0	0	180	50400	55860	5460
4	Yes	159	320	1	180	20	240	0	0	180	54000	55860	1860
5	Yes	159	320	1	180	20	240	0	0	180	54000	55860	1860
6	Yes	159	320	1	180	20	240	0	0	180	54000	55860	1860
7	No												
8	No												
9	No												
10	No												
11	No												
12	No												

Instructional Calendar

The instructional Calendar for 2015-2016 is shown below:

Back to School Events:

- New Parent Orientation: August 3, 2015
- New Student Orientation: August 6-7, 2015

First Semester: Thursday August 20, 2015 – Friday, December 18, 2015 (81 Days)

Winter Break: Monday, December 21, 2015 – Sunday, January 3, 2016

Holidays:

- Labor Day: Monday, September 7, 2015
- Veterans Day Observed: Tuesday, November 10, 2015
- Thanksgiving Holiday: Wednesday-Friday, November 25-27, 2015

Professional Development Days:

- Wednesday, July 29-Friday, July 31, 2015 – Administrators and Staff Training
- Monday, Aug. 3-Monday, August 10, 2015 – Faculty Professional Development

Second Semester: Monday, January 4, 2016 – June 2, 2016 (99 Days)

Spring Break: Thursday, April 7, 2016 – Friday, April 15, 2016

Holidays:

- Dr. Martin L. King Jr.'s Birthday Observed: Monday, January 18, 2016
- Presidents' Day: Monday, February 15, 2016
- Memorial Day Observed: Monday, May 23, 2016

Charter Implementation Plan

As soon as the charter is approved students will be recruited from the target area, Recruitment activities will include open house, presentation in preschools and community centers. A public random drawing shall be used when admission requests exceed the available space, as expressly described in Education Code § 47605(d) (2). All students who do not gain admission to the school shall be placed on a waiting list. If vacancy occurs during the academic year the parent of the student at the top of the list will be notified immediately and offered the first chance to enroll. Before being eligible to commence school, all students and their parents or guardians shall meet with a school employee to review the student handbook so that they are informed about the school policies. After reviewing the handbook, the student and parents shall sign a parent and student compact with each accepting to meet the school's expectations. Besides student recruitment other implementation strategies include the following:

Task	Time Frame	Special Notes
Develop school-wide goals based on base-line data	August 2015	Utilize student learning results to formulate goals
Administrators begin search for facility	January –March 2015	
Administrators communicate the Charter vision	August 2015	All Charter staff revise the missions and values
Teachers and staff set goals	September 2015	Should align to the school-wide goals
Administrators develop and roll out the accountability plan	September 2015	Teachers will be responsible for submitting the data from their monthly evaluation

Each class develops its own mission statement and set of core values	September 2015	Should align to the school mission, visions and values
Each employee writes their own personal mission statement	September 2015	Aligned to school mission
Teachers will meet and review goals and achievement data weekly	Ongoing	Make necessary adjustments to monthly goals based on data

Task	Time Frame	Special Notes
Leadership team will review and analyze the benchmark data three times during the year	October 2015 February 2016 April 2016	Students identified as at risk will receive additional support as recommended by the teachers of the cohorts
Parent workshops about STEM will be offered by the school.	September and Ongoing	Invite parents to learn about data portfolios and how to help their children at home
Classroom teachers send home first student created newsletter	September and monthly	Improve communication with parents
Student led parent conferences	October 2015	Using their data portfolios the students lead their parent conferences under the teachers direction
Create awareness among stakeholders for Smarter Balanced Assessment.	April 2016	Improve Standardized Test Scores
Parent satisfaction survey	May 2016	Use data to set operational action plans for 2015-16 school year
Employee satisfaction survey	May 2016	Use data to set operational action plans for 2015-16 school year
Develop school-wide goals for 2015-2016	June 2015	Using school-wide end of year data, determine new targets for 2015-2016

Parent Leadership Development

As partners in education, parents will be active participants and valued partners in our STEM education programs. They will be expected to attend and participate in Parent Advisory Council (PAC) meetings or activities and serve as PAC leaders and/or members. In addition, all parents will have opportunities to participate in the school science fair, math night, family literacy nights, technology night, fundraising opportunities, art and engineering exhibits and various extended day options. Parents will be provided with workshops and other opportunities to

develop their understanding of STEM concepts and content. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

Through the Parent Advisory Council, parents will be intimately involved in the learning activities of their children. Administrators will facilitate the creation of a Parent Advisory Council (PAC). Through PAC the school will promote parent involvement by offering workshops on parenting that would equip parents to assist their children to be successful in our school and beyond.

APSA will encourage parents and other responsible adults to provide volunteer service to the school for about 30 hours annually. Attendance at school meetings and participation as chaperones for field trips will count towards this commitment. We will ensure the fullest participation of our Spanish-speaking parents by providing translation services at all meetings. In addition all communication materials including brochures, newsletters, and handbooks will be translated into Spanish. The parent volunteer commitment will not be a condition for student enrollment and nor will it be a requirement for student enrollment. Through parent training workshops, the school will convey the message on how parents can help their children develop good classroom and home study habits. Through parent conferences, and back to school nights, parents will be given an opportunity to know more about the school's academic program as well as their children's performance.

A Typical Day at Achievement Peaks STEM Academy

As soon as I entered Achievement Peaks STEM Academy saw students and teachers engaged in a school-wide morning assembly. After students had been reminded of the activities for the week, they were also informed by the principal to study their vocabulary of the day which was posted next to the doors to their classrooms as well as in their classrooms. Before they left the assembly area, students recited their vocabulary of the day drills, grade by grade. The school's leadership informed me that participating in vocabulary of the day instills a culture that promotes the love for learning in students.

I entered some classrooms and saw a student-centered learning environment with students actively engaged in their lessons, and teachers engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded. I saw copies of student of the week certificates posted in various classrooms.

Teachers employ a variety of teaching methods across the curriculum. Teachers clearly expressed their learning goals in writing, visibly posted them in the classrooms, and verbally communicated them to students. In some classrooms, students were engaged in class discussions, and group activities facilitated by teachers, as well as doing individualized learning.

Teachers were seen effectively scaffolding lessons to engage students in higher order thinking. In

classrooms where reading activities were occurring, teachers asked questions which enabled students to apply higher order thinking skills. In many classrooms, teachers were engaging students using real life concepts that are relevant to the students' life experience and were building upon students' prior knowledge. When I went to the playground I saw students taking measurement of a bench. As I spoke with more students, I came to the realization that at Achievement Peak STEM Academy every part of the school, including playgrounds was utilized for acquisition of knowledge.

I was informed by the teachers I met in the Teachers' Lounge that they routinely work together to determine what students should learn, and how to assess students' learning. The principal informed me that the school provides an opportunity for students to participate in after-school and Saturday school intervention programs. In addition, students who struggle academically are identified in a timely manner and strongly encouraged to attend interventions. I was excited by the level of thinking and the activities in which students were engaged at Achievement Peak STEM Academy.

Instructional Strategy and Design

The school is designed to enable students confront challenges, and investigate the world around them at an early age. Teachers will use problem-based instruction to deliver an innovative, hands-on curriculum. Instruction will center on learning Science, Technology, Engineering, and Mathematics, as they impact the real world. The Engineering curriculum will allow students to work, design, and construct projects that integrate Math, Science, Technology and communication skills.

The instructional strategies to be employed include the following:

Project Based Learning

Project-based Learning uses an integrated curriculum approach. The goal is to help students formulate and answer meaningful questions using the principles of investigation and drawing on knowledge across subject areas. Students are provided with the tools and support necessary for research and application of new and prior knowledge. In a PBL environment, teachers become coaches and facilitators, while students work on constructing their own knowledge. Students are provided with the tools and support based on developmental level of the students. Project-based learning provides opportunities for all students to develop their own projects as well as assessments. Teachers serve as guides through this process to assure rich and academically rigorous experiences for students.

Research shows that Project-based Learning (PBL) has positive outcomes for student learning in the areas of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving skills. According to Aral, N., Kandir, A.et.al. (2010) PBL

promotes students centeredness and allows students to take charge of the learning process. In addition it enables students to develop expert knowledge while exploring a variety of problem. It also allows students to utilize technological tools. The PBL approach and curriculum will be adapted the needs and abilities of Achievement Peaks STEM Academy K-6 students using the following implementing steps:

1. Crafting essential questions
2. Planning
3. Scheduling
4. Monitoring
5. Assessing
6. Evaluation

1. *Crafting the Essential PBL Question*

PBL lessons will begin by posing age, skill and ability appropriate questions that will engage pupils. Questions are designed to be open ended and posed to answer a real-world problem familiar to students. Students will be instructed to understand that "there is no one answer or singular solution to the question posed".

Thus each project begins with a real-world topic and prompts an in-depth investigation into an authentic situation or topic. Depending on the grade level, such questions could include: What is happening in the classroom? or What is happening in the community? Such questions allow students to believe that, by answering, they are having an impact on a real problem that is relevant to them and has meaning in their lives.

2. *Designing a Plan for PBL Projects*

Projects will be designed with content standards in mind. Students will be actively involved in planning in such a way as to create a sense of ownership in the project. Activities will be selected by the Teacher to support the question and that utilize a broad curriculum, thus fueling the process. Designs will integrate as many relevant subjects as possible into the project. Teachers must know what materials and resources will be accessible to the students to assist them. Teachers must be prepared to delve deeper into new topics and new issues that arise as the students become increasingly involved in the active pursuit of answers.

3. *Creating a Schedule*

Teachers will design a timeline for project components, accepting that changes to the schedule will happen. Schedules must be flexible, but help the students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. Teachers will consider the following when creating a schedule:

- What time allotment will be given to the project?
- Will this project be conducted during the entire school day or during dedicated blocks of time?

- How many days will be devoted to the project?

Teachers will enable success by practicing the following tactics:

- Help students who may not perceive time limits.
- Set benchmarks.
- Give students direction for managing their time.
- Teach them how to schedule their tasks.
- Remind them of the timeline.
- Help them set deadlines.
- Keep the essential question simple and age appropriate.
- Initiate projects that will let all students meet with success.

Also, teachers will allow students to go in new directions with their project, but guide them when they appear to digress from the project's topic. When a group seems to be going in a different direction, teachers will ask students to explain the reasoning behind their actions. They may have an insight to a solution that teachers did not expect; therefore teachers must help pupils stay on course without accidentally setting limitations.

4. *Monitoring Pupils and the Progress of the Project*

To maintain control without preventing students from taking responsibility for their work, teachers will take these steps:

- Facilitate the process and the love of learning.
- Teach the students how to work collaboratively.
- Designate fluid roles for group members.
- Have students choose their primary roles, but assume responsibility and interactivity for all group roles.
- Remind them that every part of the process belongs to each individual and needs each student's total involvement.
- Provide resources and guidance.
- Assess the process by creating team and project rubrics.

Team rubrics will state the expectations of each team member: Teachers will watch the group dynamics and understand how well members are participating and how engaged pupils are in the process. Finally teachers will assess the outcome.

Project rubrics, on the other hand, will cause teachers to ask these questions: What is required for project completion? What is the final product: A document? A multimedia presentation (where age and skill appropriate)? A poster? A combination of products? What does a good report, multimedia presentation, poster, or other product need to look like? Teachers will make requirements clear to the students so that all pupils can meet with success.

5. *Assessment of the Outcome*

Assessment meets many needs. It

- provides diagnostic feedback.
- helps educators set standards.
- allows one to evaluate progress and relate that progress to others.
- gives students feedback on how well they understand the information and on what they need to improve.
- helps the teacher design instruction to teach more effectively.

Whenever possible, students will be given the opportunity to conduct self-assessment. When a student's assessment and the teacher's assessment don't agree, teachers will schedule a student-teacher conference to let the student explain in more detail his or her understanding of the content and justify the outcome.

6. *Evaluation of the Experience*

Students must be able to synthesize new knowledge and therefore must be given time to reflect on what they have discovered. Teachers must designate a time for reflection of the daily activities to allow for individual reflection, such as journaling, as well as group reflection and discussion. (For example, validate what students have learned and make suggestions for improvements.)

To enable effective self-evaluation, teachers will follow these steps:

- Take time to reflect, individually and as a group.
- Share feelings and experiences.
- Discuss what worked well.
- Discuss what needs change.
- Share ideas that will lead to new questions and new projects.

Backward Mapping/Backward Design

Backward Mapping/Backward Design is a process in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that Achievement Peaks STEM Academy will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to —unpack and prioritize content standards and Common Core Standards. This is a necessary pre-requisite step to effectively design assessments that are aligned to standards. Specifically, teachers will:

i) Understand the three steps of the backward design process (identifying desired results,

designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners).

ii) Apply a concrete process for analyzing standards which helps teachers internalize the standards, as well as determine the following information:
    - Level of Cognitive Demands (based on Bloom's Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
    - STAR exam and the pre-release questions from the Smarter Balance Assessment that relate to each strand of the current Common State Standards (this will be tied to creating assessments)
    - Identification of standards that will serve as —anchors upon which units can be based. Other standards are tied to these —anchor standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education, Visual and Performing Arts, Engineering, and Technology will use both the California State Content Standards and the Common Core Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards
Achievement Peaks STEM Academy's teachers will design effective assessments that are aligned to Common Core Standards and other relevant standards, in order to provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include Common Core Standards.
- Analyze content standards to determine the —achievement target embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners
Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).

I. Using a repertoire of research-based instructional strategies proven to increase

student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock,Schmoker,Tomlinson)Ensuring that all coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001).

Examples of instructional strategies will include:

- Small projects and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate if students are mastering content. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

Core Textbooks

Achievement Peaks STEM Academy proposes to adopt the following textbooks for the core subject areas:

Subject	*Publisher-Title*	*Grade Level*
English Language Arts	*SRA-McGraw Hill-Imagine It*	*K-6*
Mathematics	*California Saxon*	*K-6*
Science	*Harcourt (California edition)*	*K-6*
Social Studies	*McGraw Hill- Time Links*	*K-6*
ELD	*McMillian/McGraw-Tesoros de Lectura*	*K-6*

Curriculum

Our curriculum will give children the opportunity to become natural learners. We believe that growth is developmental and that Achievement Peaks STEM Academy will be prepared to assist students at different developmental levels socially and emotionally. Technology use and training will be infused into all core and elective courses.

Taken separately, the four STEM subjects are defined by the National Research Council as:

1. Science is the study of the natural world, including the laws of nature associated with physics,

chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.

2. Technology comprises of the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

3. Engineering is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.

4. Mathematics is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

Engineering Curriculum

Early engineering experiences will be integrated across the curriculum. In addition to the Project Lead the Way (PLTW) curriculum, Achievement Peaks STEM Academy will utilize Engineering is Elementary (EiE). EiE is one of the first engineering curricula in the United States designed for elementary school- aged children. The curriculum incorporates engineering and science inquiry with regional case studies. Developed by educators with the Museum of Science's National Center for Technological Literacy Integrated Science Labs ® (National Center for Technological Literacy, NCTL http://nctl.org), the focus is to enhance society's knowledge of engineering and technology. The EiE curriculum underscores the following:

- Scientists investigate the natural world and generate scientific knowledge using the scientific method.
- Technologies are the products and processes created by engineers who apply mathematics and science knowledge. Almost everything made by humans to meet a need is a technology, e.g., a telephone, a drainage system, a bridge.
- Engineers typically find solutions for societal problems. Engineers create the designs and Instruments used daily, based on what scientists have found.
- Engineering entails design and problem solving under constraints, such as project goals, budget, deadlines, and the limits of knowledge itself. Both scientists and engineers deal with society's needs and values, the environment and the economy.

Standards

Achievement Peaks STEM Academy curriculum will align with Common Core State Standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Modified March 2013 Publication Version) in all core subject areas in grades 1-5. In addition, our courses will incorporate other relevant standards including those listed below.

- Spanish Translation of California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
- California Common Core State Standards for Mathematics (Modified January 2013 Publication Version)

- Spanish Translation of California Common Core State Standards for Mathematics
- History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Five
- NGSS for California Public Schools, K-12 Learning Progressions for Elementary (K-6)Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Adopted Oct 1998)

Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects

The school's curriculum ensures that students will receive instruction in, and will be expected to master, all grade level standards including English Language Arts, Mathematics, ELD, Social Studies, Science, Visual and Performing Arts and Physical Education.

LANGUAGE ARTS
Achievement Peaks STEM Academy will provide a rigorous K-6 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Language and Writing Standards.

Reading: Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the

quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Listening and Speaking

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics

Please find below an overview of the California Common Core State Standards in Mathematics for Kindergarten through fifth grade.

Kindergarten Common Core Math Standards	
By the end of Kindergarten, students will understand two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.	
Counting and Cardinality	• Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers
Operations and Algebraic Thinking	• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking

Number and Operation in Base Ten	• Work with numbers 11-19 to gain foundations for place value
Measurement and Data	• Describe and compare measurable attributes
	• Classify objects and count the number of objects in categories
Geometry	• Identify and describe shapes • Analyze, compare, create, and compare shapes

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with Mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Grade 1 Mathematics Standards

By the end of Grade 1, students will understand four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Operations and Algebraic Thinking	• Represent and solve problems involving addition and sub- Mathematical Practices traction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations.
Number and Operations in Base Ten	• Extend the counting sequence. • Use place value • Use place value understanding and properties of operations to add and subtract.
Measurement and Data	• Measure lengths indirectly and by iterating length units. • Tell and write time. • Represent and interpret data.
Geometry	• Reason with shapes and their attributes.

Mathematical Practices:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Grade 2 Mathematics Standards

By the end of grade 2, students will understand four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.	
Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.
Number and Operations in Base Ten	• Understand place value. • Use place value understanding and properties of operations to add and subtract.
Measurement and Data	• Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.
Geometry	• Reason with shapes and their attributes.
Mathematical Practices	
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
Grade 3 Mathematics Standards	
By the end of grade 3, students will understand four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.	
Operations and Algebraic Thinking	• Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic
Number and Operations in Base Ten	• Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	• Develop understanding of fractions as numbers.
Measurement and Data	• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and

	masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry	• Reason with shapes and their attributes.
Mathematical Practices	
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
Grade 4 Mathematics Standards	
By the end of grade 4, students will understand three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.	
Operations and Algebraic Thinking	• Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns.
Number and Operations in Base Ten	• Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	• Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data	• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.
Geometry	• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Mathematical Practices	
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
Grade 5 Mathematics Standards	
By the end of grade 5, students will understand three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.	
Operations and Algebraic Thinking	• Write and interpret numerical expressions. • Analyze patterns and relationships.
Number and Operations in Base Ten	• Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths place.
Number and Operations—Fractions	• Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data	• Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry	• Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.
Mathematical Practices	
1. Make sense of problems and persevere in solving them. **2.** Reason abstractly and quantitatively. **3.** Construct viable arguments and critique the reasoning of others. **4.** Model with mathematics.	

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

English Language Development (ELD)

Curriculum for English Language Development will be provided by the Macmillan publication. Macmillan provides a comprehensive curriculum that is connected to the language arts series, Treasures. The ELD curriculum includes a comprehensive Teacher's Edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the Progress Monitoring Assessment, Language Transfers Handbook, and My New Words Picture Word Book. Curriculum for whole group instruction includes Visual Vocabulary and Interactive Question-Response lessons to bridge gaps in language acquisition. In addition, the curriculum includes ELD Student Practice Books, Decodable Readers, and Sheltered Leveled Readers. Using multiple SDAIE strategies within each lesson will use the Mutt-i-grees curriculum to support ELD instruction. Using teacher / peer modeling, realia, visual support, small group learning opportunities, and a total physical response approach will enhance basic interpersonal communication skills. Standards-based direct instruction lessons are delineated in the ELD curriculum, empowering teachers to use a variety of formative and summative assessment data to monitor student growth to guide teaching and learning.

History/Social Science

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Students in grade four learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre Columbian societies, its continuous diversity, economic energy, and rapid growth. Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

Science

Teachers will address the California Science standards in physical science, Earth Science, Life Science and the scientific process. In addition, Achievement Peaks STEM Academy will utilize the Next Generation Science as a critical guide for our Science and Engineering curriculum.

Kindergarten

- Properties of materials can be observed, measured, and predicted.
- Different types of plants and animals inhabit the earth.
- Concepts that cover Earth compositional elements of land, air, and water
- Asking meaningful questions and conducting careful investigations in weather, water, plants, and animals to make scientific progress.

First Grade

- Materials come in different forms (states), including solids, liquids, and gases.
- Plants and animals meet their needs in different ways.
- Weather can be observed, measured, and described.
- Scientific progress is made by asking meaningful questions and conducting careful investigations

Second Grade

- The motion of objects can be observed and measured.
- Plants and animals have predictable life cycles.
- Earth is made of materials that have distinct properties and provide resources for human activities.
- Scientific progress is made by asking meaningful questions and conducting careful investigations

Third Grade

- Energy and matter have multiple forms and can be changed from one form to another.
- Light has a source and travels in a direction.
- Adaptations in physical structure or behavior may improve an organism's chance for survival.
- Asking meaningful questions and conducting careful investigations to drive scientific progress

Fourth Grade

- Electricity and magnetism are related effects that have many useful applications in everyday life.
- All organisms need energy and matter to live and grow.
- Living organisms depend on one another and on their environment for survival.
- The properties of rocks and minerals reflect the processes that formed them.
- Waves, wind, water, and ice shape and reshape Earth's land surface.
- Scientific progress is made by asking meaningful questions and conducting careful investigations

Fifth & Sixth Grade

- Elements and their combinations account for all the varied types of matter in the world.
- Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
- Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

Next Generation Science Standards

Science and Engineering Practices	**K-2 Condensed Practices**	**3-6 Condensed Practices**
Asking Questions and Defining Problems A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested. Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world. Both scientists and engineers also ask questions to clarify ideas.	Asking questions and defining problems in K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.	Asking questions and defining problems in 3-5 builds on K-2 experiences and progresses to specifying qualitative relationships.
	• Ask questions based on observations to find more information about the natural and/or designed world(s).	• Ask questions about what would happen if a variable is changed.
	• Ask and/or identify questions that can be answered by an investigation.	• Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns, such as cause and effect

	• Define a simple problem that can be solved through the development of a new or improved object or tool.	• Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development

		an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
Developing and Using Models A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations. Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in system; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems. Measurements and observations are used to revise models and designs.	Modeling in K-2 buildings on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represents concrete events or designs solutions.	Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
	• Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences.	• Identify limitations of models.
	• Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller) and/or patterns in the natural and designed world(s).	• Collaboratively develop and/or revise a model based on evidence that shows the relationship among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representations to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena.

	• Define a simple problem that can be solved through the development of a new or improved object or tool.	• Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process,

		system and includes several criteria for success and constraints on materials, time, or cost.
	• Develop a simple model based on evidence to represent a proposed object or tool.	• Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.
Planning and Carrying Out Investigations Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.	Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provides data to support explanations or design solutions.	Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
	• With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for	• Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
	• Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a questions.	• Evaluate appropriate methods and/or tools for collecting data.

	• Make observations (firsthand or from media) and/or	• Make observations and/or measurements to produce data to serve as the basis for evidence for an

	collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences.	of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.
Analyzing and Interpreting Data Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools – including tabulation, graphical interpretation, visualization, and statistical analysis – to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much earlier, providing secondary sources for analysis. Engineering investigations include analysis of data collected in the tests of designs. This allows comparisons of different solutions and determines how well each meets specific design criteria – that is, which design best solves	Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible digital tools should be used.
	• Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events).	• Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts to reveal patterns that indicate relationships. • Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.
	• Analyze data from tests of an object or tool to	• Analyze data to refine a problem statement

the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.	determine if it works as intended.	design of a proposed object, tool, or process. • Use data to evaluate and refine design solutions.
Using Mathematics and computational Thinking In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to produce the behavior of systems and test the validity of such predictions.	Mathematical and computational thinking in K-2 builds on prior experience and progresses to recognizing that mathematics can be used to describe the natural and designed world(s).	Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.
	• Decide when to use qualitative vs. quantitative data.	• Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success.
	• Use counting and numbers to identify and describe patterns in the natural and designed world(s).	• Organize simple data sets to reveal patterns that suggest relationships.
	• Describe measure and/or compare quantitative attributes of different objects and display the data using simple graphs.	• Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.
	• Use quantitative data to compare two alternative solutions to a problem.	• Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem.

Constructing Explanations and Designing Solutions *The end-products of science are explanations and the end-*	Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and	Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing

products of engineering are solutions. The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories. The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.	ideas in constructing evidence-based accounts of natural phenomena and designing solutions.	explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.
	• Use information from observations (firsthand and from media) to construct an evidence- based account for natural phenomena.	• Construct an explanation of observed relationships (e.g., the distribution of plants in the backyard).
		• Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.
		• Identify the evidence that supports particular points in an explanation.
	• Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem • Generate and/or compare multiple solutions to a problem.	• Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
Engaging in Argument from Evidence *Argumentation is the process by which evidence-based conclusions and solutions are reached.*	Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).	Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

In science and engineering, reasoning in argument based on evidence is essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.	• Identify arguments that are supported by evidence. • Distinguish between explanations that account for all gathered evidence and those that do not.	• Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.

Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.	• Analyze why some evidence is relevant to a scientific question and some is not. • Distinguish between opinions and evidence in one's own explanations.	
	• Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument.	• Respectfully provide and receive critiques from peers about a proposed procedures, explanation or model by citing relevant evidence and posing specific questions.
	• Construct an argument with evidence to support a claim.	• Construct and/or support an agreement with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect
	• Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	• Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

Obtaining, Evaluating, and Communicating Information Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways; using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.	Obtaining, evaluating and communicating information in 3-5 builds on K-2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.
	• Read grade-appropriate tests and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).	• Read and comprehend grade-appropriate complex tests and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • Compare and/or combine across complex tests and/or other reliable media to support the engagement in other scientific and/or engineering practices.
	• Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.	• Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices.

	• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.	• Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
	• Communicate information or design ideas and/or solutions with others in oral and/or written forms using	• Communicate scientific and/or technical information orally and/or in written

Obtaining, Evaluating, and Communicating Information Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways; using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.	Obtaining, evaluating and communicating information in 3-5 builds on K-2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.
	• Read grade-appropriate tests and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).	• Read and comprehend grade-appropriate complex tests and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • Compare and/or combine across complex tests and/or other reliable media to support the engagement in other scientific and/or engineering practices.

	• Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.	• Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other scientific and/or engineering practices.

	• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.	• Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
	• Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	• Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as table, diagrams, and charts.

Technology

Kindergarteners will learn basic computer skills including:

Unit 1- Word Processing - Personal Relationships
The Kindergarten students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document with ABC order or simple sentence such as "I can see". The students will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

Unit 2 - Spreadsheets and Databases-
The Kindergarten students will be working on sorting and categorizing skills in simple databases that discuss how to make groups of items. They will be learning the basics of databases including columns, rows and cells.

Unit 3 - Multimedia - Family Relationships

The Kindergarten students will be creating a presentation that will discuss the concept of family relationships. The students will be identifying people they love and people that love them. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Relationships
The Kindergarten students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.

Skills

- Recognize and label major components of a computer
- Use the keyboard to write their names, locate letter that represent sounds, and
- numbers that identify specific quantities
- How to manipulate a mouse and curser
- Create digital art with paint program, such as Kidpix
- Develop problem solving and critical thinking skills using primary reading and math software
- How to use a keyboard to write letter that represent sounds
- How to use basic software that develops reading and math skills

First graders will continue to build on their kindergarten experiences in computer skills including:

Unit 1- Word Processing - Personal Responsibility
The 1st grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The 1st Grade students will be creating a word processing document about seasons and/or animals. The ideas that are covered in this unit are describing the season or an animal of their choice. They will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

Unit 2 - Spreadsheets and Databases - Financial Responsibility
The 1st grade students will be working on sorting and categorizing skills in simple databases that discuss financial responsibility. They will be learning the basics of databases including columns, rows and cells. They will sort and categorize the types of animals land, water, or air. They will categorize these into graphs.

Unit 3 - Multimedia - Social Responsibility

First grade students will be creating a presentation that will introduce the concept of social responsibilities. During this unit the theme covers family, environmental and community responsibilities. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Responsibilities
First grade students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.

Skills

- Identify and locate all letters and numbers on the keyboard
- Proficiency manipulate a mouse and cursor
- Type one sentence and their names using the shift key for capital letters
- Improve the time it takes to find letters on a keyboard
- How to use basic software that develops reading and math skills. Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
- Create simple bar graphs and charts on computer

programs Second graders will learn basic computer skills

including:

Unit 1- Word Processing - Personal Goals
The 2nd grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals
Second grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement
Second grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals
The students in 2nd grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be

able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills

- Begin to use appropriate keyboard finger positions when typing
- Identify and locate all letters, numbers, punctuate and use the shift key for capital letters
- Use a word document to write simple stories
- Use computer program to create simple graphs that represent data they have collect in
- science and math problems
- Gather information and pictures for a project in a controlled environment created by the
- teacher
- Understand how to shut off, save files and organize folders on a desktop
- Use learning software to develop mathematical skills

Third graders will continue to build their technological skills basic including:
Unit 1- Word Processing - Personal Responsibility
The 3rd grade students will be learning proper terminology for common parts of the computer and program tools. The 3rd grade students will be creating word processing about a book report. They will describe the characters, setting, and plot of the story. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases -
The 3rd grade students will be creating a spreadsheet that will categorize the various forms of literature. They will create graphs from class surveys and categorize various genres. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Social Responsibility
The 3rd grade students will be creating a presentation that will introduce the concept of artistic expression. Student will create a collage of a visual artist. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Responsibilities
The 3rd grade students will develop their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills

- Gaining fluency in using the keyboard for typing by using appropriate keyboard positions

- Collecting and analyzing data
- Use programs for presentations
- Save files and organize folders on a desktop Use learning software to develop mathematical

Fifth & Sixth graders will continue to build their technological skills basic including:

Unit 1- Word Processing - Personal Goals

Fifth grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals

Fifth grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement

Fifth grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will learn to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals

The students in 5th grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills

- Gaining fluency in using the keyboard for typing
- Use a word document to write essays and reports
- Search the Internet for pictures to be used in school projects
- Collecting and analyzing data
- Use programs for presentations
- Use digital photography and video in presentations with simple editing
- Save files and organize folders on a desktop
- Use learning software to develop mathematical skills

- Collecting and analyzing data
- Use programs for presentations
- Save files and organize folders on a desktop Use learning software to develop mathematical

Fifth graders will continue to build their technological skills basic including:

Unit 1- Word Processing - Personal Goals

Fifth grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals

Fifth grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement

Fifth grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will learn to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals

The students in 5th grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills

- Gaining fluency in using the keyboard for typing
- Use a word document to write essays and reports
- Search the Internet for pictures to be used in school projects
- Collecting and analyzing data
- Use programs for presentations
- Use digital photography and video in presentations with simple editing
- Save files and organize folders on a desktop
- Use learning software to develop mathematical skills

Physical Education

The Achievement Peaks STEM Academy learning community acknowledges both the immediate and the lifelong benefits of physical education for children. The Physical Education Framework for California Public Schools states that children who are well educated in health and physical activity become healthy adults. Our physical education program encourages effort, cooperation, and sportsmanship. Students in K-6 grade participate in psychomotor activities. Additionally, the dance and drama program provides for an additional minutes of physical activity. Teachers provide additional minutes of physical activity throughout the week at various times. Physical

Education lessons, aligned to the California frameworks, will be taught by classroom teachers and during our psychomotor program. This sequential physical education program provides all students with weekly lessons in game skills, sportsmanship, and fitness to develop positive social norms of equity and fairness. Healthy living is encouraged through a variety of other events like Jump Rope for Heart and the President's Fifth Grade Physical Fitness Program.

Health

We believe that a positive, health-oriented school environment is intimately linked to successful learning. According to the Health Framework for California Public Schools, children may make lifestyle choices that adversely affect their current and future health. We will take the kind of active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students.

Working with Diverse Populations

Achievement Peaks STEM Academy expects to serve the following categories of students with special needs:

Gifted and Talented Education (GATE) Students

Achievement Peaks STEM Academy will address the needs of gifted and talented students whose learning characteristics, thinking aptitudes, and abilities differ significantly from those of their same-aged peers. They will receive a content rich and rigorous educational experience that prepares them for middle school. Gifted students will receive differentiated instruction in which they can acquire skills and understanding at advanced levels matching their potentials. Differentiated instruction includes complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater depth).

Assessment and identification of gifted and talented students will based on intellectual, creative, leadership ability and achievement, talent in the visual and performing arts, or other criteria that

the school finds appropriate. Through professional development teachers will be trained to utilize differentiation strategies embedded in their curriculum. This includes content organized by themes, scholarliness, depth and complexity and independent study based on allocation of time. Activities may also be self-selected based on area of study relevant to the core curriculum. Essential instructional elements are inclusive of integrated curriculum, universal themes, tiered assignments, open-ended questioning, student choice, and different models of teaching (direct, inquiry, deductive and inductive).

GATE Plan

Strategies for implementing effective GATE program will include: Flexible grouping of students

- Establishing an Honors programs
- Differentiating instruction in the classroom in all areas of the core curriculum
- Increasing parent involvement
- Providing professional development activities for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Process for Identifying Students as Gifted and Talented

The identification process begins with a referral by the student's teacher or parent. The Counselor will gather documentation including any standardized test scores, cumulative records and report cards from teachers and parents. The Counselor will make a preliminary recommendation for consideration on the eligibility of the student. The recommendation is used as a basis for Intellectual Ability testing, or for High Achievement or Specific Ability designation. When a decision has been made, the parent will be notified in writing of the student's eligibility. Categories under which a student may be identified as gifted include intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who have scored 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as the Smarter Balanced Assessment. Another criterion considered is a GPA of 3.5 or above. A student may also be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as the Smarter Balanced Assessment. Students may also be referred in either science or social science.

Selection of GATE Students Based on High Achievement

To participate in the GATE program students must demonstrate ability in **all four** critical-thinking and problem-solving skills in their primary language. These skills may include the ability to:

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity

- Formulate new ideas or solutions and elaborate on the information
- Use alternative methods in approaching new or unfamiliar mathematical problems
- Use extensive vocabulary easily and accurately to express creative ideas

In addition they must meet one of the following criteria:

a) Percentile scores of 78 or above in both total reading and total mathematics on standardized test
b) Norm-reference tests

or --Scaled scores on CST or its equivalent as follows:

- A scaled score of 392 or above in English-Language Arts, grades 2-5 and

c) A scaled score of 401 or above in mathematics, grades 2-5 Identification as gifted in any of the categories by a licensed school psychologist.

GATE Outcomes

Achievement Peaks STEM Academy expects the following outcomes in our GATE program:

Student Outcomes

- Continuous progress based on ability and performance
- Accelerated student performance
- Development of independence and self-direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions
- Success in making original contributions to a field of study
- Grade advancement

Administrator/Teacher Outcomes

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students
- Improved professional development leading to teacher certification
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

Parent Education Outcomes

Parents have access to monthly parent education workshops and meetings where the following topics are to be covered:

- Knowledge and informational updates of the GATE program
- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students

- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies including summer preparation strategies
- Knowledge of the assessment and identification process at Achievement Peaks STEM Academy.

Counseling and Guidance Outcomes

The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services are differentiated for the gifted student to include:

- Orientation of individual gifts and talents to special programs/services
- Information services about giftedness, summer and extra-curricular enrichment, scholastic services/scholarships
- Placement in program options and educational alternatives

Academically Low Achieving Students

Achievement Peaks STEM Academy will enhance learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The initial component of Achievement Peaks STEM Academy plan for low-achieving students will be early identification of student deficiencies in any academic subject, especially Mathematics, Science, and English Language. Through cross data analysis from a variety of sources low-achieving students will be identified for targeted intervention. The school will establish a Response to Intervention (RTI) program aimed at ensuring that such students are provided support during the regular school day and after school.

Professional development for teachers will includes specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. Upon identification of any student as low-achieving, parents will be informed of the student's academic standing within one week of identification, by the counselor. Within two weeks of identification, the counselor will schedule a conference between the student, parent, and teacher(s) to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teacher(s).

In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher assistant, and the student may participate in a computer-assisted learning program like "Study Island". Paraprofessionals and/or trained tutors (recruited

from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance

Plan for Socio-economically Disadvantaged Students

Over 85 percent of our student population is expected to come from low socio-economic backgrounds. The school will implement strategies that enhance the development of parent skills and knowledge to support their children within the traditional school setting. The School will offer workshops during the school day and in the evenings to help parents gain the necessary confidence to support their children's education. Additional workshops and training opportunities will include homework help, computer skills, gang prevention, and parenting. In addition the school will engage students in academic enrichment activities, such as field trips to museums and libraries. We believe it is never too early to create a college going culture among urban school students. Beginning in fourth grade our students will undertake field trips to local universities.

Students at Risk of Retention

Achievement Peaks STEM Academy will have high expectations for all students. There will be no social promotions at the school. Students at risk of failing to meet state adopted standards or who are at risk of retention will receive extra assistance involving some combination of differentiated instruction, required supplemental education classes, before or after school tutoring, and summer remediation. Emphasis will be placed on methods that allow low achieving and at-risk students to gain new knowledge, learn new strategies for acquiring information, solve problems, and enhance their perspective on the value and excitement of STEM.

Faculty, staff and administrators will work together to ensure that no individual student will fall behind. By instituting comprehensive support system for all students, including tutoring before and after school, procedures will be established that help guarantee that students do not fall through the cracks. Parents will be notified in writing first before retention decision is made.

Promotion and retention of students will be based on several assessment measures. In case a student must be retained, the Principal and the teacher will prepare a written determination to specify the reasons for retention. Such written determination will include recommendations for interventions that are necessary to assist the student in attaining acceptable levels of academic achievement. The written determination will provided to and discussed with the parent(s) at a special meeting arranged for that purpose.

Students identified for retention will participate in a support program (i.e. before and after-school tutoring). The student's academic performance will be reassessed at the end of the support program, and the decision to retain or promote the student will be re-evaluated at that time.

English Learners (EL)

Achievement Peaks STEM Academy is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Achievement Peaks shall submit a certification to the San Leandro Unified School District that certifies that Charter School will either adopt and implement SLUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Achievement Peaks shall provide to the SLUSD an annual report of its EL program assessment. Upon request, Achievement Peaks shall provide a copy of its current EL Master Plan to SLUSD.

Achievement Peaks STEM Academy shall administer the CELDT annually in accordance with federal and state requirements.

Achievement Peaks STEM Academy shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Achievement Peaks STEM Academy will meet all requirements of Federal and State law relative to equal access to the curriculum for English Learners. We will develop high quality instructional programs and services for English Learners that will allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native English speaking students.

The California English Language Development Test (CELDT) will be administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Language Learners annually to determine student's individual proficiency level in order to reclassify them as Fluent English Proficient (FEP). The CELDT is designed to initially identify students as English learners, to determine individual student level of English proficiency, and to assess student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills are assessed. Students receive a score identifying their English proficiency level according to the following State Board of Education standards:

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

Once an English Learner student is identified, a conference is scheduled with the parent to outline the role of the parent, teachers and the school in supporting the student to succeed. It is anticipated that each academic year, every EL student at Achievement Peaks STEM Academy who has been continuously enrolled from the first day of school will advance at least one level (i.e. from beginning to early intermediate or early advanced to advanced).

Achievement Peaks STEM Academy will offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specifically for EL students. The curriculum content for the sheltered English classes is the same as in the regular classroom. All core content area teachers will be familiar with appropriate methods for teaching EL students at various levels of proficiency. Achievement Peaks STEM will make every effort to bilingual or EL endorsement (state authorization to teach English learners such as SDAIE, BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching English Learners and sheltered English classes.

The SLUSD ELD Handbook will be used as a resource guide for curriculum planning. New teachers will be trained to use the English Language Development state standards. Where possible our teachers will participate in any available workshops organized by the SLUSD for ELD teachers.

Reclassification to FEP Status

Achievement Peaks STEM Academy will comply with legal requirements regarding standardized

testing and other required assessments. In addition, Achievement Peaks STEM Academy will monitor on an on-going basis the academic success for reclassified students for at least three years from their reclassification date.

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's classroom teacher 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;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Achievement Peaks STEM Academy will follow the following steps in reclassifying English Language Learner students:

1) The first step is to review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.
2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review will focus on the student's results on the latest Smarter Balanced Assessment score in English Language Arts. If the student attains at least "basic" on the results of the latest Smarter Balanced Assessment we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English Learner.

3) The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school that include the student's grades in English Language Arts. If the student attains a grade of at least "c" we will move on to the next step in the reclassification process. If not, the student would remain an English Learner.

4) The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process.

5) Finally, the student would be Reclassified to Fluent English Proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student's progress would be monitored for two years to be certain the student's academic achievement and progress is continuing to improve. If the student fails to improve, we will intervene and not allow him or her to fall behind.

STEM Standard of Practice 1: **Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics Content**

A. Demonstrate an understanding of science, technology, engineering, and mathematics content.

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Name concepts presented in grade level *science*, *technology*, *engineering*, and *mathematics* content. • Match picture connections between content and real life. • Retell which *science practices and Standards for Mathematical Practices* are being used when solving problems. • Identify the steps of the engineering design process when engaged in STEM activities. • Identify the *California Technology Literacy Standards for Students*.	• Recall and apply concepts presented in grade level *science*, *technology*, *engineering*, and *mathematics* content. • Make connections between content and real life. • Apply *California Technology Literacy Standards for Students, science practices,* or *Standards for Mathematics Practices* to use when solving problems. • Use the engineering design process when engaged in STEM activities to solve real world problems.	• Explain concepts presented in grade level science, technology, *engineering*, and *mathematics* content. • Describe connections between *science, technology, engineering,* and *mathematics* content and real life. • Give examples of *science practices* or *Standards for Mathematics Practices* being used when solving problems. • Write a plan using the engineering design process when engaged in STEM activities. • Demonstrate an understanding of *California Technology Literacy Standards for Students* when engaged in STEM activities.

STEM Standard of Practice 1: **Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics Content**

B. Apply science, technology, engineering, and mathematics content to answer complex questions, to investigate global issues, and to develop solutions for challenges, and real world problems.

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Begin to think and ask questions about science and mathematics content. • Recall *science* or *mathematics* content to answer questions or solve real world problems. • Name *science* or *mathematics* content or practices when exploring global issues. • Tell how *science, technology, engineering*, or *mathematics* content is used by people every day.	• Determine how *science, technology, engineering,* or *mathematics* content can be used to better human life. • Apply *science, technology, engineering*, or *mathematics* content, practice, or process when identifying and defining global issues. • Choose the appropriate *science* and *mathematics* content to ask and answer complex questions or solve real world problems. • Apply problem-solving skills to *science* and *mathematics* content.	• Employ problem solving skills to *science* and *mathematics* content. • Use the appropriate *science, technology, engineering*, and *mathematics* content to solve real world problems or ask and answer complex questions. • Show the appropriate *science, technology*, or *mathematics* content when charting historical societal changes. • Examine ways *science, technology, engineering,* or *mathematics* content knowledge is used to better human life.

STEM Standard of Practice 2: **Integrate Science, Technology, Engineering, and Mathematics Content**

A. Analyze interdisciplinary connections that exist within the science, technology, engineering, and mathematics disciplines and other disciplines.

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Discover the connections between *science, technology, engineering*, and *mathematics* disciplines and other disciplines. • Retell information from *science, technology, engineering*, and *mathematics* information to answer questions, investigate global issues, or solve real world problems or challenges. • Begin to understand *science practices* or *Standards for Mathematical Practices* when solving real world problems or challenges.	• Explain connections between *science, technology, engineering*, and *mathematics* disciplines and other disciplines. • Illustrate the appropriate connections between *science, technology, engineering*, and *mathematics* content to answer complex questions, investigate global issues, or solve a real world problems or challenges. • Identify and apply *science practices* or *Standards for Mathematical Practices* when answering complex questions, investigating global issues, and solving real world problems or challenges.	• Demonstrate how to connect *science, technology, engineering*, and *mathematics* disciplines to other disciplines. • Critique the appropriate connections between *science, technology, engineering*, and *mathematics* content to answer complex questions, investigate global issues, or solve real world problems or challenges. • Explain the process of using *science practices* or Standards for Mathematical Practices when answering complex questions, investigating global issues, or developing solutions to real world problems or challenges.

STEM Standard of Practice 2: **Integrate Science, Technology, Engineering, and Mathematics Content**

B. Apply integrated science, technology, engineering, and mathematics content to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Recall connections between grade level *science* and *mathematics* content. • Retell *science* or *mathematics* content to answer questions or solve problems • Match one or more STEM content areas using pictures or objects to answer questions, explore global issues or solve real world problems or challenges.	• Identify and apply the appropriate *science* information when investigating global issues or solving real world problems or challenges. • Compare and contrast information from *science*, *technology*, *engineering*, and *mathematics* to answer complex questions. • Demonstrate the ability to connect multiple contents when answering complex questions, investigating global issues, or solving real world problems or challenges and justify those connections	• Summarize and apply *science*, *technology*, *engineering*, and *mathematics* content when answering complex questions, investigating global issues and solving real world problems or challenges. • Demonstrate an understanding of how to integrate practices, as appropriate to other disciplines, when answering complex questions, investigating global issues, defining real world problems, developing models, or developing solutions to real world problems or challenges. • Explain why one connects multiple contents when answering complex questions, investigating global issues, defining real world problems, developing models, and developing solutions to real world problems or challenges.

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

A. Identify, analyze, and evaluate appropriate science, technology, engineering, and mathematics information (text, visual, audio, etc.).

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Listen to text, visual or audio information from *science*, *technology*, *engineering* or *mathematics* content. • Participate in conversation with adults and peers. • Ask questions to clarify meaning. • Recall global issues from text, visual, audio, etc. • Discover real world problems through multiple sources.	• Identify and compile information from appropriate sources (text, visual, audio, etc.) from *science*, *technology*, *engineering*, or *mathematics* to aide in answering complex questions, investigating global issues, solving real world problems or challenges. Compare and contrast information gathered from multiple sources when, investigating global issues, real world problems or challenges.	• Read, listen or view (text, visual, audio, etc.) information related to *science*, *technology*, *engineering*, and *mathematics* to answer complex questions, investigate global issues, or solve real world problems, or challenges. • Analyze multiple sources of information to understand complex questions, investigate global issues, real world problems or challenges

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

B. Apply appropriate domain specific vocabulary when responding and discussing science, technology, engineering, and mathematics content.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• With modeling and support, answer questions about unknown words in text. • With modeling and support, activate prior knowledge and experiences to determine the meaning of unknown words. • With modeling and support, use text, illustrations, graphics aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words. • Draw or write symbols or words used in *science*, *technology*, *engineering* or *mathematics*.	• Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. • Comprehend symbols and words used in *science*, *technology*, *engineering* and *mathematics*. • Determine the meaning of words, phrases, and or symbols in text relevant to grade 2 topics or subject areas. • Use text features to clarify meaning of words and phrases and enhance comprehension of in informational text.	• Determine the meaning of general academic and domain-specific vocabulary or phrases in text relevant to grade 5 topic or subject areas. • Determine the meaning of symbols, words or key terms used in *science*, *technology*, *engineering*, and *mathematics*. • Apply appropriate academic and domain-specific vocabulary when responding either orally or in writing to text-specific questions. • Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or print of a text. • Apply academic and domain-specific vocabulary when writing about or discussing informational texts. • Apply academic and domain-specific vocabulary to discuss and/or write any types of relations

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

C. Engage in critical reading and writing of technical information.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Develop awareness of strategies that are used to monitor understanding before, during, and after reading, viewing, or listening to informational text • Listen to a wide variety of complex texts, (e.g. grade/age appropriate *science*, *technology*, *engineering*, or *mathematics* texts. Recognize that thoughts and ideas can be represented in drawing and writing. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas.	• Engage in critical reading of informational texts by Pre-reading/engaging with text. Reading words and symbols from informational text to examine meaning. Rereading to identify central ideas and key supporting details. Comprehending informational text. Summarizing informational text • Engage in writing informational texts by, Understanding the difference between narrative and technical writing. Writing informative/expository texts to answer complex questions, respond to global issues, or	• Apply appropriate strategies before reading, viewing, or listening to text • Analyze words and symbols from informational text to examine meaning. • Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text • Draft introduction that addresses audience needs and the writing purpose. Create models, graphics and drawings to communicate relevant textual evidence.

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

D. Evaluate and integrate multiple sources of information (e.g.: quantitative data, video, and multimedia) presented in diverse formats.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Name one or more sources of information from *science*, *technology*, *engineering*, or *mathematics*. • List different sources of information. • Match pictures to words using multiple sources of information. Use texts or sources to encourage students to ask and answer questions, explore global issues or solve real world problems or challenges.	• Identify and locate numerous information sources to answer complex questions, investigate global issues, and solve real world problems or challenges. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Organize information from multiple texts or sources to answer complex questions, investigate global issues, or solve real world problems or challenges	• Sources of information from *science*, *technology*, and *mathematics* to address questions, investigate global issues or solve real world problems or challenges. • Analyze multiple sources for accuracy and relevancy. • Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. • Analyze information from multiple texts or sources to answer complex questions, investigate global issues, and solve real world problems or challenges.

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

E. Develop an evidence-based opinion or argument.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Participate in a discussion about learning experiences that simulates and guides thinking to express an opinion. • After discussion, express an opinion by completing a cloze sentence orally, with a drawing, dictation or developmentally appropriate writing. • Listen to the opinion of others. • After discussion, apply the prewriting and planning stages of the writing process to an opinion.	• Form an opinion based on prior knowledge and information provided. • Differentiate between facts and opinion within a specific source. • Listen and respond appropriately to the opinion of individuals and/or groups. • Draft a concluding statement that restates the opinion.	• Apply the prewriting and planning stages of the writing process to include formulating an opinion. • Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. • Critique the opinions/arguments of individuals and/or group. • Write a conclusion that paraphrases the opinion or point of view. • Cite sources to support an evidence-based opinion.

STEM Standard of Practice 3: **Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics**

F: Communicate effectively and precisely with others.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge **With prompting and support, students will be able to:**	**Essential Skills and Knowledge** **By the end of grade 2, students should be able to:**	**Essential Skills and Knowledge** **By the end of grade 6, students should be able to:**
• Connect personal/prior knowledge and experiences. • Choose appropriate visuals to match presentations. • Use available technology appropriately to display ideas. • Ability to formulate questions targeted to specific needs. • Speak clearly enough to be heard and understood. • Communicate thoughts and ideas.	• Distinguish between relevant and irrelevant details. • Use a variety of formats to prepare the finding/conclusions of an information need for sharing. • Use technology to record and organize data/information. • Ask and answer questions such as who, what, where, when, why, and how to facilitate understanding of key details • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. Communicate understanding of information to others	• Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about topic. • Share information in an appropriate format for written, oral, sound, and/or visual presentations. • Differentiate media types for audience, environment, and purpose of presentation. • Take notes and record information in a variety of formats as needed, including technology. • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Communicate thoughts and ideas through a variety of forms, e.g. written, visual or auditory.

STEM Standard of Practice 4: **Engage in Inquiry**

A. Ask questions to identify and define global issues, challenges and real world real world problems.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Ask and answer questions: a. about content specific books. b. related to global issues c. to solve real world problems or challenges. • Pose/ask questions about the problem/situation. • Ask and/or answer who, what, where, how, when and why questions. • Make predictions based on personal interest, interests of others, or issues or problems around them. • Ask questions to make sense of an issues or problem. • Ask or change a question to address issues or to solve problems.	• Ask multiple questions to identify and define: a. global issues. b. real world problems or challenges • Pose/ask questions about the problem/situation using question words (e.g. who, what, where, how, when and why) • Identify what did not make sense. • Make predictions or ask questions. • Ask additional or clarifying questions when relevant and appropriate to further investigate global issues or to solve real world problems or challenges.	• Ask complex questions related to: a. *science*, *technology*, *engineering*, and *mathematics*. b. investigating global issues, solving real world problems or challenges. • Pose questions that elicit higher order thinking responses. • Use prior knowledge to individually formulate and refine questions to meet an informational needed. • Create research questions about global issues, social problems or challenges that are grade level appropriate and based on student or class interest. • Use background information to refine researchable questions. • Refine questions to investigate global issues or to solve real world problems or challenges. • Develop a plan for how the answer complex questions about real world problems or situations.

STEM Standard of Practice 4: **Engage in Inquiry**

B. Conduct research to refine questions and develop new questions.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** With some adult assistance, students will be able to:	**Essential Skills and Knowledge** With some adult assistance, students will be able to;
• With modeling and support, a. listen to information related to *science*, *technology*, *engineering*, or *mathematics*. b. discuss topic related to student, school or community interests, issues, or problems. c. ask and answer questions to better understand the questions, problems, or issues • Explore books that have information about *science*, *technology*, *engineering*, and *mathematics*. • Learn how to change individual or group questions and create new questions.	• Identify and gather appropriate information from *science*, *technology*, *engineering*, and *mathematics* content to investigate global issues, real world problems, or challenges. • Begin to apply note-taking strategies when searching information related to STEM. • Critically review information to better understand complex questions, real world problems, or global issues. • Ask complex questions related to: a. *science*, *technology*, *engineering*, and *mathematics*. b. investigating global issues, solving real world problems, or challenges. • Create new questions using information from *science*, *technology*, *engineering*, and *mathematics* content, to further investigate global issues, real world problems, or challenges.	• Identify evidence needed to solve real world problems, or challenges. • Collect information that may affect the understanding of complex questions, real world problems, or global issues. • Use keywords and text features to find information within a specific source. • Develop new questions using information from *science*, *technology*, *engineering*, and *mathematics* content. • Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process. • Refine questions based on information/evidence found by individual and/or group researched. • Apply safe practices for both assignment-related and personal online searches.

STEM Standard of Practice 5: **Engage in Logical Reasoning**

A. Engage in critical thinking.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Utilize the five senses; look, feel, taste, hear, and smell, while engaged in thinking about *science*, *technology*, *engineering*, and *mathematics* related topics. • Engage in conversation with peers and adults using appropriate vocabulary and symbols in sentences. • Verbally describe an object based on its physical characteristics. • Draw and write words or symbols to communicate his/her thoughts, ideas or knowledge. • Repeat one's own thoughts and the thoughts of others.	• Determine what information is important/relevant when asking and answering complex questions. • Make connections and explain relationships among the questions, global issues and real world problems. • Reflect on one's own thoughts while engaged in decision-making, investigation, and/or problem-solving (e.g. what do I already know about this topic, or KWL strategy). • Recognize and reflect upon the thoughts of others while engaged in decision-making, investigation, or problem-solving.	• Construct answers to complex questions while investigating global issues, and developing solutions to real world problems or challenges. • Analyze the relationships and connections between the question and global issues, real world problems or challenges. • Create a plan or strategy for answering complex questions, solving global issues, and/or addressing real world problems. • Demonstrate an ability to reflect on one's own thoughts and the thoughts of others. • Evaluate one's own reflection and the reflections of others while engaged in decision-making, investigation, or problem-solving.

STEM Standard of Practice 5: **Engage in Logical Reasoning**

B. Evaluate, select, and apply appropriate systematic approaches (scientific investigations, engineering design processes, and science practices and Standards for Mathematical Practices).

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Begin to apply step by step strategies for practicing what is learned in *science*, *technology*, *engineering*, and *mathematics*. • Begin asking questions, exploring global issues or solving real world problems. • Find information to answer questions or solve real world problems. • Refine steps to see a different answer or solution. • Draw or write a picture of one's mental image of the steps when investigating global issues or solving real world problems or challenges. • Recall previous steps. • Recognize ideas can be repeated. • Begin to use *science practices* and *Standards for Mathematical Practices* to solve real world problems or challenges.	• Identify grade appropriate systematic approaches that can be used to ask complex questions, investigate global issues, and solve real world problems or challenges. • Compare systematic approaches to select the best approach to solving real world problems or challenges (e.g. Engineering Design Process, Scientific Process). • Evaluate systematic approaches that can be used to explore questions, global issues or real world problems. • Apply a systematic approach to answer complex questions, investigate global issues or solve real world problems. • Evaluate the appropriateness and effectiveness of the selected systematic approaches and continue, modify, or replace the systematic approach.	• Select the grade appropriate systematic approach: scientific or engineering design process etc. to investigate global issues or solve real world problems or challenges. • Determine whether systematic approaches can be applied to multiple disciplines. • Evaluate systematic approaches that can be used to explore questions, global issues, or real world problems. • Monitor the progress toward answering questions, investigating global issues or solving real world problems or challenges. • Analyze and interpret data accurately and appropriately • Evaluate and explain why some information may not be found or known. • Apply and evaluate systematic approaches when designing new or yet to be invented models, and to solve current or future real world problems. • Apply *science practices and Standards for Mathematical Practices* to answer complex questions, investigate global issues, and solve real world

STEM Standard of Practice 5: **Engage in Logical Reasoning**

C. Apply science, technology, engineering, and mathematics content to construct creative and innovative ideas.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Explore products/models that use *science*, *technology*, *engineering*, and *mathematics*. • Identify products/models. • Manipulate materials to create new ideas. • Build simple model. • Use a mixture of tools to solve real world problems and meet challenges. • Explain their model to others.	• Ask and answer questions through gathering and synthesizing information to construct new ideas. • Ask questions to explore possible solutions to real world problems. • Engage in projects to create products/models/prototypes that use the knowledge of *science*, *technology*, *engineering*, and *mathematics* content. • Identify creative tools, products and current processes used today, or that may be invented in the future to solve real world problems and/or improve processes or systems. • Develop solutions through creating products/models/prototypes for challenges and real world problems. • Present finished products/models/prototypes through public speaking, displays or exhibits.	• Create or improve upon innovative ideas or existing products that use the knowledge of *science*, *technology*, *engineering*, and *mathematics* content. • Ask and answer complex questions to construct creative and innovative ideas. • Imagine and brainstorm ways to find possible solutions to current real world problems or challenges. • Design models that show innovation and creativity. • Present finished models or future plans for designing and building creative and innovative models in a public speak, display or exhibit.

STEM Standard of Practice 5: **Engage in Logical Reasoning**

D. Analyze the impact of global issues and real world problems at the local, national, and international levels.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Identify home, school neighborhood and community through pictures and words. • Identify and describe how a globe and maps can be used to help people locate places. • Brainstorm real world problems that occur in the home, school, neighborhood or community. • Understand the past and present when exploring global issues or real world problems. • Discuss historical or current issues and topics using *science*, *technology*, *engineering*, and *mathematics* content that are relevant to students or other's home, school, neighborhood, or community.	• Identify age appropriate global issues that may impact local/national/global decisions. • Use geographic tools to locate and describe places on Earth. • Generate questions that could be asked about the local/national/global issues identified. • Gather information, including data from a variety of print, digital and multimedia resources, to build background knowledge/awareness and answer complex questions about the local/national/global issues identified. • Describe, in detail, and explain global issues past and present. • Describe historical or current events that include *science*, *technology*, *engineering* and *mathematics* content that may have had an impact on	• Demonstrate an understanding of how history changes human life where you live and around the world. • Use geographic tools to locate places and describe human and physical characteristics. • Compare and contrast *science*, *technology,* and *engineering* used past and present. • Research the history or origin of a global issues, real world problems, or challenges. • Gather information, including data from a variety of print, digital and multimedia resources, to build background knowledge/awareness, and to answer complex questions about the global issues identified. • Analyze historical or current events that include *science*, *technology*, *engineering*, and *mathematics* content and that may have had an impact on changing or making better the life of people, animals, environment … locally, nationally, and internationally.

STEM Standard of Practice 6: **Collaborate as a STEM team**

A. Identify, analyze, and perform a science, technology, engineering, and mathematics specific subject matter experts role.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to: • Identify a scientist, technologist, technician, engineer, and mathematician. • Recognize workers as human resources. • Explore different STEM specific subject matter experts' roles. • Ask questions to learn what a scientist, technologist, technician, engineer, and mathematician does. • Role play what a scientist, technologist, technician, engineer, and mathematician do in the work place. • Work cooperatively with others when asking and answering questions, investigating global issues, or solving real world problems, or challenges.	**Essential Skills and Knowledge** By the end of grade 2, students should be able to: • Identify a STEM team's goal before engaging in STEM activities. • Identify examples of specialized jobs in local/national/global settings (e.g. nurses, truck drivers, lawyers, and postal workers • Identify science, technology, engineering, and mathematics specific subject matter expert(s) and the knowledge they have that makes them experts in their given area. • Determine which STEM professional each team member will play. • Begin to apply knowledge from *science*, *technology*, *engineering*, and *mathematics* when performing SME roles. • Role-play a scientist, technologist, technician, engineer, and mathematician while engaged in STEM activities/tasks such as working to solve real world problems. • Demonstrate the willingness and positive behaviors to cooperate and collaborate with others.	**Essential Skills and Knowledge** By the end of grade 6, students should be able to: • Analyze and apply knowledge using *science*, *technology*, *engineering*, and *mathematics* content while engaged in a specific subject matter expert role(s). • Describe how available resources affect specialization and trade. • Identify and analyze the different STEM professions. • Identify and employ themselves or others as subject matter experts. • Employ the willingness and positive behaviors to cooperate and collaborate with others. • Perform multiple duties of the subject matter expert within a group or team to complete a task(s). • Determine the STEM team's goal before engaging in STEM activities.

STEM Standard of Practice 6: **Collaborate as a STEM team**

B. Share ideas and work effectively with a STEM focused multidisciplinary team to achieve a common goal.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:

• Identify the importance of rules.
• Understand the rules and expectations of working in a group or team.
• Share ideas and work with others in a timely manner to complete a common task or goal.
• Identify a STEM role, such as time keeper.
• Perform a STEM role.
	• Explain how rules promote orderliness, fairness, responsibility, privacy, and safety.
	• Collaboratively generate ideas to achieve a common goal by:
	  • Brainstorming ideas.
	  • Asking questions and listening to questions from others.
	  • Sharing ideas with others.
	  • Receiving ideas and suggestions of others.
	• Develop a plan of action in order to achieve a common goal by:
	  • Working cooperatively with others.
	  • Identifying a goal.
	  • Designing a plan /selecting a systematic approach to use to meet set goal.
	  • Implementing the plan/systematic approach to meet set goal
	  • Sharing plans/approaches and finished products/models/prototypes with others.
		• Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
		• Develop and follow group rules and procedures.
		• Develop personal and group performance goals and expectations before and during STEM activities.
		• Determine the team's focus to represent a multidisciplinary team.
		• Comprehend and apply information from others within a STEM focus and multidisciplinary team to achieve a common goal.
		• Demonstrate perseverance while working with others a STEM focus and multidisciplinary team to complete a task or common goal.
		• Develop a plan of action to achieve a common goal. Assess individual or team's progress on meeting the goal of STEM activities.

STEM Standard of Practice 6: **Collaborate as a STEM team**

STEM proficient students will collaborate as a STEM team to answer complex questions, to investigate global issues, and to develop solutions for challenges, and real world problems.

C. Listen and be receptive to ideas of others.

Grade: Kindergarten	Grades: First through Second	Grades: Third through Sixth
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Listen and respond appropriately to ideas of others and use other's ideas as appropriate when completing a team task. • Listen to questions and ideas of others in a team. • Respond to others ideas and questions. • Take turns when others are speaking. • Share ideas with others. • Respect the ideas of others. • Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling and taking turns that help people live, work and play together at home and in school.	• Listen to details and ideas generated by the group and respond appropriately to others ideas • Ask questions to understand ideas and thoughts of others. • Identify strategies that promote active listening. • Synthesize information and use others ideas as appropriate when completing a team task. • Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care and respect among group members.	• Listen to and receive the *science*, *technology*, *engineering*, and *mathematics* content knowledge, personal experiences, ideas, and view point/perspectives of others in the team. • Repeat and recall knowledge, experiences, and view point/perspectives of others. • Apply strategies that promote active listening. • Identify the main idea of a group discussion. • Listen and ask questions to get a deeper understanding of key ideas or thoughts of others. • Clarify what others have shared and understand what others have said. • Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free, and enslaved people.

STEM Standard of Practice 6: **Collaborate as a STEM team**

STEM proficient students will collaborate as a STEM team to answer complex questions, to investigate global issues, and to develop solutions for challenges, and real world problems.

D. Analyze career opportunities that exist in a variety of STEM fields relevant to the STEM focused multidisciplinary team's goal.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6 students should be able to:
• Name a STEM professional. • Identify in picture and word a STEM professional. • Listen to stories or media on STEM professionals. • Make connections to similarities and differences among STEM professionals. • Identify and role play different STEM career professions. • Role play community STEM professionals.	• Identify and list several types of STEM professionals. • Research the many roles STEM professional perform in the work place. • Identify specific behaviors and knowledge needed by many STEM professionals to perform their job(s). • Identify and explain how different STEM professionals perform their roles to work together to solve real world problems.	• Compare and analyze how assorted careers in the STEM fields engage in teams to solve real world problems and explore solutions to challenges. • Demonstrate an understanding of the content knowledge, skills, and behaviors many STEM professions apply when working as a team to achieve common goal. • Research several engineering careers in order to understand the career knowledge and behavioral expectations from a variety of engineering professions. • Evaluate how different STEM professionals work together to solve real world problems. • Perform the role of a STEM professional to accomplish STEM team goals.

STEM Standard of Practice 7: **Apply Technology Strategically**

A. Identify and understand technologies needed to develop solutions to real world problems or construct answers to complex questions.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** With some support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Explain what technology is. • Begin to be aware of technology and how it affects life. • Identify different types of technology people use every day. • Sort pictures or objects that represent different types of technology.	• Define and explain the term technology. • Identify examples of technology used by consumers (e.g. automobiles, cameras, telephones, microwaves, televisions, clocks and computers). • Identify ways people use technology to solve real world problems.	• Demonstrate an understanding of how technology can help improve human life. • Explain how the development of new products and new technology affected the way people lived. • Research a range of technological tools people use every day. • Ask and answer complex questions about how technology can be used to solve real world problems or challenges. • Identify and explain ways people use technology to solve real world problems or challenges. • Create and write interview questions for professionals in the real world who use technology tools to solve real world problems. • Present information on how technology works in many STEM field.

STEM Standard of Practice 7: **Apply Technology Strategically**

B. Analyze the limits, risks, and impacts of technology.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** With some adult support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Define the meaning of the words limits and risks. • Identify there are limits using technology. • Identify when risks happen when using technology. • Recognize when technology doesn't work.	• Identify limits of technology. • Identify factors that impact the use of technology. • Identify risks in using technology. • List and explain the limitations of technology. • Conclude that all technology has positive and negative impacts and explain several.	• Analyze and explain the limits of using technology when searching information, investigating global issues, and solving real world problems or challenges. • Identify and explain the risks in using technology when searching information, investigating global issues, and solving real world problems or challenges. • Evaluate how technology has positively or negatively impacts human life. • Present to a public audience the limitations and risks of using or not using technology.

STEM Standard of Practice 7: **Apply Technology Strategically**

STEM proficient students will apply technology appropriately to answer complex questions, to investigate global issues, and to develop solutions for challenges, and real world problems.

C. Engage in responsible/ethical use of technology.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6, students should be able to:
• Learn and apply the rules of using technology and sharing technology with others. • Use gentle and positive behaviors when using technology. • Take turns when using technology. • Apply the appropriate use ~ state and district policy.	• Know and apply rules when using a variety of technologies. • Apply the appropriate use ~ state and district policy. • Recognize and apply the policy of copyright protection. • Develop positive social behaviors when using technology. • Apply respectful and responsible behaviors while using technology. • Identify and apply digital etiquette behaviors.	• Identify and demonstrate rules and responsibilities when using technology. • Employ the policy of copyright protection when using information from numerous electronic devices • Employ responsible and ethical behaviors when searching multiple online and digital resources using various technology tools, and sharing information while using different social medias. • Adhere to the safety guidelines, policies, and intended use of technological tools (e.g. copyright protections, cyber safety and ethics, school and school district technology use policy). • Practice digital etiquette when sharing findings and conclusions. • Apply the school and school district use of technology policy.

STEM Standard of Practice 7: **Apply Technology Strategically**

STEM proficient students will apply technology appropriately to answer complex questions, to investigate global issues, and to develop solutions for challenges, and real world problems.

D. Improve or create new technologies that extend human capacity.		
Grade: Kindergarten	**Grades: First through Second**	**Grades: Third through Sixth**
Essential Skills and Knowledge With prompting and support, students will be able to:	**Essential Skills and Knowledge** By the end of grade 2, students should be able to:	**Essential Skills and Knowledge** By the end of grade 6 students should be able to:
• Distinguish among past, present, and future times. • Understand that technology changes over time. • Identify past and present technology through pictures. • Identify time or date using technology. • Understand how timelines show a progression over time. • Draw and write new ideas to better technology. • Draw or build safe simple model using technology or technological tools. • Explain how technology affects the way people live, work, and play. • Begin to be aware of technology and how it affects life.	• Identify examples of technology used by consumers (e.g. automobiles, cameras, telephones, microwaves, television, and computers). • List ways people can use technology to better human life. • Describe the relationship among events and technologies in a variety of timelines. • Examine differences between past and present time technologies. • Describe how technology has changed over time. • Explain why technology rapidly changes. • Draw and build a model showing new uses of technology or technological tools. • Examine how technology affects the way people live, work, and play.	• Analyze the chronology and significance of key events (related to technology) during the age of European exploration (or today). • Demonstrate an understanding of how technology can change. • Create ideas and model products that can improve the life of people and animals. • Share creative and innovative ideas and models to a public audience or view for public display. • Design and build models using technological tools. • Explain how the development of new

Teaching Approach and Instructional Methods

In order to ensure success for each student, the staff at APACS must use multiple means of reaching students—relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. Among these methods are:

- Differentiated Instruction

  In differentiated classrooms, teachers begin where students are, instead of a curriculum guide. Because each student is unique when it comes to learning profile, teachers will provide differentiated instruction that takes into account many factors. Among these are varying the modes of curriculum delivery, offering students choices in materials, and allowing a variety of styles of demonstration of knowledge. At APACS, students will be given information about various learning and teaching styles, multiple intelligences, and cultural styles. They will be helped to create a learning profile for themselves by teachers and parents. Although instruction will be differentiated to allow students to master core content and skills, as they progress, students will be expected to challenge themselves to stretch beyond their most comfortable modalities, so that they are prepared for what they may encounter in college and/or careers.

- Inquiry-Based Learning

  The internal questions, interests, and career goals that each student holds are the most powerful motivators to want to learn. Although all students must master the common core of skills and cognate knowledge, this core can be mastered and expressed in a variety of unique ways. Students come alive when they are trained to be researchers in search of answers to their driving questions. Our curriculum will have the additional intent of teaching such research stances and approaches so that students can become lifelong pursuers of knowledge that has a meaningful place in their lives.

- Theme and Project-Based Learning

  Frequently, students will be exposed to thematic units that are approached from a multi-disciplinary perspective; faculty will collaborate to develop several thematic units per grade/per year to help students recognize the ways in which different disciplinary lenses can be brought to bear on a single question under inquiry. For example, students will have the opportunity to develop projects that relate to interests and demonstrate mastery of content and skills. As APACS strives to develop students' 21st Century skills it will be important to coach students in how to work productively on teams and use interdisciplinary approaches to problem-solving.

- Mentored Study

  Mentoring another and being mentored are two of the oldest forms of both classical and vocational education. At APACS, students will have the opportunity to be mentored by teachers, staff, community members, parents, volunteers or other students; in turn, many of them will be trained to mentor others at the school. Peer mentoring has been found to be one of the most effective tools to increase academic performance, boost self-esteem, and model social skills. The practice produces positive gains for mentors and mentees. The mentor must be a master of the material (academic and social awareness) before sharing it with another; the mentee receives much-needed tutoring and role modeling from an admired older person.

At APACS, peer mentoring will be encouraged to improve student performance, build community, enhance leadership, and support students as they go through important developmental-transitions.[11]

- Technologically-based Learning
  In preparation both for full participation in our global society and for access to online STEM materials, students will take part in learning and demonstrating knowledge through technologically enhanced means and communicating through multiple media, such as online classrooms, apps, and social media.[12]

- Community-Centered Learning
  Whenever possible, APACS students will be exposed to community sites and resources as learning experiences. Those might include inviting local engineers, scientists, physicians, business people, entrepreneurs, and community leaders to school or visiting historic sites.

Core Group
This is an advisory group, in which students have a peer group assigned to one teacher or staff member who acts as a mentor and guide throughout the student's school year. The group can function in a variety of ways, based upon its collective desires, and provides a check in point to begin each day.

Enrichment Activity
This time may be used in myriad ways that support the school's STEM mission. It may include additional STEM related lessons and activities, health and wellness activities, leadership or peer mediation training, service opportunities, or supplemental support instruction for special learners or those who request additional learning support time. Interest groups may also be offered during these slots.

School Improvement Committees (SIC's)
As part of their service leadership requirement, students join or form SIC's, which may take many shapes: advisory; curricular; social; environmental; school culture; mentoring; community outreach; public relations and communications, and the likes. Students are expected to begin participation in these activities at fourth grade.

Out-of-Class and After School Program Activities
APACS after-school programs will be oriented towards STEM experiences, and support for lessons, projects, contests and programs in STEM will be prevalent in the After School day programs funded by APACS. Tutoring and mentoring will also be made available to students who participate in these programs at APACS. APACS administration will seek to hire current college students to serve as tutors during the after school-extended school programs. Tutors will be able to provide supplemental assistance to students in all subjects. Tutors hired will be STEM proficient and are currently pursuing college degrees and careers related to STEM.

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[11] See In *our voice: How peer mentoring is changing lives.* College for Every Student. www.collegefes.org.[27] Joyce, B., Weil, M., (2000). *Models of teaching.* Needham Heights, MA.: Allyn & Bacon.

[12] Jones, B.F., Valdez, G., Nowakowski, J., & Rasmussen, C. (1995). *Plugging in: Choosing and using educational technology.* Washington, DC: Council for Educational Development and Research, and North Central Regional Educational Laboratory. Available online: http://www.ncrel.org/sdrs/edtalk/toc.htm

Out-of-class and After School activities in science, technology, engineering, and mathematics can take many forms and can serve students regardless of their level of achievement in a formal learning environment. Students could participate in school-based mathematics contests, science fairs, or robotics competitions. They could attend after-school programs in which they connect mathematics with household activities, build robots using Legos, tell stories with animation technology, or study wildlife. They could visit museums, zoos, and aquaria or work as interns in science centers and state parks. They could enroll in weekend programs or summer camps on engineering, astronomy, or number theory. They could work as interns with STEM-oriented companies in their cities and towns, attend lectures by STEM practitioners, or be mentored or tutored by people in their communities who work in STEM fields. They could use design labs that give them access to sophisticated fabrication laboratories. Evaluations of such programs rated as high quality show that they are associated with increases in student achievement and other positive outcomes.

Opportunities to learn STEM outside of regular school hours and perhaps settings are especially important for members of groups underrepresented in science and engineering, including girls, Hispanics, African Americans, and Pacific Islanders. As early as elementary school many students from these groups begin to think that they will not or cannot excel at STEM. These messages sap the natural interest and lower the performance of groups underrepresented in STEM fields. Out of class activities can counter these messages by showing students that they can succeed at STEM and that STEM is not reserved for certain types of students. Also, they can connect students with role models and mentors who take an interest in their success in those fields and believe in their promise. In addition APACS group-based STEM activities can play an important role in forming peer groups interested in STEM and in changing the culture of STEM to attract students with diverse backgrounds, interests, personalities, and learning styles. In this way, out-of-class activities can build interest and persistence in STEM subjects for girls and the members of minority groups.

Professional Development

As a part of on-going staff professional development, there will be workshops and sessions to learn about best practice in assessment, disaggregation of data, interpretation of data, and using data to drive curricular reform. Initial professional development will focus on enabling school personnel to learn the philosophy and tenets of the APACS and how to communicate it effectively to all stakeholders, including students At the start-up of the APACS all teachers will participate in intensive professional development regarding the followingtopics.

- Best practices in teaching and supporting literacy
- Responsiveness to Instruction model
- Positive Behavior Intervention and Supports
- Mechanisms for fostering student resiliency
- Effective strategies for strengthening and integrating math and science instruction
- Working with English language-learners using the Sheltered Instruction Observation Protocol (SIOP)

Performance Objectives and Timeline

APACS seeks to ensure that every student's achievement is measured with an assessment system that assess and evaluates our student's skill sets, knowledge, STEM curriculum proficiency and performance needed to advance our students to the next phase of their educational progression. Specific measurable performance objectives are listed below. Year 1 of the Charter is treated in these objectives as the baseline for measuring future improvement.

- Performance Objective 1:
  In each of Years Two through Five of the charter, student assessment performance will increase at least three percent each consecutive year for students who are "proficient." For example, if 75 percent of students met the proficiency standard on reading in grade 2 during Year One, then at least 78 percent are expected to meet proficiency standards in Year Two of the Charter.

- Performance Objective 2:
  In each of Years Two through Five of the Charter, student performance on the reading and math portions of the Iowa Test of Basic Skills will improve by at least three percent each, as measured by the percentage of students at each grade level who score at or above the national mean for their grade. This objective requires that each grade level meet the standard of improving by three percent in order to meet the objective.

- Performance Objective 3:
  In each of Years One through Five of the charter, the school will meet the "Expected Growth" standard set by the San Leandro Unified School District.

- Performance Objective 4:
  After seven years of operation, APACS will track its first graduating class. APACS seeks to have a minimum of 90% of its school population graduate within four years. APACS also seeks to have 100% of its graduating seniors leave school with a full-time job or a confirmed acceptance to post-secondary education.

- Performance Objective 5:
  APACS aims to have a connection between core and STEM curriculum and content and real world, century application of what students are learning. One of the major goals for APACS is to expose their students to career possibilities in grades 5-6 in order to help each student find his/her strengths, areas of passion, and possible careers that have help students to be good citizens. In doing so, students will begin to recognize the link between possible career tracks and what they are studying in middle school; the necessity of taking appropriate curriculum at the high school level; and the role that post-secondary education can play in advancing their career aspirations. One hundred percent of students will develop a Personal Portfolio, which will include a career section. Throughout the course of each school year, local business leaders, college personnel and students, parents, and community members will be asked to provide in-school presentations and workshops on topics related to career choice. Such presentations will take place at least four times per year for 5-6 grade students.

- Performance Objective 6:
  Parents'/families' satisfaction with the charter will be evaluated formally each year with a questionnaire; a parent committee will help to draft that evaluation. Results will be shared with families and the committee will solicit ideas for improvement. All results of satisfaction surveys will be published in the newsletter, on the web site, and in appropriate local media.

  APACS aims to have 90% of parents very satisfied at the end of Year One and maintain or improve that level of satisfaction for each year of operation.

Improve student learning

We expect students who attend APACS to translate the mission and philosophy into daily educational practice, students and staff will utilize the following practices:

1. Early Career Awareness
2. Tailored Studies
3. Preparation to pursue careers in to Science, Technology, Engineering, and Math (STEM).
4. Relational Learning
5. Families as Partners
6. Service Leadership
7. High Expectations, High Support for All

1) Early Career Awareness

As stated previously: one of the major goals of the school is to expose our students to career possibilities in grades 5-6 in order to help each student find his/her strengths, areas of passion, and possible careers. In doing so, students will begin to recognize the link between possible career tracks and what they are studying in middle school; the necessity of taking appropriate curriculum at the high school level; and the role that post-secondary education can play in advancing their career aspirations. The school will introduce sixth grade students to potential STEM careers and will connect those careers to courses of study. Each student will develop a Personal Portfolio, which will include a career section.

Sandria Rodriguez (2003)[13] finds "positive naming" one of the most powerful tools to promote college aspirations and access in underserved populations. Rodriguez (2003) investigated factors that contributed to the success of first-generation college students by interviewing seventeen first-generation students from a variety of backgrounds. She found three key factors that helped first-generation students apply to college, gain admission, and graduate.

Rodriguez (2003) refers to the first factor as *special status*. Students in her study were typically singled out, in a positive way, during childhood. This special treatment gave students the self-confidence to take risks. Risk-taking led the students to experience things that were not typical of other family members and positively impacted their decisions to move away from home and begin college. Rodriguez identified *positive naming* as a second factor that contributed to student success. Positive naming involves someone in the student's life who recognizes his or her potential, connects the student's natural strengths and characteristics to a profession, and helps the student learn how to enter

[13] Rodriguez, S. (2003). Positive naming. *About Campus*, 17-22

that particular field. The third factor that Rodriguez identified involves *encouragement, assistance, and advocacy of mentors in the student's life.* APACS will use positive naming—recognizing students' potential, connecting them to their natural strengths, linking those strengths to professions, and showing students how to enter those professions—in all aspects of its early career and college awareness programming.

2) Tailored Studies

Small School Atmosphere

APACS will offer small grade cohorts and small classes so that students are known and valued as unique individuals. Such a setting will permit teachers to recognize areas of strength to build upon, fundamental skills and cognate areas that need strengthening to achieve competency, and students' goals and aspirations, so that assignments, when possible, can be individualized. All students will be assigned to a Core Group with a teacher serving as the Advisor.

Learning Profiles

In conjunction with their Core Group advisors, all students starting at third grade will develop an Individualized Learning Profile (ILP) that articulates their learning "assets" (strengths to build upon), preferred learning styles, challenges, and strategies to address those learning challenges. Advisors will disseminate information at the beginning of the year and use sessions in those early weeks to help students develop the ILP's, which will be revisited during the year.

Student Goals Plan

Each student will reflect upon his/her individual academic and social talents, passions and needs, leadership through service activities, career path, and post-secondary plans and develop a PGP that includes clear and measurable goals.

Individualized Educational Plan (IEP)

When one hears the term "IEP," s/he most likely thinks about the plan of a "special needs" student. We imagine each individual learner as a "special promise/special needs" student. Therefore, each student, in conjunction with his/her Core Group Advisor, family, and teachers, will construct a clearly-articulated IEP for each year. In the case of identified students with disabilities, all procedures for mandated IEP's (i.e., Individualized Education Program) will be followed. Each student will engage in the process of IEP review at points during the year. IEP's are focused on academic goals and the curriculum necessary to achieve them, while PGP's include personal, social, leadership and service goals, as well. Reinforcing the commonalities among students, by engaging all in goal-setting, identifying learning styles, developing personal portfolios, and having an IEP, supports inclusive a nature of STEM learning at APACS.

Differentiated Instruction

Using differentiated instruction, according to Hall, Strangman, and Meyer (2009), "is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests, and

to react responsively."14 The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Doing so allows teaching and learning in a classroom where there are students of different abilities and levels of preparation. Instruction at APACS will be based on the Universal Design for Learning [UDL] approach.15 The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Expert learners have developed three broad characteristics. They are: a) strategic, skillful and goal directed; b) knowledgeable, and c) purposeful and motivated to learn more. Designing curricula using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal. Teachers will become proficient in UDL so that they can tailor their teaching to individual differences within each of the three brain networks. They will use "multiple means of representation" to help students acquire knowledge and skills; "multiple means of action and expression" to allow for a variety of ways of demonstrating one's knowledge; and "multiple ways of engagement" to tap individual students' interests and passions, and challenge and motivate them to relate their learning to these unique qualities.

Preparation to Pursue Careers in Science, Technology, Engineering, and Math

APACS recognizes that it will take a different kind of educational experience to ensure that children attending APACS will succeed in an educational setting which emphasizes math and science competencies complimented by the of use technology and engineering in in its everyday application and use in an educational environment. We seek to ensure that students have a successful early experience with math and science, thus encouraging confidence in the areas that are needed to pursue interests and careers in STEM related fields. Our teachers will participate periodically in-service training in Science, Technology, Engineering and Mathematics in an effort to strengthening the preparation of teachers with the latest and proven teaching methods related to our STEM based curriculum.

APACS in addition to its awareness efforts regarding post K-6 STEM based charter school in middle and eventually high school will engage our student's parents in early career awareness and college awareness activities throughout their child's enrollment at APACS. In their seminal research, Tinto and Bean16 note the difficult transition for historically underserved students when they leave the culture of home and community and enter the culture of college. APACS aims to acculturate students in a variety of ways, preparing students for this transition. Factors such as lack of academic preparedness, lack of confidence, financial concerns, lack of familiarity with college-level expectations, social skills, and ease in finding a new "community" of like-minded peers all were cited as reasons that underserved students fail, even after accessing college. These factors should be eased or eradicated by the intentionally created components of an APACS education.

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[14] Hall, T. Strangman, N., & Meyer, A. (2009). *Differentiated instruction and implications for EDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum.* Retrieved 10/16/10 from http://www.cast.org/publications/ncac_diffinstructudl.html

[15] Ibid.

[16] Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition.* Chicago: University of Chicago Press. Bean, J.P. (1990). Why students leave: Insights from research. In *The strategic management of college enrollment.* Hossler, D., & Bean, J.P. (Eds.). Jossey-Bass Publishers.

3) Relational Learning

The essence of all meaningful learning lies in relationships—between the learner and the material studied, between the learner and "teacher" or "teaching environment," between the learner and others in his/her learning community, and between the learner and him/herself. In a recent Harvard Education Press study of five, high-performing charter schools in low-income districts, Merseth et al. cited a culture in which warm relationships existed among school members was a hallmark of successful charters.17 In a study on developing resiliency in high poverty youth, Linda Winfield discovered that "academically resilient adolescents developed strong support networks that provided assistance for success in and out of school."18 APACS takes each of these relational aspects in earnest in its planning of the curriculum and extra-curricular activities. Establishing post-secondary and career goals helps to provide a logical connection between the learner and the material studied. Teachers and mentors help to continuously reinforce the rationale and the relationship between what is being studied now and who each student hopes to become in the future, thus strengthening the motivation to master the common core and other required materials. Small class size, core groups, mentoring opportunities, and service activities that engage with other school and community members make up the teaching environment at APACS. Students also are able to see that relationships can shift—for example, that one may be the mentee in a particular subject area and yet mentor another student in a different topic. Relationships between the student and others in APACS' learning community are enhanced through core groups, all –school activities, class activities, and

family activities; they also are strengthened by the expectation that each student is a valued leader—albeit a unique leader—within the community, thus revamping traditional school hierarchies in which only a few students are seen as the leaders. The students grow in relation to themselves as they reflect on who they are, who they are becoming, how they are gaining in knowledge and skills, and what steps they are taking towards the college and career pathways that they have articulated for themselves. Such reflection takes place in activities such as goal setting, family meetings, and portfolio building. In essence, the relational model that undergirds APACS is derived from the concept of "distributive counseling," which asserts that all staff, not simply those credentialed as "counselors," play an important role in guiding, mentoring, supporting, encouraging, and nurturing the dreams and talents of all students.

4) Families as Partners

APACS recognizes that no child can fully blossom into the unique individual that s/he is meant to be without support and involvement from "family"—however that family is defined by the child. The founders are further aware that for many of these family members, "school" is not an inviting place, based on their own past experiences. For these reasons, APACS will strive to establish an environment in which family members feel valued, respected, and integral members of their child's learning team.

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[17] Merseth, K., Cooper, K, Roberts, J., Tieken, M.C., Valant, J., & Wynne, C. (2010). *Inside urban charter schools: Promising practices from five high-performing schools.* Cambridge, MA: Harvard University Press.

[18] Winfield, L.F. (1994). *Developing resilience in urban youth.* Monograph published by NCREL's Urban Education Program as part of its Urban Education Monograph Series.

APACS is insistent on high expectations for families. Family support and involvement is also a critical component of success.

Families will be invited to take part in such regular events as: First Night's Eve Celebration (to open the school year); STEM Information sessions, quarterly Student Recognition Breakfasts; school committees; Student Goal Planning; early college and career workshops; and school social events and celebrations. Family members who desire leadership roles and personal development can serve on the Family Advisory Board, for example, or take part in monthly presentations that relate to current topics in educational and schooling. Such presentations are intended to provide support to family members so that they can be active agents in their children's learning, as well as keep them abreast of local, state and national trends in education.

5) Service Leadership

Service Leadership represents the belief that all students are potential service leaders—those who use their leadership abilities to improve their schools, communities, and environment---but that young people, need opportunities to discover what kind of leader they want to be, learn skills that effective leaders possess, and have access to volunteer and service activities that help them refine their skills and grow in confidence. Such experiences, in some cases, may also provide career exposure. Leadership and service are experiences that are highly prized both by colleges and employers, but all youth do not have equal access to those experiences; thus schools must be active agents in leveling the playing field. A 2005 Corporation for National &Community Service survey found that students with fewer family resources were far less likely to participate in service leadership, but when they were afforded the opportunity, the benefits to their lives appeared to be greater than those with more resources.19 Students who participated in service leadership were more likely to volunteer again, believe they can help solve community problems, take a greater interest in current events, discuss politics more often, believe people can be trusted, and have a more positive view of their future. All students will have opportunities to fulfill a leadership in service requirement in a variety of venues—community organizations, school committees, or churches. College personnel, mentors, and community members will be vital links to leadership training and service opportunities for our students. The school will be pervaded by the expectation that all members are leaders and that there are multiple ways to be service leaders.

6) High Expectations, High Support for All

Merseth (2010, p.136) summarizes her findings across the five high-performing charters in low-income districts with high-poverty students that she studied: "In all of the classrooms in all of these schools, the expectations for student engagement and behavior are palpable. Students are expected to work hard, behave, and participate at all levels." Teachers' in schools who hold high expectations in the ability of all students to achieve desired outcomes, find their students rise to the level of expectation. Not only do such

[19] National Center for Children in Poverty (2006). Retrieved February 27, 2012 from http://nccp.org/publications/pub_687.html

schools hold high expectations, but they know that they must create an infrastructure that supports diverse learners academically and socially.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted

APACS is an inclusive school that embraces underserved students, students at risk and students with disabilities, as well as students identified as academically gifted. APACS will expand learning opportunities through the following special characteristics and offerings of the school:

- Support for behavioral and mental health of children.
  APACS will provide mental health support within the school, including providing therapeutic and behavioral interventions, as well as connecting students and families to the community resources they need. Because children and youth from low-income households are at increased risk for mental health problems, APACS will provide research-based behavioral interventions, including the use of the Positive Behavior Interventions and Supports. APACS will also assist in coordinating assistance for students and families who need services or resources from multiple human service agencies. The Board is experienced in the provision of such services and can connect students with services directly.

- Individualized Education Plans and Individual Goal Plans for all students.
  As explained in the "Purposes" section above, all students will have individual education plans that are focused on academic goals and the curriculum necessary to achieve them. All students will also have Personal Goal Plans (PGPs) that will include personal, social, leadership and service goals. All students will be part of a team that creates and oversees their Individual Education Plans. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEP's will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success. Students who are academically gifted will participate in this process that articulates personal academic, social, leadership, and service goals. Because APACS extends the school day and tailors instruction to meet the needs of all students, academically gifted students will be challenged in classes and will have the opportunity to be involved in experiences that are challenging and appropriate to their achievement level.

- Embedding and leveraging technology throughout all aspects of the program. School-wide Internet access and the creation of physical spaces that support team teaching and student collaboration are intended to help teachers and students learn through utilizing technology, working together, and solving problems as a team. Such an approach to teaching and learning can support students with learning difficulties while also meeting the needs of academically gifted students. A network that is used daily by teachers, students, and parents is also intended to "level the playing field" by providing access to resources and facilitate authentic student assessment.

- Individualized learning experience that emphasizes both 21st Century skills and the development of student character, leadership, and community responsibility. The school endeavors to provide excellent teachers who are well-prepared to lay the foundation for future STEM learning. We will recruit and provide in-service staff development so that teachers will be prepared to encourage students' curiosity and confidence in science and mathematics.

We have high expectations for all students and believe that students must study and practice skills that will lead them to be leaders and productive citizens. All students will receive direct instruction in leadership skills, mediation skills, and mentoring. Additionally, students with disabilities will be integrated into the full experience of the school community through the expectation that they will take part in mentoring, service, leadership and career planning.

A school culture that focuses on early interventions and supports. APACS will utilize the Responsiveness to Instruction (RTI) model. In the RTI model, classroom teachers and special education teachers design and apply research-based interventions to help student meet classroom goals. Intervention plans will include additional support, personalized approaches and materials, and additional time to complete tasks, or other strategies deemed viable in assisting the student achieve without further, more formal intervention. APACS will also utilize cognitive-behavioral interventions for students who experience significant social, emotional, and/or behavioral challenges. From its beginning APACS will put into practice School-wide Positive Behavioral Interventions and Supports (PBIS). This research-based system focuses on establishing rules, routines, and physical arrangements from Day 1 that are developed to prevent initial occurrences of behavior the school would like to target for change. The system is founded on the assumption and belief that all children can exhibit appropriate behavior.

Encourage use of different and innovative methods

In order to ensure success for each student, the staff at APACS must use multiple means of reaching students—relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. The methods that will be utilized are listed below. Each of these methods is described in detail in the "Education Plan" section of this application.

- differentiated instruction,
- inquiry-based learning,
- technologically-based learning
- theme and project-based learning,
- mentored study by teachers, community members, and/or other students, and
- community based learning.

The following activities are examples of innovative practices that will be utilized at APACS that reflect the school's relentless focus on student academic growth and achievement:

- All students will be assigned to a Core Group Advisor and Core Group. The Advisor will act as a daily check in and will track student progress of his/her advisees to ensure that all advisees are on track for academic success.
- The school will maintain low student-staff ratios to ensure that all students are known and that their learning needs are met with tailored instruction.
- All students will attend daily Achievement Center, where they will have access to homework help and tutoring.
- ***All*** students will be part of a team that creates and oversees each student's Individual Education Plan. Because the plans are unique to each student, they articulate personal

academic goals and the ways in which those goals will be met. Frequent review of IEPs will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.

- Teachers will work according to the principles of Universal Design for Learning (UDL), which aims to tailor teaching and assessment to students' learning styles, cultures, interests and strengths. Utilizing UDL "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged "
- Family members will have access to their children's current academic status on a daily basis, will have opportunities to conference with their children and their teachers, and will be able to attend presentations and workshops that increase their skills and confidence in supporting their children through homework monitoring and other interventions.
- All students will be integrated into leadership and service activities, giving them equal access to roles that can increase self-esteem and sense of belonging to the school community.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site

It is the Board's hope and expectation that there will be competitive recruitment and hiring, resulting in a passionate, talented cadre of teachers who are drawn to the school's mission. But all good educators must be challenged and supported in their growth, and professional development (PD) activities at APACS should be the vehicle for such growth. In addition, novice teachers need to be supported in their growth and understanding of their profession. To this end, a variety of in-house and external activities will take place. At APACS, teachers will have weekly common planning time to discuss school-wide issues or work in teams or grade levels on curriculum and instruction. Each teacher, as part of his/her annual evaluation process, will articulate individual professional development goals; these will be shared with colleagues at various times during the year.

In-house professional development opportunities will be identified based on teacher need and interest, as well as common needs related to school mission; these needs will be gauged by a survey administered by the Professional Development Committee during the spring of each year and re-visited at mid -year. On a rotating basis, all teachers will serve on an administration/teacher/parent Professional Development Committee that gathers information about professional development needs and interests and locates resources and provides scheduling for the year's programming. Attendance/presentation at conferences, visits to other schools, and meeting with field experts will be proposed on an individual basis and supported whenever possible. All teachers will take part in one week of professional collaboration prior to the opening of school.

Professional development that is planned in order to develop a common understanding of the way in which the APACS philosophy and the school's learning program includes:

- Universal Design for Learning
- Project Based Learning and best practices for STEM Instruction
- Positive Behavior and Intervention Supports

- Responsiveness to Instruction
- Implementing the Common Core Standards in Mathematics and English Language Arts
- System of Care Collaborations: Ways to work in partnership families who need services or resources from multiple human service agencies to be safe and successful at home, in school, and in the community, and through this assistance, make the community
- Formative and classroom assessment principles and methods
- Several books will be read as a faculty group and discussed at faculty meetings. These might include Understanding by Design, Revisiting Professional Learning Communities at Work ™: New insights for Improving Schools, and Beyond Monet.

Professional Development in the topics above will be ongoing, as opposed to one-day sessions. The combination of topics is intended to continuously invigorate and challenge teachers and staff with the end result of an innovative learning environment that improves student outcomes.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

The Region in which APACS will be located presents many challenges for traditional public schools, which do an admirable job in meeting those challenges. APACS provides a choice for families, particularly for low income parents and for parents who have not enrolled in any education beyond high school. The characteristics of the school that are outlined above (After School Program, support for behavioral and mental health needs of students, Individualized Education Plans and Individual Goal Plans for all students, STEM-focused instruction, and direct programming regarding college and career choices and opportunities for students and their families) are unique characteristics that are grounded in research as ways to meet the needs of students with the particular challenges faced by students in the Region. Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.

Accountability for high student achievement is a core goal of APACS. Teachers, staff, and administrators will collect and review student performance data on an ongoing basis. Cumulative student and school-wide performance data, such as standardized test scores and student highlights, will be disseminated annually to all stakeholders (the Board will receive quarterly updates during Board meetings). Individual student performance data (e.g., formal report cards, narrative evaluations of students' academic performance, and progress toward individual goals) will be disseminated quarterly to students and their parents. Students' achievements and successes will be celebrated at quarterly Recognition Breakfasts to which stakeholders will be invited. Cumulative and individual performance data will be synthesized and explained, detailing strengths and weaknesses as well as action steps for improvement. All reports will be shared in the native language of parents/guardians. In many instances, data will be disaggregated according to important variables, so that a more comprehensive understanding can be reached. Sub-scores on a particular test, mastery of particular sub-skills within a content area, and group performance on an assessment are examples of how this might occur.

In addition to meeting goals that are rule-based (e.g., percentage of students meeting or exceeding a standard) that are described in a previous section, APACS aims to gather and report other important student performance indicators.

APACS will collect data and report regularly regarding the following indicators:

- Student attendance rate;
- Student community service rate and descriptive data about type of service;
- Transition after high school (to higher education or employment) rates and descriptors;
- Student-staff ratio;
- Parental involvement data (e.g., number of parent-attended events, absolute number of parents attending events, rate of parents visiting the school, rate of parents attending meetings via conference call, rate of website use (see discussion in next paragraph);
- Community involvement data (e.g., number of events at which community representatives, such are present, number of community sponsored events conducted at the school).
- The school website will be an important source of information for parents and guardians, as it is there that they will have secure access to their children's test scores, report cards, and teacher feedback. All parents/guardians can attend orientations to become familiarized with the system. Although the website will be the main source of these data, parents also will receive at least bi-monthly communications from their children's teachers; will be invited to attend quarterly conferences; and will receive a newsletter highlighting accomplishments of students and the school.
- Community business partners and local college representatives also will be regularly included in discussions about outcomes, as they are crucial to enhancing students' success once they have graduated from APACS.
- The school website will post information about the indicators above on an annual basis and will contain information comparing current year data to prior years.

New Forms of Accountability and Measurement Tools: APACS will use the Northwest Evaluation Association's Measures of Academic Performance (NWEA MAP) both to assist with data-based decision making for teachers and administrators and to evaluate overall school performance. The NWEA MAP, a computerized adaptive test that accurately and efficiently assesses student performance on basic skills, provides nationally norm-referenced projections for annual student growth. This allows the school to measure its "value added" for each student on an annual basis. Our goal is to consistently outperform expectations.

APACS will follow the California Common Core Curriculum Standards and will use a comprehensive learning management program to aid teachers, parents, and students in their collaborative efforts to help all students meet or exceed these standards. We will offer a variety of program elements tailored to the needs of each individual student. Central to APACS's efforts to "personalize" learning is offering multiple pathways for students to meet content standards. For example, APACS will not adopt a particular math series—our students will have access to multiple approaches, facilitated by technology, teacher-provided instruction, labs equipped with manipulatives and other hands-on applications, and tutors. Students can use what works best for them.

Diverse Learners

APACS welcomes and is designed to serve a diverse population: students with cultural, ethnic, physical, religious, and learning differences. Our inclusive approach—which includes tailored and personalized instruction, modifying curriculum and instruction to best suit students' varied intelligences, tutoring, mentoring, and core group advising—is aimed at reducing the number of problems that atypical learners might encounter in a more traditional learning environment.

However, no matter how well designed and inclusive APACS may be, some students will need additional supports in order to achieve academic success: more specifically, English Language Learners (ELL) and students with educational disabilities. In addition, students who are academically gifted will also need supports in order to achieve their potential. In order to address their unique needs, APACS will be fully compliant with state and federal regulations for special student populations and, endemic in the instructional practices and culture of the school, programming will exceed what is required by law. The Least Restrictive Environment (LRE) paradigm, in which students' instructional needs are met within the regular classroom, will always be used when appropriate and will be the default mode. In some cases, pull out from the classroom for more intensive support will be deemed the best course of action. However, our emphasis is upon the exceptional children (EC) staff (comprising both special education teachers and all related service providers) working within the regular classroom and engaging the family support structure of each student to provide out-of-school follow through. In this regard, these strategy experts will also be available to typical learners as well, assuring their expertise is optimized for the entire student body. In effect, their presence also provides a logistical platform for an embedded Responsiveness to Instruction model, whereby struggling learners not as identified as needing special education supports may have their needs met in "real time."

Special education staff and general education teachers are partners who collaborate to design, implement, and assess effective strategies that best meet the needs of all students. The special education staff will train all general education teachers in identifying and implementing instructional strategies for special needs students, as well as typical learners. These teaching teams will also have regularly scheduled common planning sessions to provide ongoing support for students needing modifications. Family members and upper grades peer mentors, who are identified as especially skilled at working with special needs populations, also will be able to receive education and training, and are valued as important components of a high-functioning team.

Limited English Proficient Students

If evaluation determines APACS can expect to see a continued growth in its cultural diversity; this means that the school also can expect an increase in students identified as Limited English Proficient (LEP). Upon enrollment, the school will identify whether a student is a LEP learner by first checking the students' registration information regarding non-English home language, identifying the family's primary language, and assessing other essential information. The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or

other services. That a student is Limited English Proficient, a personalized instructional plan will be developed that best meets the student's needs. When that student's English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The strategic plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

APACS will follow a plan of structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the level of English will be made if needed. The Enrichment periods may also be used for additional instruction or club activities, and the Achievement Center time each day will be critical as a vehicle for more intensive English language instruction.

As part of a more comprehensive approach to the inclusion of English Learners (EL) and their families, core advisors and other members of the school community will devise methods to determine if there are other levels of social support that may be beneficial. The entire staff will be trained to work with EL using the Sheltered Instruction Observation Protocol (SIOP). This protocol is a nationally recognized strategy for supporting LEP students20 and non-English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in English as a Second Language instruction (ESL) adapt curriculum to increase comprehension and access for LEP students. This instructional approach will likely benefit all students having difficulty with content because it stresses previewing, adapting, and modifying, strategies that can be successful with all learners.

APACS will use the Sheltered Instruction Observation Protocol's eight principles of lesson preparation (language objectives, content objectives); building background, comprehensive input; strategies, interaction; practice/application; lesson delivery and indicators of review and assessment to maximize student learning.

Depending on the needs of the student body, EL teachers will be hired with category training already complete and they will have an opportunity at faculty meetings to discuss best practices in instructing EL. Whenever possible, multi-lingual teachers will be hired and students will be taught to read in their home language because it promotes reading achievement in their second language (English). Teachers will make instructional modifications when EL students are taught in English, primarily because of the students' language limitations. As needed, students will be helped to transfer what they know in their first language to learning tasks presented in English; APACS teachers will not assume that transfer is automatic. Teaching in the first and second languages will be approached similarly with the knowledge that more complex learning might require more instructional adjustments. APACS staff will know that EL students need intensive oral English language development (ELD), especially vocabulary and academic English instruction knowing that effective ELD provides both explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful

[20] Echevarria, J., Vogt, M., and Short, D. (2004). *Making content comprehensible for English learners. The SIOP model.* Needham Heights, MA: Allyn & Bacon.

opportunities to use English. In addition, APACS staff will understand that support is needed for the academic content instruction.

APACS is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), APACS shall submit a certification to the SLUSD that certifies that Charter School will either adopt and implement SLUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

APACS shall provide to the SLUSD an annual report of its EL program assessment. Upon request, APACS shall provide a copy of its current EL Master Plan to the District.

APACS shall administer the CELDT annually in accordance with federal and state requirements.

APACS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Students with Disabilities

APACS will serve students of all ability levels. Students and families desiring a learning community that recognizes scholarship, academic achievement, and creativity, while respecting each student as a valued individual of great potential and promise, will find they fit at APACS. The founders of APACS intend to meet each student's individual needs with ongoing assessment, ability grouping, and Individual Education Plans (IEP), per federal and state law. The school believes these tools will allow students to set and achieve individual goals and be supported in creating their own success. Several elements of the school's instructional approach are inherent in the design of the school. They are designed to enable the school to more effectively and efficiently respond to diverse demands and help accelerate the learning of lower achieving students. These include:

- Computerized-Adaptive Learning. ACAPS's HOPE learning system will integrate a variety of instructional technologies designed to personalize instruction and optimize learning. We will

make use of the best tools available—products that are marketed by various service providers, open source offerings, and our own proprietary system. For many years, computerized-adaptive tests such as the NWEA MAP have been used to efficiently and accurately assess student performance. Such computerized testing systems adjust questions based on previous responses.

- ❖ The evolution of analytics engines integrated into learning management systems will now allow this same basic approach to be applied to instruction at very sophisticated levels.

- ❖ Learning systems can adapt challenges embedded in lessons to the appropriate level of difficulty for individual students. Options for developing background knowledge can be presented so as to reflect an individual student's learning style or preferences. The capacity of computers to individualize and enhance student learning has the potential to transform education. APACS will provide the environment, structure, systems and resources necessary to realize this potential.

- Cooperative learning. A significant body of research has shown that cooperative learning instructional strategies produce greater academic achievement, enhance self- esteem, and improve relationships between mainstreamed academically handicapped students and normal-progress students. The approach enables all students to experience success and places students in a position in which they more naturally learn from their peers.

- Hands-on, experiential learning. These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more traditional instructional approaches. Students have greater opportunity to employ their "multiple intelligences" to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by research in the cognitive sciences.

- High expectations. All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios.

- Tutoring assistance. In addition to the After School Tutors that will be hired to run the Program. APACS additionally will seek parent/community and student volunteers to provide tutoring before, during, and after school. Peer Tutoring with school student leaders will also be accessible for those needing extra assistance or extended learning time. Peer tutoring will also enhance the social well-being of those involved in the Special Education program.

APACS feels an obligation to ensure that each student is treated as an individual, with special gifts and needs. Appropriate accommodations will be made for students with disabilities in order to ensure access to all activities.

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

All SLUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the SLUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to SLUSD Board of Education approval, APACS will execute a Memorandum of Understanding ("MOU") by and between SLUSD and APACS regarding the provision and funding of special education services consistent with the requirements of the SLUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The San Leandro Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized San Leandro Unified School District SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the SLUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the SLUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that

students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District's brochure, "Are You Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., "The IEP and You").

Modified Consent Decree Requirements

All charter schools approved by the SLUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in SLUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension.

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- STAR – Preliminary and Final. (Including Charter Schools) The usual file including District ID.
- Norm day – 2013
- District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS – 2013 (Including Charter Schools)
- All Students enrolled December 1, 2013.
- District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout 2012-13 (Including Charter Schools)
- District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)

- Graduation roster from all SLUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

Socioeconomically Disadvantaged Students

APACS seeks to serve a population comprised in most part with students who are socioeconomically disadvantaged. Research indicates that children from low socioeconomically challenged households and communities develop academic skills more slowly compared to children from higher socioeconomically groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009).[21] The school's program is designed to meet the needs of students with this designation and is based on research driven curriculum and practices that work best with this targeted population. In addition, the school's mission and instructional programs are designed to provide and ensure equal access for all students particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, APACS believes in high expectations for each of its students regardless of background.

Students Achieving Below Grade Level

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments using DIBELS/IDEL (Fall, Winter, Spring) and NWEA MAP assessments (Fall, Winter, Spring), will receive individual and flexible small group instruction to target their individual needs. Because of the Student Learning model (SCL), the student in conjunction with their teacher will differentiate instruction based upon students' needs, interests, readiness, and learning profile.

[21] Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37*, 401-413.

Element 2 and 3- Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Achievement Peaks STEM Academy seeks to emphasize personalized learning and increasing access to a globally competitive education for students who enter school with challenges and who are frequently underperforming. The school also seeks to ensure that students have successful early experiences with science, technology, engineering and math, the basis of our focused curriculum , thus encouraging proficiency and confidence in the areas that are needed to pursue careers in STEM fields.

The school will utilize an assessment system that will support students and provide them, their families, and staff with the information they need to meet high academic standards and make continuous improvement. APACS will monitor student and school data to ensure that students remain on a successful achievement track and if there are any students who are falling behind or in need of additional academic assistance that they indeed receive the additional support required to getting them back on track.

Collection and Use of Assessment Data

Too often assessment is conducted and analyzed but the results are never disseminated in ways that make sense for the learning community or that subsequently are used to improve professional practice. At APACS, we will strive to make the results of our assessment efforts widely publicized, presented in a manner that all stakeholders can understand, and used as the basis for continuous improvement. The following guide our assessment strategies:

> Articulated Objectives and Rubrics: Every member of the learning community will be able to access clearly articulated learning objectives for each course and grade level, as well as the rubrics, which indicate the quantity and quality of work necessary to meet these learning objectives. Students and family members will receive training in how to understand and use rubrics to interpret and evaluate their own work.

Traditional Assessments: See below for a description of the traditional assessments to be used. Workshops and conferences will be held with parents and students to educate them on interpreting the results and developing strategies for making improvements, where needed.

Student Self-Assessment: All students will be educated in how to use the rubrics and other measurements to assess their own work at appropriate times during the school year. Additionally, students will measure success via self- generated goals and will be able to reflect upon their growth as part of their personal portfolio, which they will compile.

Authentic Assessment: Wiggins (1998) defines authentic assessment as having students use their knowledge to create performances that are effective and creative. These performances are demonstrations of knowledge in response to tasks that replicate, or are analogous to, real-life problems that adults or professionals face in everyday life or in their field. Such demonstrations may take a variety of forms and use multiple intelligences or styles in their expression.[22] Utilizing assessments for learning includes shared learning targets and criteria for success; effective questioning and dialogue; descriptive feedback; active peer and self-assessment.

Assessments-in-Practice: Educational personnel and students can point to ways in which they have used the results of ongoing assessments to improve their practice or their scholarly outputs. The following Evidence of Practice will be used: What did the teacher use to clarify and share learning intentions and criteria for success? (examples include: rubrics, checklists, exemplars); How did the teacher engineer effective discussions, questions and learning tasks? (examples include: triangulation of information gathering such as products, observations, communication/conversations); What feedback was provided by the teacher that moves students forward in their learning? (examples include evidence of: moving away from grading everything by providing risk free practice and descriptive feedback about learning-what teachers observe, review or discuss and share in whole group, small group, or individually with students to guide them to next steps); What activated the students as the owners of their learning? (examples include evidence of: ways students are engaged in thinking about and assessing their own learning).

Formative Assessment: Understanding formative assessment as an intentional process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement.

Planning for Formative Assessment

Formative assessment includes having a clear understanding of the content standards and grade level expectations by; establishing content standards and grade level expectations to develop learning

[22] Wiggins, G.P., McTighe, J., (1998). *Understanding by design*. San Francisco, CA: Jossey-Bass

targets for students in the form of objectives, outcomes and goals; utilizing various sources of assessment data to help identify curricular targets for planning whole group instruction.

Formative assessment also includes learning targets that can be linked to the content standards or grade level expectations by; understanding common misconceptions student may have relative to specific learning targets (checking for understanding); presenting learning targets in clear, student friendly language and sharing those learning targets with students (and parents via the web); and checking that students can articulate the learning targets for specific lessons, or sequences of lessons.

Formative assessment centers on being able to move students forward with criteria to adjust ongoing teaching and learning and to improve students' achievement by being able to; identify the criteria for success associated with each learning target in advance of the instruction; involve students in setting success criteria based on learning targets; provide students with opportunities to evaluate their own work against established criteria for success (such as rubrics, exemplars, models); establish individual learning goals with students based on learning targets and success criteria.

Formative assessment allows teachers to be able to move students forward with effective feedback to adjust ongoing teaching and learning and to improve students' achievement by being able to give oral written descriptive feedback to students in a timely manner and based on shared criteria; use the feedback to develop a deeper understanding of the students' instructional needs; use the feedback to monitor and adjust instruction; ensure that the feedback helps students know what they need to do next to reach a learning target; and give students the opportunity to respond and act on the feedback before giving a grade.

External Assessments

As required by state law, APACS will administer end of grade and end of course tests according to the state schedule. In addition, APACS will administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. This instrument provides the valid and reliable tool needed for objective measurement of achievement. Teachers will identify students at risk of being left behind, and families will understand what their children know and can achieve, as well as areas in which they need help and additional family academic support. These results will provide diagnostic information critical to objectively measuring students' success in these basic skills areas and will allow teachers to measure student progress and provide necessary interventions.

APACS also will administer *The Diagnostic Assessment of Reading (DAR)* to all incoming students to diagnostically assess reading skills and help guide instruction and support. This assessment also will be given at the end of the student's first year to show progress and afterwards will be given afterwards only if students are deemed to need specialized diagnostic reading testing.

Internal Assessments

There are numerous internal assessments that will be ongoing at APACS. Among these are Classroom Assessments (tests, quizzes, scholarly papers, PowerPoint presentations, demonstrations, oral presentations, projects, homework, etc.); Student Self-Assessments (processes and discussions such as parent conferences, rubric use in classes, conferences with teachers, conferences with classmates, portfolios,)Feedback from Others (mentor feedback, assessments from job site supervisors, internship supervisors); Student Exhibitions (which may take the form of essays, oral presentations, creative art work, models, debates, simulations, videos, and/or other dramatic presentations); and Goals Assessments (how the student and others view the student in relation to the school values of community, mentoring, service leadership, individual goal setting, and caring for others). .

School-wide benchmark assessments that are aligned with the curriculum will be utilized. The benchmark assessments will be administered quarterly. The results will guide instruction, grouping, enrichment, and re-teaching. They will also provide a mechanism for measuring students' progress through the curriculum. Because APACS does not wish to simply prepare students to do well on tests, the benchmarks will include a focus on processing information, higher-order thinking skills, and real-world applications of the curriculum content.

In addition to state and /or federally mandated tests, APACS will administer the Iowa Test of Basic Skills to annually assess reading and mathematics skills at the beginning and end of the school year. These results will provide diagnostic information critical to objectively measuring students' success in these basic skills areas and will allow teachers to measure student progress and make necessary interventions.

APACS also will administer *The Diagnostic Assessment of Reading (DAR)* to all incoming students to diagnostically assess reading skills and help guide instruction and support. This assessment also will be given at the end of the student's first year to show progress and afterwards will be given only if students are deemed to need specialized diagnostic reading testing.

Throughout the school year, students will participate in formative assessments as discussed in "Goals for the Proposed Charter School" section, above. Whenever it is advisable, pre and post tests will be administered as a part of classroom instruction. The information gathered by the teacher will guide instruction.

School-wide benchmark assessments will be developed and aligned with the state curriculum standards. They will be administered quarterly. The results will guide instruction, grouping, enrichment, and re-teaching.

APACS will contract with a nationally renowned company that will provide comprehensive professional development and tailored technical assistance. In addition, experts will utilize an instructional coaching model to provide feedback and support to developing teachers. After the first year of operation, these topics will be reviewed periodically with all teachers and will be intensively addressed for new teachers on an annual basis.

APACS will continuously assess the progress of students through formative evaluations and differentiated instructional methods. The school will also utilize the "Responsiveness to Instruction" model, or RTI, as a means of providing early intervention to students at risk for school failure. The RTI framework can prevent chronic school failure and can also reduce the number of students who are identified as disabled when the interventions are successful and effective.

In planning time and other scheduled meetings, teachers, core advisors, and Special Education staff will identify students whom they feel might require additional support. For students experiencing difficulty, the first step will be to follow the required Responsiveness to Instruction (RTI) model. In the RTI model, classroom teachers and special education teachers design and apply research-based interventions to help student meet classroom goals. In order to have all members of the student's "team" working together, appropriate faculty and family will be notified. Intervention plans will include additional support, personalized approaches and materials, and additional time to complete tasks, or other strategies deemed viable in assisting the student achieve without further, more intrusive intervention.

Although the founders of APACS believe that teachers, and core advisors will be well aware of student progress and will utilize the RTI model for students who are struggling academically, the school will also utilize data as a formal mechanism for "double checking" students who might require additional instructional support. Schoolwide benchmark assessments will be a prime indicator of students who require additional supports; the Iowa Test of Basic Skills will provide information at the beginning of the school year regarding students who are not performing at grade level, and the *Diagnostic Assessment of Reading* will be utilized to determine those students who need extra support and instruction in literacy skills. APACS philosophy of high expectations for all means that any student who is not performing at grade level or who is not demonstrating mastery of a subject will immediately be provided with extra support. The school schedule is designed to provide time for that support for any and all students who need it.

To ensure that all staff has the information and tools needed to provide students with necessary supports, teachers will attend professional development on appropriate classroom modifications, effective instructional needs practices for special and general education students, and their roles and responsibilities in the RTI process. APACS instructional leader and special education staff will also be available to provide ongoing consultation and support to regular education teachers regarding best practices in modifying classroom instruction for at-risk students along with their role in offering effective IEP-related instructional services and supports.

Standards, Assessment

APACS will participate in all state sponsored testing programs including the CA Assessment of Student Performance and Progress (CAASPP). While maintaining the expectation that each APACS student will show continuous improvement as measured by instruments adopted by the State of California, APACS commits to the following goals for all content areas tested through the California Standardized Testing Program:

- APSA will rank at or above the average for similar schools in the San Leandro Unified School District (SLUSD) on the Academic Performance Index (API).
- APACS will achieve an API target of 800 by spring 2015.

AYP and AGT

Students not making Adequate Yearly Progress (AYP) toward the California Common Core Curriculum standards will be identified through DIBELS and CST's, and appropriate measures for improvement will be instituted, as signified in their ILP. These measures may include, but are not limited to: one-on-one remediation, small group tutoring, third party tutoring, and ability group re-teaching. Ongoing communication regarding student achievement will occur between the school and parents through regular contact via technological means, progress reports, parent-teacher conferences, SEOP, and mentor/teacher phone calls, emails, Skype, etc.

CST Expectations

Our goal is to be 55% proficient/advanced in ELA and 75% proficient/advanced in Math by the 2016 CST test administration; the goal is to grow a minimum of 10% proficiency in ELA and 8% Math each year schoolwide effectively meeting AYP goals for each year. An achievement gap is not present in the Latino/Hispanic and Socioeconomic subgroups to the overall ELA/Math achievement (<3%), but an achievement gap is present in the English Language Learners for ELA (>10%) and math (>5%). Our goal is to close this achievement gap by focusing on EL CST performance and tracking EL performance through or data management system. We currently have instituted an EL Master Plan and provide specific classes tailored to EL students. Our goal is also to transition over into Smarter Balanced Assessments/Common Core State Standards within the next two years.

Expected ELA CST Targets for Renewal Term 2015-2020:

- Schoolwide ELA will increase a minimum of 10% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- Hispanic or Latino will increase a minimum of 10% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- Socioeconomically Disadvantaged will increase a minimum of 10% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- English Learners (AMAO 3) will increase a minimum of 10% every year for the 2015- 2020 school years, by 2020 our target will be 94% proficiency.

Expected Math CST Targets for Renewal Term 2015-2020:

- Schoolwide Math will increase a minimum of 8% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- Hispanic or Latino will increase a minimum of 8% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- Socioeconomically Disadvantaged will increase a minimum of 8% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.
- English Learners will increase a minimum of 9% every year for the 2015-2020 school years, by 2020 our target will be 100% proficiency.

English Learners

The Achievement Peaks STEM Academy will work diligently to ensure English Learners achieve at the highest level. Given the demographic that surrounds APACS, it is expected that we will always have a high population of English Learners. In serving these students, expected outcomes include:

1. CELDT scores for English Learners will increase at a level equal to or better than the SLUSD average for similar schools.

2. EL subgroup Academic Performance growth targets will increase at a level equal to or better than the SLUSD average for similar schools.

Support for Standards and Use of Data

Students in K-3 will be assessed on a formative and summative basis using DIBELS, to determine achievement levels in language arts, specifically reading. Based on the results of DIBELS, the school will use ability grouping to help move students toward grade proficiency levels determined by APACS and state guidelines. Students will be placed in ability grouping based on competency and will be evaluated three to four times per year. This is one index that will allow us to determine if other interventions should be used (i.e. IEP or G/T testing).

Student progress will be monitored in a comprehensive manner to determine the effectiveness of our program of instruction and its alignment with the California Common Core Curriculum. Continuous assessment and monitoring will be done through a variety of curriculum-based assessments given by the teacher/mentor. We will also perform all assessments required by the state. SLUSD's computer adaptive tests will be used to gain insights into students' knowledge of core math and reading, and other subjects when available. Data from these assessments will also be used to evaluate curriculum and instruction practices.

Curriculum-based assessments used to monitor our program will include traditional methods, but will also include authentic assessments such as student-driven projects, journals, simulations, and debates. Language arts skills in the areas of spelling, grammar, and vocabulary will also be monitored regularly through periodic tests and/or writing assignments.

APASC staff will gather and analyze data from a variety of assessments, both formative and summative, looking for trends in student learning and instructional effectiveness. Staff members will meet in teams on a regular basis to review data, discuss findings, and establish improvement plans. These team meetings will also be used to collaborate and align curriculum and instruction, both horizontally and vertically. Another item on the team meeting agenda will be to discuss the data findings in relation to success for all student populations, including but not limited to, ELL, special education, gifted and talented, gender, ethnicity, etc.

APACS staff will take information learned from the data, and adjust the scope and sequence of instruction as necessary, to ensure student success. Understanding which standards need to be reviewed or presented in a different way and which standards the students have mastered, will impact the mode of differentiation by the mentor/teacher. The results of the data will also enable teachers to provide students with individualized practice to be completed in conjunction with students' individualized learning plans.

These assignments will primarily be used to provide the necessary amount of practice requisite for standards mastery for the student. Only after mastery is the student allowed to progress and matriculate through his/her personal development plan.

Utilizing multiple assessments provides more data points to increase the reliability of the assessment data, giving a more comprehensive look at academic achievement for an individual student. The data gained through testing will be used to track student progress longitudinally and provide comparative data between APACS and other public schools in California. Again, the data analysis will be used to improve future instruction practices, curriculum, and/or teacher evaluations.

For students in special education, an Individual Educational Program (IEP) team made up of the student, parent(s), a regular education teacher, a special education teacher, and LEA representative will meet to determine appropriate action with regard to assessment accommodations. If the IEP team determines standard administration can take place with allowable accommodations, those accommodations will be put into action within the normal testing environment. All accommodations and modifications will be included and agreed upon in the IEP.

Annual IEP goals will be measured, with progress reported to parents in accordance with IDEA. The IEP team will meet at a minimum annually, to review student progress and initiate new goals. If student progress is not sufficient then additional services may be identified and agreed upon by the IEP team. Services may include, but are not limited to, speech therapy, occupational therapy, counseling, psychological and consultative services, etc.

A student in need of accommodations under ADA Section 504 (2008) would qualify if his/her impairment substantially limits one or more major life activities. Examples of major life activities include, but are not limited to:

- Thinking
- Concentrating
- Communicating
- Breathing
- Reading
- Hearing

The three-section definition for ADA Section 504 identification criteria includes:

- Section One: With a physical or mental impairment that substantially limits one or more major life activities
- Section Two: Record of impairment
- Section Three: Regarded as having an impairment

If the student does not meet requirements for an IEP, APACS will use a 504 plan to help determine needs to be facilitated by school personnel.

APACS may continue to research and evaluate new assessment models, which have been shown to improve student achievement. APACS school curriculum, instruction, and corresponding assessments

will always be evaluated to ensure alignment with the California Common Core Curriculum standards and objectives.

Testing

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

Overview

Measurement of desired student outcomes is critical for continuous improvement at all programmatic levels, including school-wide evaluation, various subject areas, specific classes and programs, subgroups of students (disaggregated by gender, race, income levels, and English proficiency), individual teachers, and individual students. The APACS instructional team is committed to growing a school culture that embraces the information attained through valid assessment processes.

To ensure that valid collection is completed and pupil assessments conducted, APACS will identify an on-site testing coordinator to manage our testing program. The testing coordinator will work with grade level chairs to ensure that students meet statewide performance standards and develop plans to improve pupil learning. While there are many ongoing assessments designed to measure student outcomes, this section will focus on the measurable outcomes detailed in Element 2.

Grading Policy

Student's graded work will be recorded in grade books and the schools data management system. At the end of each nine weeks, scores will be averaged and converted to percentage scores to determine the student's grade. Report cards will be distributed at the end of January and June. Raw scores and grade averages resulting with .5 will be rounded up to the next whole number. The grading scale follows a numerical system based on students achieving 80% or above (3), needs improvement 60% (2) or at risk 0-50% (1). A minimum of 8 grades will be recorded in grade book for each 9-week period. Mid-nine weeks grades are to reflect a minimum of 3 grades. Nine weeks grades are to reflect tests and/or quizzes. Graded class assignments, projects, homework/participation and other activities assigned by the teacher may be included. In classes where homework is assigned, homework is to be part of the 9 weeks grade, however, it is to count for no more than 20% of the overall grade. Teachers will meet the following suggested percentages: 60% Tests and quizzes, 20% homework, and 20% projects/writing. The following data/assessments/observations are used at APACS to determine report card scores:

- Language arts: language arts portfolios, GUM (grammar, usage, mechanics), unit assessment scores including reading comprehension, vocabulary, and fluency tests (DRA level, DIBELS, IDEL)
- Math: quizzes and end of chapter tests
- Published writing with rubrics/checklists
- Participation, social cooperation
- DRA, DIBELS, IDEL assessments

- ELD portfolios (ELD Grade)
- Effort (separate grade from academics)
- Homework
- Projects

Assessment Data is used to guide instruction

In order to assure continuous academic growth in the area of English Language Arts and Mathematics, APACS will implement a comprehensive student monitoring process using OARS (Online Assessment Reporting System) for the 2015-16 school year. Through this monitoring system the teachers and administrator are able to measure students' progress towards achieving proficiency in meeting state standards.

OARS Implementation Goals:

- To create a systematic way to monitor student growth
- To use assessment results as a means to predict student outcomes on the CST in ELA and math for grades 2-6
- To monitor the academic progress of students in grades K & 1 and 2-6
- To identify and articulate student & teacher needs
- To use assessment results to plan meaningful instruction

Evidence:

I. Weekly, monthly, unit, and diagnostic assessment results in OARS ELA & Math Blueprint Form A – Given during 1st Semester

II. ELA & Math Blueprint Form B – Given during 2nd Semester

Teachers will analyze data collected in OARS weekly and monthly utilizing meetings regularly. It is expected that each meeting teachers will analyze their weekly formative assessments that have been scanned into the data management system, these assessments inform the teacher of the progress of students in the curriculum. Teachers will modify lessons and reteach as necessary as indicated in their grade level meeting model. The principal will also analyze data weekly and meet with staff monthly to analyze and provide feedback on the weekly data analysis meetings. Through analysis and dialogue of data results, teams will better understand the diverse needs and challenges our students face. With consultation with the principal, professional development will be customized to meet the diverse needs of the staff such as curriculum training or effective interventions. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results.

Each teacher maintains a comprehensive gradebook/portfolio for each student. Portfolios include teacher-selected and student-selected work. With both informal and formal assessments, teachers at APACS work to make instructional decisions based on student needs. Assessment data gathered provokes self-reflection and modifications to the professional development plan.

Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

Professional Development for Teachers

APACS will implement an educational program that is significantly different than that which is employed in traditional schools. Teachers at APACS will require an expanded skill set. The school will aggressively recruit teachers with experience in similar programs in order to enhance internal capacity among our teaching staff. However, a significant amount of training will be necessary to position teachers for success in their roles of curriculum development, use of APACS instructional technologies, assessment, data-based decision making, mentoring/coaching, etc.

Teachers hired to work at APACS during its initial year of operation will be required to start work as of August 1, 2015. An initial concentrated professional development plan will be implemented that will be integrated into the planning and implementation activities associated with opening the school and launching the instructional program. The school will continue to build on this foundation with professional development activities continuing throughout the school year.

APACS teachers will receive training and professional development opportunities in the California Common Core Curriculum, to ensure standards are integrated into curriculum design and instruction. In addition to the curricular emphasis, teachers will also receive training on the mission and effectiveness goals of the school in accordance with industry best practices and accreditation requirements.

Support for Standards and Use of Data

Summative assessments will be used at the end of programs of study to ensure students have achieved program objectives and goals. APACS will utilize summative assessments to (1) evaluate the student's Personal Development Plan (and IEP if applicable); (2) determine the effectiveness of curriculum and instruction; and, evaluate the effectiveness of the teaching and learning, which will benefit students for the long-term.

Discussion and Examples of Monitoring

APACS is fully committed to fully aligning the Program of Study to all California Common Core Curriculum requirements. The faculty and staff will undergo professional development in the area of standards, to facilitate communication with students and parents the objectives contained therein. Teacher evaluations will have components based on the appropriate integration of California Common Core Curriculum standards into their instructional practices.

Teachers will be provided with an understanding of APACS's student achievement goals, and will be encouraged to develop strategies to enhance the school's ability to meet those goals. Teacher's training and supervision will guide them in providing instruction and facilitating student learning aligned with the California Common Core Curriculum, and in helping students achieve subject mastery in meeting or exceeding the California Common Core Curriculum requirements.

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

LOCAL CONTROL FUNDING FORMULA-LCFF

STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Principal and faculty review all instructional materials before purchase pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean, functional and safe school facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety

	hazards
Measurable Outcome	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
Methods of Measurement	Monthly site inspection documents prepared by Principal; Annual Facility Inspection Reports
State Priority #2— Implementation of Common Core State Standards *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
Subpriority A – CCSS Implementation	
Goal to Achieve Subpriority	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
Actions to Achieve Goal	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning
Measurable Outcome	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development
Methods of Measurement	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
Subpriority B – EL Students & Academic Content Knowledge	
Goal to Achieve Subpriority	100% of EL students will gain academic content knowledge through the implementation of the CCSS
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
Measurable Outcome	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
Methods of Measurement	EL student performance on the CAASPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards
Subpriority C – EL Students & English Language Proficiency	
Goal to Achieve Subpriority	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional

	development activities to bridge the 2012 ELD standards and the existing ELD curriculum, *Into English* and *High Point*
Measurable Outcome	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS, and *Into English* and *High* Point ELD curriculum and related instructional strategies
Methods of Measurement	Student performance on CELDT/ELPAC Assessment, *Into English* and *High Point* curriculum assessments, ELD folder and reclassification documentation

State Priority #3— Parental Involvement

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

Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Maintain parent representation on the Charter School Governing Board
Actions to Achieve Goal	As vacant seats become available on the Governing Board, the School's Nominating Committee nominates parents to serve as Governing Board Parent members to the Governing Board
Measurable Outcome	Annually, the Governing Board will have, at minimum, two parent members
Methods of Measurement	Governing Board meeting agendas and minutes identify Parent Members
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Maintain the Parent Involvement Committee (PIC)
Actions to Achieve Goal	School administration will work with the School Leadership Council (SLC) to recruit parents to the PIC via flyers, classroom newsletters, and monthly parent meetings
Measurable Outcome	Annually, the School Leadership Council will be comprised of at least 5 parents and the Parent Involvement Committee will be comprised of 100% Parents
Methods of Measurement	Governing Board meeting agendas and minutes identify parents who form part of the SLC and PIC
Subpriority C [Optional]	
Goal to Achieve Subpriority	Solicit parent feedback via annual satisfaction surveys
Actions to Achieve Goal	Annually, CHARTER SCHOOL administration as well as teachers will conduct school and classroom satisfaction assessments to generate

	strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
Measurable Outcome	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members
Methods of Measurement	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis
Subpriority D [Optional]	
Goal to Achieve Subpriority	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School Parent Participation Group
Actions to Achieve Goal	CHARTER SCHOOL Administration will meet with leadership of the Parent Participation Group to identify opportunities and events to create and nurture community on campus
Measurable Outcome	At least five campus community events will be held throughout the academic year
Methods of Measurement	The calendar of school events may include events such as Science & Engineering Fairs, Family Pot-luck Day, Dr. Seuss Day, Parent Orientation & Back to School Events, School Luau, Ethnic Appreciation Day, Dad & Donuts/Mom & Muffins morning, School Talent Show and among others

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

A. *CA Assessment of Student Performance and Progress (CAASPP) statewide assessment*
B. *The Academic Performance Index (API)*
C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
E. *EL reclassification rate*
F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

Subpriority A – CAASPP: ELA/Literacy and Mathematics	
Goal to Achieve Subpriority	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
Actions to Achieve Goal	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning
Measurable Outcome	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
Methods of Measurement	CAASPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; DAR Reading Assessments; NWEA MAP & Iowa Basic Skills Assessments; Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics
Subpriority B – API	
Goal to Achieve Subpriority	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
Actions to Achieve Goal	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
Measurable Outcome	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
Methods of Measurement	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
Subpriority C – UC/CSU Course Grade Requirements (or CTE)	
Grade Levels Not Applicable to Charter School	
Subpriority D – EL Proficiency Rates	
Goal to Achieve	EL students will advance at least one performance level per the

Subpriority	CELDT/ELPAC each academic year
Actions to Achieve Goal	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
Measurable Outcome	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
Methods of Measurement	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
Subpriority E – EL Reclassification Rates	
Goal to Achieve Subpriority	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
Actions to Achieve Goal	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
Measurable Outcome	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
Methods of Measurement	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores
Subpriority F – AP Exam Passage Rate	
Grade Levels Not Applicable to Charter School	
Subpriority G – College Preparedness/EAP	
Grade Levels Not Applicable to Charter School	
State Priority #5— Student Engagement *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	Charter School will maintain a 95% ADA rate
Actions to Achieve Goal	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups

	enrolled
Measurable Outcome	Annual Average Daily Attendance will be at least 95%
Methods of Measurement	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
Subpriority B – Student Absenteeism Rates	
Goal to Achieve Subpriority	Students will not have more than three absences in any school year
Actions to Achieve Goal	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
Measurable Outcome	90% of enrolled students will have fewer than three absences during any one school year
Methods of Measurement	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
Subpriority C – Middle School Dropout Rate	
Grade Levels Not Applicable to Charter School	
Subpriority D – High School Dropout Rates	
Grade Levels Not Applicable to Charter School	
Subpriority E – High School Graduation Rates	
Grade Levels Not Applicable to Charter School	
State Priority #6— School Climate *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
Subpriority A – Pupil Suspension Rates	
Goal to Achieve	Charter School will maintain an annual suspension rate of less than 1%

Subpriority	
Actions to Achieve Goal	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Principal will work with teachers and families to manage student behavior issues and concerns
Measurable Outcome	Annually, 1% or fewer of all enrolled students will be suspended
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	Charter School will maintain an annual expulsion rate of less than 1%
Actions to Achieve Goal	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Principal will work with teachers and families to manage student behavior issues and concerns
Measurable Outcome	Annually, 1% or fewer of enrolled students will be expelled
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Charter School students and staff will adhere to the School Safe Plan
Actions to Achieve Goal	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
Measurable Outcome	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually
Methods of Measurement	Professional Development agenda and annual drill calendars
Subpriority D [Optional]	
Goal to Achieve Subpriority	Charter School staff and parents will host various community building events and activities throughout the year
Actions to Achieve Goal	Charter School will host at least five community events annually in conjunction with the Parent Participation Group
Measurable	At least five campus community events will be held throughout the

Outcome	academic year
Methods of Measurement	Annual Report and school events and activity calendar. The calendar of school events may include events such as Science Fairs, Family Pot-luck Day, Dr. Seuss Day, Parent Orientation & Back to School Events, School Luau, Ethnic Appreciation Day, Dad & Donuts/Mom & Muffins morning, School Talent Show, Math & Engineering competitions among others
Subpriority E [Optional]	
Goal to Achieve Subpriority	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
Actions to Achieve Goal	Students actively participate in Responsive Classroom activities throughout the school year in their classroom. CHARTER SCHOOL Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
Measurable Outcome	Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 200 students and families wishing to enroll in the school
Methods of Measurement	Responsive Classroom assessments and evaluation documents will demonstrate students' sense of connectedness Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community Attendance and participation by students in campus events will evidence their sense of belonging and engagement Annual reenrollment documentation and class lists will reflect a return rate of at least 95% Enrollment waitlists will have at least 200 students and families interested in enrolling in the school

State Priority #7— Course Access

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

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

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
Goal to Achieve Subpriority	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our CCSS and STEM academic and educational program as outlined in the school's Charter
Actions to Achieve Goal	All academic content areas will be available to all students, including student subgroups, at all grade levels
Measurable Outcome	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all CCSS & STEM curriculum at Charter School
Methods of Measurement	Student, teacher, course, and grade level schedules
State Priority #8— Pupil Outcomes- Academic Excellence Domain: English Language Arts *From the subject areas described above in #7, as applicable.*	
Subpriority A - English	
Goal to Achieve Subpriority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
Actions to Achieve Goal	All students participate in Charter School's Readers Workshop, Writers Workshop, and Word Study programs 5 days per week. Instructional strategies implemented throughout Reading & Writing Workshop include: small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student learning goals
Measurable Outcome	Annually, 85% of Kindergarten through 6th grade students will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy section of the Individualized Learning Plan folder, including Fountas & Pinnell Benchmark Assessments. Annually, 75% of 3rd through 6th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
Methods of Measurement	Charter School's authentic creation of Individualized Learning folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited to,: CAASPP test results, NWEA MAP, DAR & Iowa Basic Skills benchmark assessments, pre and post unit

	testing, spelling inventories, student writing journals, response to literature journals, published writing and oral presentations.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Math Workshop 5 days per week. Instructional strategies implemented in Math Workshop include: focused and designed instruction; STEM & spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 6th grade students will progress one grade/skill level each academic year, as evidenced by the Mathematics section of the Individualized Learning Plan folder, including Dreambox Learning assessment reports. Annually, 80% of 3rd through 6th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.
METHODS OF MEASUREMENT	Charter School's authentic creation of Individualized Learning folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited to: CAASPP test, Curricular benchmark assessments, Singapore Math pre and post unit testing, Dreambox Learning assessment reports, math journals demonstrating mathematical thinking, in class math presentations showcasing students' mathematical reasoning and critical thinking skills.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civic and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.

Methods of Measurement	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
Subpriority D - Science	
Goal to Achieve Subpriority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
Actions to Achieve Goal	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Measurable Outcome	Annually, 80% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
Methods of Measurement	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	***Not Applicable***
Actions to Achieve Goal	
Measurable Outcome	
Methods of Measurement	
Subpriority F – Physical Education	
Goal to Achieve Subpriority	***Not Applicable***
Actions to Achieve Goal	
Measurable Outcome	
Methods of Measurement	

Subpriority G – Health	
Goal to Achieve Subpriority	*Not Applicable*
Actions to Achieve Goal	
Measurable Outcome	
Methods of Measurement	
Subpriority H – Foreign Languages	
Goal to Achieve Subpriority	*Not Applicable*
Actions to Achieve Goal	
Measurable Outcome	
Baseline Performance Level	
Methods of Measurement	
Subpriority I – Applied Arts	
Goal to Achieve Subpriority	*Not Applicable*
Actions to Achieve Goal	
Measurable Outcome	
Baseline Performance Level	
Methods of Measurement	
Subpriority J – CTE	
Not Applicable	
Subpriority K(1) – Other Subjects – Technology	
Goal to Achieve Subpriority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and

	content knowledge in STEM technology curriculum. Which includes computer science, computer software applications, hand held electronic devices, alternative fuels, alternative energy, aerospace
Actions to Achieve Goal	Utilizing an inquiry based approach students will develop an understanding of technology with modern and advanced disciplinary core ideas and crosscutting practices in this discipline. Strategies include: hands-on learning, projects, guest speakers and lecturers, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Measurable Outcome	Annually, 80% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
Methods of Measurement	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: reports, proficiency demonstration, experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
Subpriority K(2) – Other Subjects –Engineering	
Goal to Achieve Subpriority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in STEM engineering curriculum. Which includes planning, problem solving, designing, construction, testing, and reporting
Actions to Achieve Goal	Utilizing an inquiry based approach students will develop an understanding of engineering with modern and advanced disciplinary core ideas and crosscutting practices in this discipline. Strategies include: hands-on learning with design and constructions, projects, guest speakers and lecturers, gathering and analyzing data, and integrating skills and concepts, field trips as they apply to different subjects.
Measurable Outcome	Annually, 80% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
Methods of Measurement	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: reports, proficiency demonstration, experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

Subpriority K(3) – Other Subjects – Social Responsibility Domain	
Goal to Achieve Subpriority	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
Actions to Achieve Goal	All students participate in classroom dialogues and discussions, community activities, student government, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process
Measurable Outcome	Annually, 100% of classrooms will have collaboratively devised rules and expectations; fewer than 1% of students will be suspended; fewer than 1% of students will be subject to expulsion
Methods of Measurement	Classroom observation rubrics; Book titles in classroom libraries; Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
Subpriority K(4) – Other Subjects – Social Responsibility Domain	
Goal to Achieve Subpriority	All students will demonstrate social responsibility by working to improve their school and community environments
Actions to Achieve Goal	Throughout the school year, all students engage in various community service project activities;
Measurable Outcome	Throughout various times and holidays during the academic year 100% of classrooms will participate in various service projects with our community partners including local homeless shelters and food banks.
Methods of Measurement	Donation acknowledgements from our charitable organizations partners, and from the families and patients to whom they serve
Subpriority K(5) – Other Subjects – Social Responsibility Domain	
Goal to Achieve Subpriority	Students will demonstrate the capacity to perceive social needs and global concerns and address these through leadership skills to make a positive contribution to their school and community.
Actions to Achieve Goal	Teachers will discuss current events and global social issues; Students will gain awareness of their community and surroundings through field trips. Students will develop community building and mentoring relationships through various community service projects
Measurable Outcome	100% of classrooms participate in at least two off-campus field trips annually; Annually, 100% of classrooms participate in community based service projects which are designed to build community and mentoring relationships
Methods of Measurement	Field trip rosters and schedules show participation in field trips Community service project parings will demonstrate participation in this activity

Element 4-Governance

General Provisions

As an independent charter school, Achievement Peaks Academy (APACS), operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Achievement Peaks Academy shall comply with the Brown Act and the Public Records Act.

All employees and representatives of APACS, including members of the Achievement Peaks Academy governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and SLUSD's charter school policies, regarding ethics and conflicts of interest.

APACS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that APACS amends its bylaws, it shall provide a copy of the amended bylaws to SLUSD within 30 days of adoption.

Charter School shall send to the District copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the SLUSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The SLUSD reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Achievement Peaks Academy does not discriminate on the basis of sex or mental or physical disability in

the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Legal and Policy Compliance

Achievement Peaks Academy shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries

Achievement Peaks Academy, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Achievement Peaks Academy, including its nonprofit corporation, acknowledges that it is subject to audit by SLUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations is received or discovered by the District, APACS shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Achievement Peaks STEM Academy shall notify the SLUSD in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Achievement Peaks STEM Academy. APSA shall also notify the SLUSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records

When a student transfers for any reason from APSA to any other school, APSA shall transfer the student's complete cumulative record within 10 school days of receiving a records request from the receiving

school. In the event APSA closes, APSA shall comply with the student records transfer provisions in Element 16.

CHARTER SCHOOL INCORPORATION

Achievement Peaks Stem Academy shall be operated by Mana 7 Charities, Inc., a California 501 (c) (3) non-profit benefit corporation. The Articles of Incorporation are filed with the California Secretary of State. Achievement Peaks STEM Academy shall be governed pursuant to its Corporate Bylaws which shall be consistent with the California Charter Schools Association and compliant with the Brown Act: Education Code Section 47604 (c). Achievement Peaks STEM Academy shall operate autonomously from the San Leandro Unified School District (SLUSD) with the exception of supervisorial oversight and Special Education services as required by the statute. The SLUSD shall not be liable for the debts and obligations of Achievement Peaks STEM Academy, operated as a California non-profit, public benefit corporation.

CHARTER SCHOOL BY-LAWS

Mana 7 Charities, Inc. is an independent, non-governmental and non-sectarian organization that operates charter schools and provides educational services to the public in general. Achievement Peaks STEM Academy will comply with the District policy related to charter schools. Any amendments to the Mana 7 Charities, Inc. bylaws that affect or impact the Approved charter or the charter school operations must be approved through the District's petition amendment process. Please find the Articles of Incorporation, the Corporate Bylaws and Conflicts Code of Achievement Peaks STEM Academy included as attachments with the submitted Petition.

GOVERNANCE STRUCTURE - ORGANIZATIONAL AND TECHNICAL DESIGNS

The governance structure of Achievement Peaks STEM Academy shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) D). Achievement Peaks STEM Academy's success will depend on broad-based community partnerships, collaboration, creativity, and most importantly a respect for the diverse cultures of our community. As Achievement Peaks Achievement Peaks STEM Academy opens its doors and grows in size, opportunities will be provided for parent and community participation on the Board and school committees.

Achievement Peaks Academy Charter School's Governing Board, administrators, employees, and all committees of the Achievement Peaks STEM Academy shall comply with federal and state laws, nonprofit integrity standards and Charter School policies and regulations regarding ethics and conflict of interest of SLUSD. All meetings of the Achievement Peaks STEM Academy Governing Board shall be held in accordance with the Brown Act. All approvals need an affirmative vote of the majority of the Governing Board members. Achievement Peaks STEM Academy Governing Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented. The Achievement Peaks STEM Academy Governing Board shall have ultimate responsibility for the overall operation of Achievement Peaks STEM Academy, while the School Principal governs the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. Achievement Peaks STEM

Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Achievement Peaks STEM Academy. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Achievement Peaks STEM Academy, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Achievement Peaks STEM Academy as long as the District has complied with all oversight responsibilities required by law. Any amendments to the Achievement Peaks STEM Academy charter petition must first be approved by the Achievement Peaks STEM Academy Governing Board with input from school staff and parents. The Achievement Peaks STEM Academy Governing Board would then be responsible to submit the changed request for approval to the Charter School's Division of SLUSD. If this change is a substantive change, then the Board of Education of SLUSD will have to approve it. Once the request for change has been approved, Achievement Peaks STEM Academy may implement the change at the school site. Achievement Peaks STEM Academy will be managed by a Governing Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Achievement Peaks STEM Academy Governing Board will make policy decisions for Achievement Peaks Academy Charter School and the School's principal will act in an advisory capacity to the Governing Board. Although it is important to point out that policy decisions are made by the Achievement Peaks STEM Academy Governing Board, the Principal will make recommendations and the Achievement Peaks STEM Academy Governing Board will make the final decision. Achievement Peaks STEM Academy petitioners collectively have held a variety of professional educational positions and have accumulated a great deal of educational experiences to be capable of designing curriculum and making financial decisions that will support its educational vision. The Achievement Peaks STEM Academy Governing Board will consist of at least five (5) and no more than nine (9) voting community representatives including one parent representative. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Governing Board of the nonprofit public benefit corporation. Achievement Peaks STEM Academy will seek additional community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, and business and legal practices to serve on the Board.

Responsibilities of the Governing Board include, but are not limited to, the following:

1. Adopting, evaluating, and updating school policies consistent with the law Achievement Peaks STEM Academy's mission.
2. Adopting a fiscally responsible budget based on the school's vision and goals.
3. Review of the recommendations from Achievement Peaks STEM Academy's principal for the hiring of school personnel or independent contractors.
4. Monitoring the fiscal health of Achievement Peaks STEM Academy on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars ($1,000).
5. Approval of annual fiscal and performance audits.
6. Development of school calendar and the scheduling of Board meetings.
7. Development of Board policies and procedures.
8. Development and approval of the annual budget.
9. Review of requests for educational field trips.
10. Review and recommend curriculum changes as needed.
11. Maintaining accountability for student learning by monitoring student progress
12. Ensuring that a safe and appropriate educational environment is provided to all students.

13. Hiring, supervising, and evaluating the Principal and if necessary, terminating
14. Meeting corporate requirements
15. Overseeing and approving Achievement Peaks STEM Academy School's annual budget, fiscal affairs, and audits.
16. Review of quarterly financial reports.
17. Election of Governing Board members once every three years or as necessary.
18. Assessing and determining salary increases.
19. Overseeing the dispute resolution and compliant procedures when necessary
20. Approval of school proposed charter amendments, with material revisions to be submitted for approval by the chartering agency, pursuant of Education Code Section 47607.
21. Approval of personnel discipline (suspensions or dismissals) as needed
22. Appointing an administrative panel, from the Governing Board, to act as a hearing body to take action on recommended student expulsions.
23. Creation of Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.

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

PROCESS FOR THE SELECTION OF THE GOVERNING BOARD

The selection process of members of the Achievement Peaks STEM Academy Governing Board shall be conducted through nomination by a Nominating Committee. The Nominating Committee could include members from the Achievement Peaks STEM Academy Governing Board, the various sub-committees within the School's organizational chart, Parents & Community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Governing Board, which will make the final selection. The Achievement Peaks STEM Academy Governing Board members will serve for a term of three (3) years. At the end of third (3rd) year, for staggering purpose & by lottery, three (2) of the members' terms will end. This way, at any given time Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the Achievement Peaks STEM Academy Governing Board members could be reelected to serve additional terms.

FREQUENCY OF THE GOVERNING BOARD MEETINGS

The Achievement Peaks STEM Academy Governing Board will meet at least once a month (in the beginning few months the Board will meet twice per month or as needed to ensure that Achievement Peaks Academy Charter School starts on a strong footing) to review the Achievement Peaks Academy Charter School achievements and provide support in achieving short term and long term goals set by Achievement Peaks Academy Charter School. This team is responsible for sound management of School's resources and is accountable for student learning goals. This oversight will ensure the success of the Achievement Peaks Academy Charter School. All meetings will comply with the Brown Act.

PROCEDURES FOR POSTING MEETING NOTICES, DISTRIBUTING AGENDAS, AND RECORDING MINUTES

All meetings will be scheduled in advance. All meeting dates, times and agendas will be posted Achievement Peaks STEM Academy's office at least 72 hours prior to the meeting and 24 hours prior to a

special meeting. All Board meetings will have minutes taken as required and will be kept in a binder in Achievement Peaks STEM Academy's main office. In compliance with the Brown Act, some of the Achievement Peaks Academy Charter School Board meetings will be held in closed session. Achievement Peaks Academy Charter School committee meetings will also be held in compliance of Brown Act requirements.

LEADERSHIP AND SCHOOL OPERATIONS

School-based decision-making at Achievement Peaks STEM Academy is designed to:

1. Ensure that all decisions regarding policy and practice made at Achievement Peaks Academy Charter School have a single focus: to achieve the learning outcomes delineated for students in the charter
2. Ensure that staff members are involved in the decision-making process at Achievement Peaks Academy Charter School Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
3. Ensure long-term effectiveness of local school control and accountability
4. Ensure that a collaborative, consensus building model is applied to all decision-making processes at Achievement Peaks Academy Charter School.
5. Ensure that Achievement Peaks Academy Charter School principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Governing Board will have final authority.

COUNCIL AND COMMITTEES

The role of the principal in all councils and committees is to help support and maintain Achievement Peaks Academy Charter School's vision and also be the conduit to the Achievement Peaks Academy Charter School Governing Board for recommendations or requests. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the Councils. During the first 3 weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers are not required to be family representatives or serve on committees. Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives. Charter Schools are not required to establish a School Site Council (Education Code 47605).

SCHOOL LEADERSHIP COUNCIL

The day-to-day decisions of the Achievement Peaks STEM Academy will be managed by the School Principal. School Leadership Council (SLC) recommendations are strictly limited to operational issues such as: school-wide decision making that supports the vision, budget revisions/expenditures up to a thousand dollars ($1,000),student achievement, assessment dates, instructional program review, student placement, consensus building, student traffic flows, lunch schedules, etc. This committee advises the School Principal on the aforementioned matters. SLC teacher representatives, elected by the principal and teachers, are committed to serve for a two year period. Classified and parent representatives are elected once every two years. Classified representatives are elected by their peers and parent representatives will be elected by the parents of Achievement Peaks Academy Charter School. The parent involvement

committee representative will facilitate the elections. SLC meetings are scheduled in advance for the entire year in an alternating week cycle (twice per month). From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least a 72 hour notice. SLC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins. Our underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made by the SLC will be made by consensus.

The School Leadership Council includes:

- 1 principal
- 1 teacher representative from each grade level
- 5 parent representatives

CURRICULUM COMMITTEE

The Curriculum Committee acts as an advisory body to the School Principal, in which their work is to make decisions about the Achievement Peaks Academy Charter School's educational and instructional program and develop curriculum and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs. Curriculum Committee members, elected by the principal and teachers, are committed to serve for a two year period. Parent representatives are elected on a bi-annual basis elected by the parents of Achievement Peaks Academy Charter School, and the parent involvement committee representative will facilitate the elections. This committee will meet on an *as needed* basis.

The Curriculum Committee includes:

- 1 principal
- 1 teacher from each grade level
- 2 parent representatives

PARENT INVOLVEMENT COMMITTEE

The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of Achievement Peaks Academy Charter School and are encouraged to actively participate in decision making processes of Achievement Peaks Academy Charter School. The purpose of the PIC is to coordinate all parents' involvement in the parent center, on campus, as well as participation in parent training workshops. Additionally, PIC will recruit volunteers, engage parents in educational issues that affect Achievement Peaks Academy Charter School, families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. It will be the largest committee of Achievement Peaks Academy Charter School. Elections will be held once every two years. PIC members will be elected by their peers. The PIC meets once per month.

The Parent Involvement Committee includes:

- 1 principal
- All parents
- 2 teachers

- 1 classified

PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee (PDC) plans and develops quality staff developments that keep teachers and staff abreast of new research, strategies, and techniques that are geared to improve student achievement. Also, the PDC will be involved in seeking out and attending cutting-edge workshops and conferences as well as encourage the participation of faculty and parents.

The Professional Development Committee includes:

- 1 principal
- 3 teachers
- 1 nurse
- 1 classified
- Consultants from the Governing Board

The PDC officially meets twice a month to plan and develop relevant/quality staff development.

HEALTH AND SAFETY COMMITTEE

The Health and Safety Committee (HSC) is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students' health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check).

The Health and Safety Committee includes:

- 1 principal
- 1 nurse
- 1 teacher
- 1 parent
- 1 classified

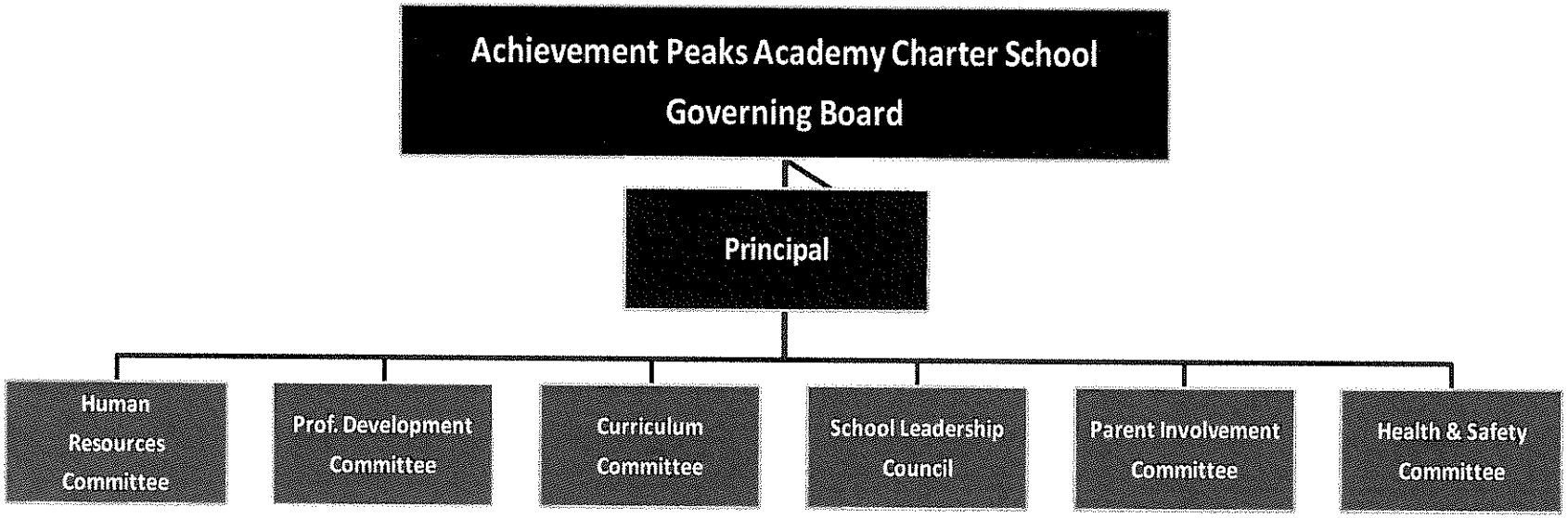
Human Resources Committee

The Human Resources Committee (HRC) is in charge of recruiting, interviewing, and recommending all new certificated and classified employees. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the School Principal, who then takes the recommendations to the Governing Board.

The Human Resources Committee includes:

- 1 principal
- 2 teachers
- 1 parent
- 1 classified
- Consultant from Governing Board as needed

Organizational Chart



Element 5-Employee Opportunity

Equal Employment Opportunity

Achievement Peaks Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

Achievement Peaks Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

APACS is committed to educating the whole child by utilizing proven educational philosophy and methodology. Teachers at APACS will have received certification from the State Board of Education. Teachers will be certified on the level they are teaching and display expertise in all aspects of the curriculum on that level. All teachers will also hold appropriate licenses and endorsements as outlined in California law. We will work with the state board and licensing office to qualify our APACS teachers for California licensing. APACS will employ a special education coordinator to ensure that students with special needs are experiencing success within the inclusion of the school environment. Because of the nature of the unique classroom, all student teachers and paraprofessionals will have the necessary education and background checks to ensure the highest level of education for the students.

Following are the standards that APACS will require of the educators on staff:

Principal Qualifications

APACS will seek a principal with, at minimum, a master's degree in a field of study related to education. The candidate for this position must display an understanding of school financial matters, the ability to develop positive relationships with parents and staff, knowledge of the California Core Curriculum standards, an understanding of special education programs and the law. We will seek an individual that also has experience working with a non-profit board of directors, strong communication skills, and is culturally sensitive to the population of the school.

Educational Background and Qualifications

All teachers will have bachelor's degrees or higher and have current California teaching credentials and endorsements and must be highly qualified. Each student teacher will also be certified or in process of certification from an accredited higher education institute.

Instructional Skills

APACS teachers will have a clear understanding of how the California Core Curriculum standards align with the California Core Curriculum. Teachers must be able to develop lessons to meet the core standards and lessons in keeping with the individualized, hands-on approach of the California Core Curriculum method of education.

STEM

The APACS staff will be primarily selected and hired based upon each prospective candidates experience, training, knowledge, educational background, professional experience and acumen of the STEM related disciplines and related curriculum as well as each teacher's ability in supporting and executing APACS's mission in STEM based K-6 education.

Interpersonal Skills

The APACS staff will demonstrate their abilities to work and communicate effectively and respectfully with parents or guardians, students, other staff members, administrators and the board of directors in order to develop a cohesive and committed school.

Leadership Skills

APACS will provide opportunities for all staff members to develop personal leadership skills. Staff members will be required to attend pertinent staff meetings and training, conferences and workshops, which will improve their professional competencies and leadership skills. All staff members will model and encourage leadership development of the students at APACS. It is important that all staff members understand their potential to influence the students of our school.

Teachers will keep accurate and complete student records that will meet California state standards. These records will be updated consistently and will be readily available to parents and the administration of APACS. Teachers will also assist paraprofessionals in understanding the policies and procedures of the school in support of our mission. Each teacher will work as a partner with a paraprofessional to develop an ideal learning environment. Paraprofessionals will be encouraged to work with the lead teacher to develop their leadership abilities so that in the event of the teacher's absence the classroom will continue to run smoothly.

No Child Left Behind

Teachers who do not qualify as "highly qualified" under No Child Left Behind (NCLB) will be required to achieve that status by their third year of teaching. APACS will assist each teacher to meet this status by offering further training and assistance during our after school program hours.

Paraprofessionals, Substitute Teachers, and Interns

All paraprofessionals will be required to complete the 50-hour Introduction to the APACS philosophy prior to the first day of school. All APACS paraprofessionals shall meet the requirements and perform the duties as it applies to employment at APACS. In addition, all paraprofessionals and interns will work under the supervision and direction of a qualified APACS teacher. APACS' paraprofessionals will not be paid through Title I funds. Interns will be accepted from accredited educational institutions that will provide adequate field supervision. Substitute teachers will be required to attend substitute training prior to employment at APACS.

Background Check Assurance

Any individual who has unsupervised time with students, including teachers, paraprofessionals, staff members, board members, volunteers, etc., will be required to submit to a standard criminal background check. Copies of the background check forms and results will be stored in the school office under the supervision of the office staff. The building will be designed so that the office staff will be able to monitor all incoming and outgoing visitors. All visitors will wear a prominent visitor's badge unless they have a background check form on file in the school office. The Principal will review all background checks at the beginning of each year to keep them current. A summary of the status of the background checks will be reported to the principal of the school.

Element 6-Health and Safety Procedures

Health, Safety and Emergency Plan

Achievement Peaks Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Achievement Peaks Academy shall ensure that staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon SLUSD request.

Family Educational Rights and Privacy Act (FERPA)

Achievement Peaks Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Element 7-Means to Achieve Racial and Ethnic Balance

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the SLUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through SLUSD.

Charter School has set forth below its initial plan for achieving and maintaining the SLUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratios. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, APSA shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and Achievement Peaks Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). Achievement Peaks Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Achievement Peaks Academy shall have the right to continue attending Achievement Peaks Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Achievement Peaks Academy shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Achievement Peaks Academy shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Achievement Peaks Academy shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Achievement Peaks Academy under the NCLB-PSC program increases in subsequent years, Achievement Peaks Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Achievement Peaks Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Achievement Peaks Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Achievement Peaks Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Achievement Peaks Academy also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Outreach Efforts

APACS makes diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. Recruitment includes publicizing our instructional program, hosting Open House, providing tours of the school, and speaking to interested parents.

APACS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

The School will provide outreach materials to prospective parents and students in English and Spanish. The School will maintain a web site that allows parents and students to learn about the school. The School will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the San Leandro Unified School District.

Outreach Languages

Pending authorization APACS anticipates producing recruiting materials in the following languages: English, Spanish, Korean, Pilipino, Samoan and Tongan. These represent the major languages of the school's target area and the San Leandro community overall.

Competitive Advantage

APACS's STEM instructional program is a tremendous competitive advantage. The curriculum is sound and proven and we are confident in our ability in delivering its content to our students in promoting and instilling educational achievement, confidence and progress. Those involved with the formation of this school are committed to the closing of these achievement gaps that are existent within our targeted communities and ensuring that indeed no child is left behind. APACS students will develop the necessary core skill sets and attributes necessary to be successful in the subsequent phases of their respective educational experience including middle school, high school, college and life in general.

APACS will establish an after-school program, hiring college students to work part-time as after-school tutors. We will focus our tutor hiring efforts on college students reflective of our target communities, as they could also serve as mentors to our students as well. Tutoring will be available to all students.

The advantage of the school is based on the target population and the support that has been previously mentioned through "town hall" meetings, roundtable discussions and genuine concern from the underserved Community. APACS is targeting a significant but focused segment of the population. Therefore, the advantage is less about school choice competition and more about closing an achievement gap in a small but significant group of students. The community is passionate about its people and has chosen through this school to help students achieve academically, socially and emotionally on the highest levels.

Outreach/Marketing Plan

APACS acknowledges the role effective marketing/outreach plays in providing parents with the opportunity to actively participate in the enrollment process. Therefore, we have established a marketing plan designed to inform parents in the entire East Bay Area and surrounding areas of the school's program and provide these parents equal opportunity to participate in its offering. Inasmuch as many schools struggle to meet the needs of various disadvantaged groups, APACS will specifically seek to inform parents of the enrollment opportunities at APACS. Outreach literature/advertising will be provided in English, Spanish and Samoan. APACS will provide this literature to Community leaders. The school will utilize its website, local newspapers, school-based marketing, flyers, brochures, mailings, radio, social media, and other advertising avenues to inform the public. APACS will also implement "town hall" meetings to answer questions about the proposed school. To implement APACS's outreach plan, committees will be created, application processes will be simplified within the laws of the State of California, and marketing materials will be strategically located in cultural dance studios.

It is critical that the school be open to all potential students even though the Hispanic and Pacific Islander population is the central subgroup APACS hopes to serve. The after school tutoring, programs, and curriculum that will close the achievement gap will draw students of all ethnicities. We welcome all students and would never discriminate. However, the Pacific Islander community is a quiet, yet underserved population that, along with other groups, must not be overlooked any further.

Finally, APACS will seek potential volunteers and students through public service announcements, informational seminars and networking opportunities in the community. Individuals expressing interest will be included on APACS' mailing list and phone tree in order to keep them connected and informed of the progress and volunteer opportunities at the school. The marketing plan will be reevaluated on an annual basis.

Element 8-Admission Requirements

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admissions

Students will be considered for admission without regard to race, religion, national origin, gender, or physical disability. Subject to space availability and the school's enrollment cap, APACS will be open to any SLUSD student in kindergarten through sixth grade. The school will have an open admissions procedure, utilizing a lottery for qualified applicants if the number of applications exceeds the capacity of a grade level or the school. If no lottery is necessary as of March 15 in any given year, open spaces will be filled on a first-come, first served basis.

Lottery

APACS is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. APACS admissions and transfer policies comply with the state and federal law.

APACS fills its student enrollment based on the following priority:

1. Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may

remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. Open enrollment dates will be publicly announced and will adhere to state statute.

2. Lottery Selection

A lottery is a random selection process by which APACS admits applicants. APACS will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. During a public meeting, an accepted lottery process will be used to select students. The random drawing will begin with sixth grade, proceeding down through kindergarten, and each student is assigned a number identifying the order in which they are drawn. Following the lottery, preferential enrollment is addressed and classes are filled to capacity using the sequence obtained from the lottery drawing. When a student is admitted to the school through the process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. APACS will notify applicants of the lottery results within two weeks. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year.

Families will be notified and students have three school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list.

Transfer and Withdrawal Policy

If the student has accepted enrollment to APACS for the 2015-16 school year and the parent wishes to withdraw the student from APACS for enrollment in another California charter school or school district, the parent of a student enrolled at APACS must obtain approval from both the APSA administration and SLUSD or charter school in which enrollment is sought.

If a student wishes to enroll at APACS but has accepted enrollment to another charter school for the 2015-16 school year, the student's parent must obtain approval from both the APACS administration and the charter school in which the student is already enrolled. Student records will be released as soon as all appropriate paperwork is completed.

If a student accepts enrollment for the 2015-16 school year and the parent wishes to withdraw the student from APACS for enrollment in his or her school district of residence for the 2015-16 school year, the student's parent must submit a notice of intent to enroll to APACS administration no later than June 30, 2015.

If a student has accepted enrollment to APACS for the 2015-16 school year and the parent wishes to withdraw the student from APACS for enrollment in another California charter school for the 2015-16 school year, student's parent must submit a notice of intent to enroll to the school along with their letter of acceptance from that charter school to the APACS administration no later than June 30, 2015.

If a student's application for registration at APACS has been approved and the student wishes to enroll but has already accepted enrollment at another California charter school for the 2015-16 school year,

the student's parent must inform the other charter school of their intent to enroll at APACS and must also submit the letter of acceptance from APACS to the other charter school no later than June 30, 2015.

As required by the Federal Charter School Program, APACS will conduct a lottery if applications exceed the enrollment cap. Parents/legal guardians who submit their student's name, mailing address, requested grade level, date of birth, the names of siblings applying, the parent/guardian name, email address and telephone number through the APACS website will thereby qualify their student(s) as an applicant for the lottery. If the remaining applicants will oversubscribe the school, another lottery will be conducted. As provided in the lottery requirements, students of founding board members, students of teachers, and siblings of students selected in the lottery will be given enrollment preference.

If necessary, the lottery for the first year will be conducted in March of 2015 at a place and time to be determined, and will be open to the public. The date, time, and location of the lottery will be publicized on the APACS website. After the lottery, if needed, any remaining spaces for the 2015-16 school years will be filled on a first-come, first-served basis. The lottery will be conducted by a school administrator and will be attended by a founding board member and one outside observer, as is required by the lottery regulations. If a lottery is to be held, parents/legal guardians of applicants will be notified of the lottery date, time, and place by email no later than five business days in advance of the lottery.

Element 9-Annual Financial Audits

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to SLUSD, in the required format and within timelines to be specified by SLUSD, each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school's Calendar
- Statistical Report – monthly according to school's Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

Fiscal Procedures

The APACS governing board is ultimately responsible for the financial health of the school. The Board exercises its responsibility by:

1. Business Manager to manage school's financial operations and to comply with the school's board-adopted financial policies and procedures guidelines.

2. Designating a board treasurer (see job description excerpt at the end of this section) to work closely with the Principal and business management personnel, acting as a bridge between the Board and management, to ensure that the Board fully understands the organization's financial status.

3. Developing and approving the school's annual budget, including regular review and adjustments as required.

4. Reviewing regular financial status reports, including profit and loss, budget vs. actual, cash flow, balance sheet and accounts payable.

5. Reviewing and approving the annual financial audit report.

6. Participating in board professional development training with emphasis on financial management and oversight.

As per APACS's organizational plan, the Principal is expected to hire additional personnel to execute the business plan and oversee the business operation. The APACS business manager will be person hired by the Board on a contracted to provide the business and fiscal management services required of the School by the Board. The business manager must be experienced and have a track record of successful charter school financial management.

The business manager will work closely with the Principal. Together, they are charged with executing and managing the financial operation of the school. The business manager, in concert with the Principal, will work closely with the Board of Trustees, particularly the board treasurer, in the development of the annual budget, reporting and oversight of the school's finances and business operation.

The Board of Trustees will adopt a comprehensive policy for its fiscal operation, The *APACS Financial Policy and Procedures Guide,* to which guidelines the Principal and school's business management personnel will comply. Key policies of interest to reviewers follow.

1. Standards – The school will utilize uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which must be in accordance with generally accepted accounting principles and governmental auditing standards.

2. Budget – APACS's Principal and business manager have primary responsibility for preparing an annual operating budget of revenues and expenses and a cash flow projection. Budgets are reviewed by the board treasurer and presented to the Board of Trustees at an open and public meeting. They are reviewed regularly and modified, as necessary. APACS will comply with the budgeting rules for local school boards.

3. Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the Principal and business manager are responsible for preparing financial status reports for the board treasurer and the full Board of Trustees, including profit and loss, budget vs. actual, cash flow, balance sheet, and accounts payable. Business management staff will maintain complete and open records for any person who requests the information.

4. Segregation of Duties & Signature Authority –At least one of the board president and treasurer, and the principal shall have signatory authority and are responsible for authorizing cash transactions. Signature authority may be granted to others as directed by the Board. All checks must have two signatures. The person who has prepared the check may not sign the check. Appropriate documentation must accompany expenditures.

5. Independent Auditor –APACS will engage a qualified independent auditing firm to conduct an annual audit of its financial operation and prepare financial statements and annual financial reports required by SLUSD.

Purchasing Policies & Procedures (PP&P)

APACS's purchasing guidelines exist to ensure that goods and services are acquired at fair and reasonable prices and that the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors. APACS adheres to the following procurement objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible and dependable sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in APACS's supplier relationships.

In short, the school utilizes the following procurement guidelines:

a. Contracts under $1,000 – The school uses the purchasing objectives noted above when procuring goods and services for amounts less than $1,000.

b. Contracts from $1,001 to $49,999.99 – The school seeks price quotes from at least two vendors (three quotes are preferred) and awards the contract to the responsible vendor offering the supply or service needed for the best price, appropriate quality and in the necessary timeframe.

c. Contracts greater than $50,000 – The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the best price.

d. Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

8. Expendable Revenue and Undistributed Reserved – APACS's management and Board of Trustees will work to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities, and receive Board approval in an open meeting. APACS will comply with the rules associated with school budget undistributed reserves.

9. Investments and Banking – The school will invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and yield. The school shall allocate interest earnings or losses, as they are realized, not less than annually. Reports, no less than quarterly, shall be provided to the Board of Trustees by the business management staff indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. APACS bank accounts will be placed in reputable and stable financial institutions and be FDIC insured.

10. Fundraising and Donations – All revenue producing activities at APACS, including fundraising projects, must be board approved and support the school vision and educational philosophy. Proposals for fundraising projects should answer the following questions:

a. For what purpose do we need additional funds?

b. How much revenue do we intend to generate?

c. How does this fundraiser align with our school's mission statement and educational beliefs?

d. What are the responsibilities attached to receiving additional funds?

APACS welcomes donations from private sources. Accepted funds must be consistent with the mission and philosophy of the school and promote the education, health, or safety of students.

11. School Fees – The school will follow all state rules related to charging school fees. Students in grades K-6 will not be charged fees. Charges related to the National School Lunch Program are not considered fees. Fees will be set, approved, and published each school year by the Board of Trustees. The fee schedule will be posted and distributed to all parents or guardians annually. Students may apply for a waiver of any school fees as per board policy and state rules.

APACS Business Manager Position Description

Business manager reports to the chair of the Board of Trustees and supports the CEO.

Specific responsibilities:

- Provides direction for the financial management of the school and facilitates board financial oversight.
- Provides direction for the oversight of the school's record keeping and accounting.
- Ensures the presentation of timely and meaningful financial reports to the Board.
- Leads the monitoring of budget implementation.
- Ensures the development of the annual budget and its submission to the Board for its approval in cooperation with the board treasurer.
- Oversees development and board review of financial policies and procedures.
- Ensures the presentation of the recommendations of the auditor to the Board for their approval.
- Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Element 10-Suspension/Expulsion Procedures

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the SLUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Charter School's failure to implement 504?

Notification of the District

Upon expelling any student, APSA shall notify the SLUSD by submitting an expulsion packet to the District immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion" [form available from the SLUSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that APACS's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - Was the misconduct caused by, or directly and substantially related to the student's disability?
  - Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the SLUSD as indicated above, if the student is a resident of a school district other than SLUSD; APACS must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, APSA shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from APACS shall be given a rehabilitation plan upon expulsion as developed by APACS's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to APACS for readmission. APACS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

APACS's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

APACS's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

APACS shall comply with the federal Gun Free Schools Act.

Dismissal

Any of the following student behaviors are grounds for disciplinary action, which may lead to dismissal of the student by the governing board.

1. The illegal use, possession, or sale of controlled substances by any student while the student is on school property or in attendance at a school function.
2. Possession of a firearm, a knife, a weapon, or an item that may be used as a weapon by any student while the student is on school property or in attendance at a school function.
3. Violence against any school personnel or another student.
4. Sexual harassment.
5. Vandalism (theft, defacing, misuse of school property)

Suspension of Students

An administrator may suspend a student for up to three days for the following reasons:

1. The student's behavior disrupts normal school proceedings sufficiently that it hampers the right of other students to learn.
2. The student willfully and knowingly destroys school property or threatens to do so.
3. The student physically injures or threatens to injure him/her or others.

Due Process

Public schools are bound by both procedural and substantive due process when a suspension becomes necessary. Any suspension should also be reasonably expected to help correct the problem for which it was necessary. Suspended students must remain on the school's membership rolls, and they must be counted as absent during the period of their suspension.

1. Procedural Due Process:

a. Notice: The student must have had reasonable opportunity to know the expectations for acceptable conduct in the school.

b. Hearing: Parents/guardians must be notified immediately of the suspension. The student and parent/guardian have a right to explain what occurred, as they perceived it.

2. Substantive Due Process:

Disciplinary actions imposed by school officials will not be arbitrary, capricious, or unfair.

Suspension for More than Three Days

The APACS Disciplinary committee must authorize suspension of a student for longer than a three- day period. If a student is to be suspended he/she is entitled to the following rights of due process:

1. The student must have had reasonable opportunity to be informed of the rules and policies of the school.
2. The student must be advised of the violations against him/her that may be the basis for suspension and be given an opportunity to explain his/her version of the incident and respond to the allegations.
3. The parent/guardian of the suspended student must be given prompt written or verbal notice of the suspension and the reason for the action.

During the period of suspension the school shall maintain the student on its membership rolls and count him/her as absent. The school shall also make provisions for homework to be provided during the period of suspension. If a student is suspended on a Safe School Referral, the services offered to the student are different than when they are suspended for other reasons. The student suspended on a Safe School Violation is suspended from **all** services and activities, including receiving homework, until the Safe School Screening Committee processes the referral.

Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

Note: APACS will adopt and adhere to procedural safeguards to protect the rights of students with special needs, specifically those who have or would qualify for IEPs.

Element 11: Retirement Programs

State Teachers Retirement Systems (STRS)

All full-time certificated employees participate in STRS. The Human Resource/Business Services manager is responsible for ensuring that appropriate arrangements for STRS, and Social Security coverage has been made.

Social Security

All non-certificated employees contribute to Social Security according to Federal and State laws with APACS matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems.

Salary Schedule

APACS determines each employee's salary based on years of experience, post baccalaureate degree units, areas of specialty, and other factors as determined by collective bargaining agreement (CBA).

Work Calendar

Each staff member works the number of days agreed upon in his/her individual contract or work agreement, which will address the following:

- Details related to holidays, illness, personal days, vacation, and bereavement per Employee Personnel Handbook and collective bargaining agreement (CBA)
- Determination of full-time or part-time status
- Employee discipline procedures and the employee's due process rights for appealing disciplinary action per collective bargaining agreement (CBA).

Performance Evaluation

Performance evaluations will be conducted annually and will be conducted in a fair and judicious manner by their immediate supervisor per the collective bargaining agreement (CBA).

Other

APACS shall adhere to applicable federal and state mandates, including:

- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)

Disability Insurance Workers Compensation Medicare

Element 12: Public School Attendance Alternatives

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

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

Element 13: Rights of District Employees

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

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

Element 14: Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Cal. Ed. Code § 47605(b)(5)(N).

The staff and governing board members of APACS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and APACS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	APSA c/o School Principal
To Director of Charter Schools:	San Leandro Unified School District

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15: Exclusive Public School Employer

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

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

Element 16: Charter School Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter if APACS commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of APSA if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- APACS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- APACS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- APACS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- APACS violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the SLUSD Board of Education will notify Achievement Peaks in writing of the specific violation, and give APACS a reasonable opportunity to cure the violation, unless the SLUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close APSA either by the governing board of APSA or by the SLUSD Board of Education must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the SLUSD Board of Education; the governing board of APSA votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (*5 CCR*), sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Achievement Peaks including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of APSA or the SLUSD Board of Education, the governing board of APACS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how APSA will fund these activities.

Notification of Closure Action
Upon the taking of a Closure Action, APACS shall send written notice of its closure to:

1. The SLUSD, if the Closing Action is an act of APACS Note: If the Closure Action is a revocation or nonrenewal by the SLUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Achievement Peaks within 72 hours of the Closure Action. APACS shall simultaneously provide a copy of the written parent notification to the SLUSD.

3. Alameda County Office of Education (ACOE). Achievement Peaks shall send written notification of the Closure Action to OCOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the SLUSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. APSA shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the SLUSD.

5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Achievement Peaks shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the SLUSD.

6. The California Department of Education (CDE). APSA shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. APSA shall provide a copy of this notification to the SLUSD.

7. Any school district that may be responsible for providing education services to the former students of APSA. APSA shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. APSA shall provide a copy of these notifications, if any, to the SLUSD.

8. All school employees and vendors within 72 hours of the Closure Action. APSA shall simultaneously provide a copy of the written employee and vendor notification to the SLUSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the SLUSD.

School and Student Records Retention and Transfer

APSA shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. APSA shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. APSA's process for transferring student records to the receiving schools shall be in accordance with SLUSD procedures for students moving from one school to another.

3. APSA shall prepare and provide an electronic master list of all students to the SLUSD. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the APACS closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the SLUSD in the form of a CD.

4. APSA must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the SLUSD for the delivery and/or pickup of the student records.

5. APSA must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. APSA must provide to the SLUSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. APACS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

APSA shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

APSA shall pay for the financial closeout audit of APSA. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Achievement Peaks will be the responsibility of APACS and not SLUSD. APSA understands and acknowledges that APSA will cover the outstanding debts or liabilities of APACS. Any unused monies at the time of the audit will be returned to the appropriate funding source. APSA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Achievement Peaks participates, and other categorical funds will be returned to the source of funds.

APSA shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If APSA is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

APSA shall retain sufficient staff, as deemed appropriate by the Achievement Peaks governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

APSA's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

APSA shall provide SLUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, APSA shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end APACS's right to operate as a charter school or cause Achievement Peaks to cease operation APSA and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be ~ught in any appropriate court.

BOYER

July 7, 2014

Mr. Nephi Aiono
Founding Board Member
ACHIEVEMENT PEAKS CHARTER SCHOOL

RE: EXPRESSION OF INTEREST TO DEVELOP ACHIEVEMENT PEAKS CHARTER SCHOOL IN SAN LEANDRO, CA

Dear Nephi:

It has been a pleasure to work with you and your management team regarding your capital facility plan for the Achievement Peaks Charter School in San Leandro, CA. I am providing you this letter to express our interest in providing development services for the project subsequent to its approval by the appropriate chartering authorities. We are excited about the possibilities that a long-term relationship between our companies could produce, and appreciate the opportunity to present you with this letter.

The secondary purpose of our letter is to provide you with our preliminary concept of budget as well as a few potential sites that are available and on-market today which could provide a future home for Achievement Peaks.

Based on our mutual understanding, Achievement Peaks will have 500 students in the San Leandro area. Given current FY 2014 funding levels in the State of California, we anticipate that the school's capital budget for construction will be approximately $8.35 million. This budget will be inclusive of all hard and soft costs (including financing costs and fees).

Given the budget constraints, we have located a few potential properties for consideration as a site for the school. These include:

Option 1 – 2950 Merced Street, San Leandro, CA

This site is listed for $14,000,000 and consists of 7.51 acres and 133,889 square feet of existing office space. We realize that the school doesn't need this much space, so we as a developer could potentially buy the whole thing and split off the part that the school needs. We have experience in converting office buildings in to schools and feel confident that we could do the same thing with this building.

Option 2 –1300 Bancroft Avenue, San Leandro, CA

This site lists for $3,050,000 for 1.27 acres. This is an office building consisting of 24,444 square feet. This is a good representation of the type of building that we could easily acquire and convert in to school space. At $124.77 per square foot, the school could easily afford this type of building.

Option 3 – 999 Beecher Street, San Leandro, CA

Currently this is a 19,800 square foot warehouse building. This site in and of itself is likely too small to serve as a school site, at only .75 acres. However, with a list price of $2,300,000, it demonstrates that buildings can be found in a very affordable price range for the project.

Conclusion

As a developer, we understand that Charter Schools operate on a unique timeline. These sites have been provided as an indication that the construction of the school will be possible within the city limits of San Leandro, California. However, it is also possible that all three of the sites noted above will be off the market by the time we are able to make a transaction. The positive thing to note is that there are multiple sites in the city that could function well, which indicates that we will be able to find a good home for Achievement Peaks Charter School in San Leandro.

We look forward to working with you and your board to complete this exciting project.

Sincerely,

Brent L. Pace
Project Manager

CHARTER SCHOOL CAPITAL

225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

July 3, 2014

VIA EMAIL AND U.S. MAIL

Attn: San Leandro Unified School District ("SLUSD")
14735 Juniper Street
San Leandro, CA 94579

Re: Qualification for Funding – Achievement Peaks Academy

Dear Sir or Madam,

Please be advised that Achievement Peaks Academy has prequalified for funding with Charter School Capital (CSC) based on the information contained in its application and other documents submitted to CSC. The actual amount funded will be determined by the PENSEC and/or actual attendance.

Funding for Achievement Peaks Academy is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by SLUSD upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC; and
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

John Helgeson

John Helgeson
Charter School Capital, Inc.
Direct: Ph: 626.836.9115
jhelgeson@charterschoolcapital.org

CHARTER BRIEFING PAGE

I. Name of Organization Applying for Charter= **Mana 7 Charities D.B.A. Achievement Peaks Schools**

II. Projected Grades To Be Served - Year 1= **K-6**
   - Grades To Be Served - Year 5= **K-6**

III. Projected Enrollment Year 1= **500**
   - Projected Enrollment -Year 5= **700**

IV. Facility Address or Target Neighborhood - **City of San Leandro**

V. Facility Status – **Several prospective locations and facilities. Financing commitment secured and in place.**

VI. Has the school submitted or does it intend to submit a Proposition 39 application? **Perhaps. Only if there is a vacant, unused, District school building facility that we could occupy exclusively.**

VII. Board of Directors membership list- **Nephi Aiono, Mavis Tevaga, Angela Hansen, Gwen Spotted Elk, Emily Gremillion.**

VIII. Leaders (3-5) of the Charter Development Team-**Nephi Aiono, Emily Gremillion, Amaris Leiataua, Angela Hansen, Mavis Tevaga.**

Description of Mission- ***"Achievement Peaks Academy is a high energy, high quality, high performing, and high achieving innovative public charter school. Our mission is to provide students who enters our doors a specialized and innovative learning experience with an emphasis on acquiring the respect, inspiration and advanced skill sets in science, technology, engineering, and math (STEM). As such, students will have the tools to be globally competitive for work in an increasingly technological world prepared for postsecondary education and equipped for life in the 21st Century. APACS will utilize an educational model that will encourage and support students in gaining the work ethic, attitudes, and skills to thrive in a high tech global economy."***

IX. Source of Funding= **Charter School Capital Inc., Portland Oregon**

X. What innovative elements of your charter could be considered promising practices that can be replicated by other schools? **Dual curriculum of Common Core Standard and STEM which is detailed in the petition.**

Registration Packet
New Student 2015-2016
Grades K-6

Achievement Peaks Academy Charter School requests information in the Student Registration Packet to better serve the needs of our students under the authority of federal and state law, regulation, and rule. This information is confidential and will only be used for the purposes noted. This information will not subject you to unfair or discriminatory treatment.

Registration Checklist

Provided in Packet: *(All forms are Mandatory)*

- ❑ Student Information
- ❑ Student Release Authorization
- ❑ Transfer of Records
- ❑ Student Health Information
- ❑ Medical Authorization Form (If Needed)
- ❑ Grades 1-3 Vision Form
- ❑ Alternative Language Classification
- ❑ Previous School Programs
- ❑ Student Residency Questionnaire
- ❑ Disciplinary History
- ❑ Household Income
- ❑ Privacy Act
- ❑ Acceptable Use Agreement
- ❑ Acceptance Policy
- ❑ Parent-School Learning Compact
- ❑ Volunteer Confidentiality Form
- ❑ Media Release Form
- ❑ Identified Risks of Participation

Provided by Parents/Guardian

The following will transfer from previous schools for grade 1-6

- ❑ Copy of Birth Certificate
- ❑ Immunization or Exemption Forms *(Exemption forms available at the Co. Health Department)*

If applicable

- ❑ Copy of IEP *(Special Education Students)*
- ❑ Doctor's Form *(If child has special medical needs)*

INCOMPLETE REGISTRATION

PACKETS WILL NOT BE ACCEPTED

Student Information

Student Name _____
(As listed on birth certificate) (Last) (First) (Middle)

Address _____ Apt/Unit _____

City _____ State _____ Zip _____

Home Phone _____ Name student uses _____

Gender ❑Male ❑Female Date of Birth_____/_____/_____

School Last Attended _____ Grade Entering _____

Race/Ethnicity

Which of the following groups describe your race? (Check all that apply)

- ❑ American Indian or Alaska Native (Tribe:_____)
- ❑ Asian
- ❑ Black, not of Hispanic origin
- ❑ Hispanic/Latino
- ❑ Native Hawaiian or Pacific Islander
- ❑ White, not of Hispanic origin

Achievement Peaks Academy Charter School in accordance to LAUSD gathers student data by race and ethnicity categories that are set by the federal government. LAUSD does not report individual student data to the federal government, but does report the total number of students in various categories in each school. These reports help us keep track of changes in student enrollments and ensure that all students receive the educational programs and services to which they are entitled.

Primary Language Spoken at Home:_____

Parent/Guardian Information

Parent or Guardian #1: _____

Relationship to student: _____

Lives with Student?

❑Yes ❑ No (If no, complete address information)

Home Address: _____

City:_____ State:_____ Zip Code: _____

Mailing Address (if different): _____

City:_____ State:_____ Zip Code: _____

Home Phone:_____ Cell Phone: _____

Work Phone: _____

Main email for school correspondence: _____

(Continues to next page)

Student Information - Part II

Parent or Guardian #2: _____

Relationship to student: _____

Lives with Student?

❑Yes ❑ No (If no, complete address information)

Home Address: _____

City:_____State:_____Zip Code: _____

Mailing Address (if different): _____

City:_____State:_____Zip Code: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____

Main email for school correspondence: _____

Emergency Contact List
APACS will always contact parents/legal guardian first in case of emergency. Please list additional people we may contact:

Name	Relationship	Home Phone	Cell Phone	Work Phone

Other Children enrolled at APACS:

Name_____Grade _____

Name_____Grade _____

Name_____Grade _____

Name_____Grade _____

Name_____Grade _____

Name_____Grade _____

I certify that I am the legal guardian or custodial parent of this student. I agree to notify the school in writing of any changes in the registration information.

Parent/Guardian Signature:_____Date: _____

Student Release Authorization Form

Student may be released to the following individuals: *(Individuals from Contact list do not need to be included on the list. We will contact them first.)* Please list additional persons who have permission to release your child from school or ride home.

Name	Relationship	Home Phone	Cell Phone	Work Phone

*****If there is a situation where an individual must NOT pick up your child, list them here. Please keep in mind that by law the school must have a copy of any legal documents indicating specific instructions in order to deny rights to parents/legal guardians.**

Name	Relationship	Comments or Instructions

I agree to notify the school in writing of any changes in the student release authorization information.

Parent/Guardian Signature:_____ Date: _____

Request for Transfer of Records
Notification of Enrollment

Date: _____

Student's Name: _____

Grade: _____ Date of Birth:_____

School Previously Attended_____District _____

You have been identified as the student's last school of attendance. Request

for the following:

- ❑ Transcript/Report Card
- ❑ Birth Certificate
- ❑ Immunization record/Exemption
- ❑ Behavior Records
- ❑ Attendance Records
- ❑ CRT results/UPASS/State Assessments
- ❑ IEP and associated testing, if applicable
- ❑ 504 Plans, if applicable

Thank you for your cooperation,

Parent/Guardian Signature_____Date: _____

School Registrar Signature_____Date: _____

(Records transfer will take place during the summer of 2013 or right after enrollment)

Please send to:

Achievement Peaks Academy Charter School

Student Health Information (Part I)

Parent/Guardian's Name: _____

Student Name: _____

Please Check All That Apply:

VISION

Wears Glasses

- ❑ At all times
- ❑ For Reading Only Wears

Contact Lenses

- ❑ At all times
- ❑ For Reading Only

Known Eye Condition: _____

Other (explain)

HEARING

- ❑ Known Hearing Problems:
- ❑ Uses Hearing Aid
- ❑ Has Tubes in Ears

- ❑ Other (explain)

ALLERGIES

Food : _____

Environment: _____

Medicine: _____

Other: _____

Comments:

Student Health Information (Part II)

Parent/Guardian's Name: _____

Student Name: _____

Student has the following conditions:

Condition:	Medication:	Dosage:	Administer during school hours
Asthma			
Epilepsy			
Fainting Spells			
Diabetes			
Heart Condition			
Migraines			
Allergies			
ADHD/ADD			
OTHER			

Does the Student have any condition that may result in a classroom emergency?

❑Yes ❑No

Explain:

Does the Student have any condition that limits participation in:

Classroom? ❑Yes ❑No

Physical Education? ❑Yes ❑No

Explain:

Does medication need to be administered during school hours? ❑YES ❑NO

If yes, please complete the Authorization for Student Medication Form (follows this page).

School Medication Authorization Form

❑ **My Child does not require medications during the school day**

Date _____

Student Name: _____

School_____Birth Date_____Grade _____

To be completed by Healthcare Provider:

This order can only by signed by Physician (MD, DO), Dentist, Nurse Practitioner (NP, FNP, PNP, APPRN/PP), or Certified Physician's Assistant.

Diagnosis_____

Medication_____

Dose_____Time_____Route_____

Reportable adverse reactions or side effects:

Medication Self-Administration ❑ ❑

The above named student is under my care. I feel it is medically appropriate and the student is trained and capable to carry and

❑ ❑ Insulin ❑ Epi-

Name of healthcare provider_____Phone _____

Healthcare provider signature_____Date _____

Parental Responsibilities:

- The medication is to be furnished by the parent and brought to the school in the current and original container, labeled with child's name, medication name, time, dosage, and healthcare provider's name.
- All medications must be delivered to the school by an adult and picked up by an authorized adult within two weeks of last dose given.
- If there is a change in the prescription, a new parent consent form and a new healthcare provider's order must be completed before the staff can administer the new medication.

I understand that by signing this form I am giving permission to the school to contact the healthcare provider if clarification is needed for administering of the medication listed above. I am willing to meet parental responsibilities. School personnel will administer only the medication listed above.

Parent Signature_____Date _____

Vision Screening Permission Form
Kindergarten-3rd Grade

Vision Screening is to screen your child for visual problems such as Amblyopia (lazy eye), will be conducted throughout their school year, and is required by California State Law for schools to perform for all students from Kindergarten to 3rd Grade in their individual school.

California State Law requires that all children entering Kindergarten must provide proof that they have received a vision screening within a year prior to enrollment.

Many pediatricians and Head Start programs provide this proof as they conduct vision screenings at their locations and during medical physicals. It is each child's parent or guardian's responsibility to comply with the law to provide this proof of a vision screening. This proof is needed along with their immunization records.

Please be sure your child brings their eye glasses on the day of the vision screening at their school if they wear glasses. Children's eyes can change in as short of time as 6 months and there may be a need to see their eye doctor for a possible change in the prescription.

If children cannot see the whiteboard or smart board, they cannot learn.

Children often do not complain of poor vision because they may have seen everything in the same manner for years and are not aware the world doesn't look the way they see it. Amblyopia is a common, but not always obvious, eye defect which must be identified before the age of seven for the most effective treatment. If not treated early, permanent visual loss may occur. It is often correctable, if treated promptly.

❑ I **DO** give permission

❑ I **DO NOT** give permission

For my child, _____

Please print child's full name

to receive vision screening consistent with the requirements of California Law. I understand that the results of the vision screening and necessary additional information about my child that may be in his/her school records may be shared with other educators and health care professionals working with the schools to provide appropriate follow-up services for my child.

_____

Signature of Parent or Legal Guardian

_____

Date

My child wears glasses:

❑ Yes ❑ No

Alternative Language Classification
Primary Home Language Other Than English (PHLOTE)

Note: This form must be completed for every student who speaks a language other than English or who comes from a home where a language other than English is spoken. *(This does not include students or parents who have learned a foreign language by taking classes or by other means.)*

Name of student: _____
(Last) (First) (Middle)

Address_____Apt/Unit _____

City_____State_____Zip _____

Gender ❑Male ❑Female Date of Birth_____/_____/_____

School Last Attended_____Grade Entering _____

Student's Country of Birth_____ US Entry Date ____/____/____

Language spoken in home:

Student: _____

Father: _____

Mother: _____

Guardian: _____

What language does the student speak most often? _____

In what language do you prefer to receive correspondence from school? _____

Did you move into the area with the intent to work in agriculture: ❑Yes ❑No

Previous School Programs

(Please complete the following if your child has been enrolled in any type of special program)

❑ If none please check here and skip this page

Name of Student: _____

Last First Middle

Name and Address of Previous School:

_____

_____

Please check each of the instructional programs your child participated in at his/her previous school(s): Special Education

- ❑ Current IEP for Special Education Class/Self-Contained Instruction
- ❑ Speech and Language (SLP)
- ❑ 504 Plan

Other Programs

- ❑ Gifted and Talented
- ❑ English as a Second Language (ESL) or English Language Development (ELD)
- ❑ Other

Parent/Guardian Signature:_____

Date:_____

Student Residency Questionnaire

Name of Student: _____
Last First Middle

Birth Date:___/___/___ Age: _____ Grade_____ Gender: ❑Male ❑Female

This questionnaire is intended to address the McKinney-Vento Act 42 U.S.C. 11435. The Answers to this residency information help to deter- mine the services this student may be eligible to receive.

1. Is your current address a temporary living arrangement? ❑Yes ❑No
2. Is this temporary living arrangement due to loss of housing or economic hardship? ❑Yes ❑No

If you answered NO to both questions, you may stop here.

If you answered YES to either of the above questions, please complete the remainder of this form.

Where is the student presently living? (Check one)

❑Student is sharing a residence with one or more families because of economic hardship.
❑Student is living in a motel or hotel.
❑Student is living in a shelter (domestic violence, emergency, or transitional housing units).
❑Student is living in a car, park, campground, or public place.
❑Student is living in a place without adequate facilities (not designed for heat, electricity, water, etc.).
❑Student is seeking enrollment without an accompanying parent (not in foster care).

Name of parent(s)/legal guardian _____

Address:_____Zip:_____

Phone:_____

Signature:_____Date:_____

Relationship to student: ❑Parent ❑Guardian ❑Other_____

Presenting a false record or falsifying records is an offence under Section 73.10. Penal code, and enrollment of the child under false documents subjects the person to liability. TEC Sec. 25.003(3)(d).

Parent(s), Guardian(s), or Student: Please notify the school if your living status changes.

Disciplinary History Form

Student Name: _____

Please check the appropriate answer:

1. Has your student ever been suspended from school? ❑Yes ❑No

2. Has your student ever been expelled from school? ❑Yes ❑No

3. Is there any disciplinary action pending concerning your student from his/her previous school of enrollment? ❑Yes ❑No

If you answered yes to any of the above questions, please provide details below. (Include school name, student's grade level at the time of the incident, approximate date of the incident, describe the incident for which the discipline was taken, and the type of discipline handed down by the school.)

Name of School_____Grade _____

Date of incident _____

Type of incident _____

Was student disciplined by the school? ❑Yes ❑No

If yes, what disciplinary action was taken by the school? (Describe in the space below)

***Missing or incorrect information may result in your student not being admitted or removed**

I certify that the above information is true and complete:

Parent/Guardian Signature:_____Date:_____

Acknowledgment of Special Notices

Student Name:_____

Parent/Guardian's Name: _____

The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that APACS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, APACS may disclose appropriately designated "directory information" without written consent, unless you have advised APACS to the contrary in accordance with APACS procedures. The primary purpose of directory information is to allow APACS to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Kindergarten Graduation programs
- Parent Volunteer Opportunities.

Directory information may be available to APACS school community members (parent, PTO, etc.,) who file a letter requesting a copy of the Directory. The Directory information may not be used for commerce, to develop organizations, clubs, etc., that have no direct educational purpose.

APACS has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

Student's Name	Electronic mail address
Address	Dates of attendance
Telephone listing	Grade Level
Grades	Age

I give my permission to share this information: ❑YES ❑NO

Parent Signature:_____Date:_____

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
In compliance with Section 504 of the Rehabilitation Act ("504") and the Americans with Disabilities Act (ADA), APACS will provide reasonable accommodations to qualified individuals with disabilities. Students, parents, or employees needing accommodations should contact their school ADA/504 Coordinator. In compliance with the Equal Educational Opportunity Act of 1974 and Title VI of the Civil Rights Act of 1964, it is APACS's policy to provide alternative language services to Limited English Proficient (LEP) students so that students with language barriers have a meaningful opportunity to participate in APACS's educational programs. APACS provides English as a Second Language (ESL) instruction and other effective services to students who are identified as LEP. Parents or guardians who want to request alternative language services for their child should contact APACS.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY
It is the policy of APACS to provide equal educational and employment opportunity for all individuals. Therefore, APACS prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran's status. This policy extends to all aspects of APACS's educational programs, as well as to the use of all APACS facilities, and participation in all school-sponsored activities.

CIVIL RIGHTS GRIEVANCE PROCEDURE
Complaints of discrimination should be filed with the individual's Director or Supervisor and/or with the school Compliance Officer/EEO Coordinator according to the provisions of the School Civil Rights Grievance procedure, copies of which are available at APACS. If the complaint is against the Principal or Supervisor, the complaint may be filed directly with the Compliance Officer/EEO Coordinator. The Compliance Officer/EEO Coordinator will monitor and coordinate APACS compliance with Title IX, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and all other applicable State and Federal civil rights laws. Complaints of discrimination should be reported as soon as possible, but no later than 90 days after the incident(s) in order to be effectively investigated and resolved.

Parent Signature:_____Date:_____

ELEMENTARY SCHOOL AGE STUDENT
ACCEPTANCE USE AGREEMENT

APACS Electronic Information Resources

I. Introduction to the Parent or Legal Guardian:
Electronic information resources are available to qualifying students in APACS. These resources include the use of the computer and access to the Local Area Network and Internet services. Our school goal, in providing electronic services to students, is to promote educational excellence by facilitating resource use, innovation, communication and acceptable use.

II. For the Student – Acceptable Use:
Acceptable use means that, as a student in APACS, you will promise to use the computer and those special learning tools and programs, such as the Internet, with respect. Acceptable use means you will promise to abide by the school rules as outlined and taught to you by your teachers in your own classroom. You must understand that the use of these electronic teaching and learning tools are designed to support your education. If rules are broken, a student may lose his/her privilege in using the computer and the Internet. Please pay special attention to the following:

1. **Be Polite and Show Respect:** When using the computer to write, send or to receive messages or information, always use kind and proper language and abide by the rules of friendliness. Treat others and equipment with respect. You may be alone in your use of the computer, but, what you write or receive, using electronic machines, may be viewed by others with or without your knowledge. Parents or legal guardians may gain access to their student's e-mail upon request. You must not vandalize or abuse the equipment. Show respect for property, others, and yourself. The computer and electronic resources belong to the school.
2. **Be Honest and Obey the Rules:** Do not do things on the computer that would be against the rules, the law, or may be looked upon as dishonest. Use the computer and the Internet for appropriate educational purposes only.
3. **Keep Personal Things Private:** It is advised that students not tell or show others any personal or family information over the Internet, such as: Home address, phone numbers, passwords, personal photos when used with names, or Social Security numbers. Do not log on or use another person's account. Keep personal and electronic information private.
4. **My Promise to Follow the Rules:** My parent or guardian has reviewed the APACS Acceptable Use Agreement with me. I understand the importance of being polite, respectful, honest, and the need to obey the rules for the use of the computer and the Internet. I also know I should not give out personal information about myself or my family over the Internet. I understand that the computer, the Internet and other electronic information resources are to be used for educational purposes. I also understand that if I break the rules, my use of these educational tools may be taken away from me and that other disciplinary or legal action may be taken. I promise to follow the rules.

Student Name (please print):_____

Student Signature:_____ Date: _____

For the Parent or Legal Guardian: As the parent or legal guardian, I have read and I have reviewed with my elementary school age child the APACS Acceptable Use Agreement. I understand that the use of these electronic information resources is for educational purposes only. I recognize the school has initiated reasonable safeguards to filter and monitor inappropriate materials. I understand that while the school has taken steps to restrict student access on the Internet regarding inappropriate information and sites, it is impossible to restrict access to all controversial materials. I further recognize that if my child does not abide by the rules regarding acceptable use, he/she may be disciplined. I will not hold APACS responsible for materials my child may acquire on the Internet. I hereby give permission to APACS to permit my child to have access to the Local Area Networks and the Internet.

Parent or Legal Guardian (please print): _____

Signature:_____ Date:_____

Acceptance of Policy

1. I understand the school is a charter school and that providing parents with meaningful opportunities to volunteer is a vital part of its mission. I understand the school would like our family to provide at least 40 hours of volunteer service each year we have children enrolled at this school in order to help accomplish the mission of the school.

2. I will promote the mission of the school by being courteous and respectful when interacting with staff, students, parents, and anyone else in the school community. I agree to take any concerns I have directly to the person most able to successfully address those concerns, and not to others who cannot address the concern. I will work in a cooperative manner to promote the school mission.

3. I understand that my child will be required to follow the school dress code. I have read and understand the school dress code policy and will insure that my child is in compliance with the school dress code policy.

4. I understand that part of the school's mission is to help my child gain knowledge and a love of learning. I will support this effort by providing a place and a regular time each school day in which my child can engage in learning activities, including homework, in our home. I will review my child's folder each day and ensure my child completes the assignments in a timely manner.

5. I understand the school will provide a lunch program and that my child can bring a snack and a lunch to school each day or order lunch through the school lunch program. I understand that microwaves are available in the lunchroom. If I send a microwaveable lunch to school with my child, I will insure he/she is able to safely use the microwave and independently prepare the meal.

6. I understand the school will not, with designated route exceptions, provide transportation to and from school and that I am responsible for making sure that my child is safely dropped off and picked up each school day, within 15 minutes of the end of school or I will call the office.

7. I understand the school has a goal of 95% attendance for students. I will work to schedule outside appointments during times that do not conflict with school hours. I will bring my student to school on time. I understand that if my child is absent 10 consecutive school days he/she may be un-enrolled from the school, according to school guidelines.

8. I understand that volunteers may be asked to grade student papers and any volunteers who do so will be instructed in school Volunteer Confidentiality Guidelines. Students will generally correct their own work, but in some rare cases may exchange papers to correct them or may be sent home with parent volunteers.

Parent's Name_____ Student's Name_____

Please Print Please Print

Parent's Signature_____ Date:_____

Parent-School Learning Compact

PARENT/GUARDIAN RESPONSIBILITIES

I want my child to achieve therefore I will:

- Make certain my child attends school regularly, on time and in the appropriate dress code.
- See that my child is well-rested and has breakfast each day.
- Set aside a specific time and place for homework, assisting as necessary.
- Attend at least two conferences and communicate regularly with my child's teacher to ensure his/her academic success.
- Support the school and staff in maintaining proper discipline.
- Read with my child and let him /her see me read regularly.
- Provide an adequate lunch and snacks (when appropriate) either through the school lunch program or through bag lunches.
- Encourage positive attitudes toward school.
- Volunteer in the school or in my child's classroom as appropriate.
- Review information and work sent home and respond as necessary.

STUDENT RESPONSIBILITIES

It is important that I learn, therefore I will:

- Attend school regularly, on time and in the appropriate dress code.
- Complete assignments and homework.
- Bring homework and supplies to school each day.
- Work to the best of my ability.
- Work cooperatively with classmates, teachers and staff.
- Respect myself, other people, and my school.
- Follow all school rules.
- Accept responsibility for my own actions.

TEACHER RESPONSIBILITIES

It is important that my student achieve, therefore I will:

- Hold expectations high for all students, believing that all students can learn.
- Provide high-quality instruction in a supportive and non-threatening environment.
- Provide meaningful homework.
- Communicate regularly with my students and their families through conferences, notes, phone calls, emails, etc.
- Provide opportunities for parents to assist in the classroom in meaningful ways and to observe classroom activities.

PRINCIPAL RESPONSIBILITIES

I support this compact therefore I will:

- Provide an equitable learning environment for all children.
- Encourage the staff to provide parents with information about the total school program.
- Encourage our staff to provide avenues for positive and meaningful parent involvement.
- Schedule 4 annual parent-teacher conferences for parents of children to attend.
- Provide reasonable parent access to staff members.

Parent/Guardian Signature: _____ Teacher Signature: _____

Print Parent/Guardian Name: _____ Print Teacher Name: _____

Student Signature: _____ Director Signature: _____

Print Student Name: _____ Print Director Name: _____

Date: _____

Parent Forms

Volunteer Confidentiality

I hereby agree to regard all information received in the performance of my volunteer work at APACS as confidential. Information which must be kept confidential includes anything heard or seen at the school, including students' behaviors and/or academic status. Please refer all questions to the teacher.

I understand that APACS respects the rights of its students, staff, and volunteers with regards to privacy of information. I agree to respect these rights in the performance of my volunteer duties and to keep "professional" confidentiality in all statements outside of the school.

I also understand that I am not permitted to remove or make copies of any school records, reports, or documents. Release of confidential information can result in dismissal from my service and could involve me in legal proceedings.

Signature:_____

Print Name:_____ Date:_____

Media Release

I have been informed that APACS faculty, staff, and parent volunteers may take still photographs and moving video of activities that occur during the course of the school year. This is done for the purpose of preserving the history and record of such activities, publishing the photographs and videos on the school's website, in marketing and recruiting materials, newsletters, yearbooks, newspapers, and other media, and for display in various places in the school building or during school activities.

Parent Signature:_____ Date:_____

Identified Risks of Participation Physical Education and Recess

This is an informed Consent Form for Minors, which identifies risks of participation in P.E. and Recess and a Waiver and Release by parent/guardians.

Injury may result from your participation in P.E. and/or Recess. You are expected to familiarize yourself with the Gym and Playground and what is required, rules of conduct for P.E./Recess as well as APACS policies. You are expected to follow proper operating procedures, including safety procedures as outlined by the P.E. and Recess instructors, plus any directions given by an authorized APACS employee or parent volunteer.

I,_____, acknowledge that I have familiarized myself with P.E. and Recess and what is required, will follow the rules of conduct, will follow the operating procedures, and will follow any directions given by an authorized school employee or parent volunteer.

Student Signature _____

The undersigned, the legal guardian of_____(hereinafter referred to as the "student"), a student at APACS under eighteen years of age, in consideration of student's participation in P.E. and/or Recess, do hereby agree to this waiver and release of liability.

I recognize that participation in APACS P.E. and/or Recess may involve moderate to strenuous physical activity and may cause physical and/or emotional distress to participants. There may also be associated health risks. I state that this student is free from any known heart, respiratory, or other health problems that could prevent his/her from safe participation in any of the activities.

I certify that I have medical insurance or otherwise agree to be personally responsible for costs of any emergency or other medical care that him/her receives. I agree to release The State of California, APACS and their agencies, departments, officers, employees, agents, and all sponsors, officials and staff or volunteers from the cost of any medical care that he/she receives as a result of participation in P.E. and/or Recess.

I further agree to release the State of California, APACS, their agencies, departments, officers, employees, agents, and all sponsors, officials and staff or volunteers from any and all liability, claims, demands, breach of warranty, negligence, actions, and causes of actions whatsoever for any loss, claim, damage, injury, illness, attorney's fees or harm of any kind or nature arising from this student's participation in APACS's P.E. and/or Recess. This release extends to any claim made by parents or guardians or their designees arising from or in any way connected with the aforementioned activities.

CONSENT

Consent is expressly given, in the event of injury, for any emergency aid, anesthesia and/or operation if, in the opinion of the attending physician, such treatment is necessary.

I have carefully read and understand the contents and language of this consent form and I specifically intend it to cover this student's participation in the above stated APACS P.E. and/or Recess.

Parent Signature:_____Date:_____

Achievement Peaks Academy Charter School Lottery Form

Instructions

Registration for the 2015-2016 Wait List

1. Complete form only for new student drawing for lottery. (Not for current students attending APACS)
2. Include **both** a proof of residency (i.e., tax bill or rental agreement) **and** a copy of your child's birth certificate.
3. Parent or guardian must sign the statement at the end of the registration form.
4. Only complete registration forms will be accepted.
5. You will receive a confirmation receipt of the registration by email.
6. If you do not hear from the school within 2 weeks of mailing the registration, call the school.
7. Return through US Mail or Fax

Results of the lottery are posted on the website and update as changes are made.
Applications will be accepted after the lottery drawing- names will be placed on the bottom of the wait list in the order they are received by the school.

Student Information

Name *(first, middle initial, last)* _____

Date of Birth_____(Must be 5 by Sept 1 to attend K.) Gender_____M___F Circle

Grade level of student in 2015-2016 school year: K 1 2 3 4 5 6 7 8

Schools attended to date *(include preschool)*_____

_____

Do you currently have a child/children attending Achievement Peaks Academy Charter__yes_____no

Your child is a resident of:_____Los Angeles Unified School District 7

____Out of District (Name of current school) _____

We heard about Achievement Peaks Academy Charter School from: _____
(Friend, Newspaper, Schools, Daycare, Online, Other-Please Specify)

Achievement Peaks Academy Charter School is a public school that personalizes, accelerates, and enriches learning by using a technology-facilitated, student-centered blended learning model.

Siblings applying for lottery 2015-2016. A separate registration form is needed for each student.

Name _____ **Grade entering in 2015-2016**_____
(first, middle initial, last)

Name _____ **Grade entering in 2015-2016**_____
(first, middle initial, last)

Parent/Legal Guardian Information

Name of Father/ Guardian _____

Address_____
Street City Zip Code

Telephone _____ _____
home number with area code work or cell with area code

Email address _____

Name of Mother/ Guardian _____

Address_____
Street City Zip Code

Telephone _____ _____
home number with area code work or cell with area code

Email address _____

Parent/Guardian Signatures Required

The information provided on the registration form is true and correct.

My child and I are residents of the district noted as of the date of the lottery.

I will notify Achievement Peaks Academy Charter School immediately if my child or I move from the school district noted on the registration.

_____ _____
Father, or Legal Guardian Signature Date

_____ _____
Mother, or Legal Guardian Signature Date

For School Use Only: Date Received_____Init._____Date Called & Accepted:_____/_____

The wait list is maintained on our website. Please refer to the 2014-2015 wait list, which is updated as changes are made.

ACHIEVEMENT PEAKS
ACADEMY CHARTER
SCHOOL BOARD
RESOLUTION 004

At the meeting of the Board of Directors of Achievement Peaks Academy Charter School on June 11, 2014, the following resolution was proposed and approved by the board:

Resolved:

WHEREAS the mission of the Board of Directors of Achievement Peaks Academy Charter School is to submit the charter petition to San Leandro Unified School District on July 7, 2014 and put forth Nephi Aiono and Angela Hansen as lead petitioners.

WHEREAS the Bylaws of the 501(c) (3) are in accordance with the mission of Achievement Peaks Academy Charter School;

That the Achievement Peaks Academy Charter School Board is in full support of said resolutions to the San Leandro Unified School District for submitting the petition, naming lead petitioners and putting forth the Bylaws of the Board.

Signed:

Angela Hansen

ARTICLES OF INCORPORATION
OF
Mana 7 Charities

I

The name of this corporation is Mana 7 Charities.

II

A. This organization is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
B. The Specific purposes for which this corporation is organized include, but are not limited to: assisting in educational pursuits of young people through charter schools, scholarships, teacher enhancement, etc.

III

The name and address in the State of Utah of this Corporation's initial agent for service of process is:

Name: Angela Hansen

Address
3968 West Skye Drive

South Jordan, UT 84095

IV

A. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
B. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of said Code, or the corresponding provisions of any future statute of the United States.
C. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation; nor shall the corporation participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The names and addresses and office held of the persons designated to act as the initial Board of Directors of this corporation are: Angela Hansen 3968 West Skye Drive, South Jordan, UT 84095; Gwen Spotted Elk 3968 West Skye Drive, South Jordan, UT 84095; Tom Fell 3968 West Skye Drive, South Jordan, UT 84095

VI

A. The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, trustee, member or officer of this corporation, or to any private person.

B. Upon the dissolution or winding up of the corporation, any assets remaining after payment of, or provision for payment of, all debts and liabilities shall be distributed to a governmental entity described in Section 170(b)(1) (A)(v) of the Internal Revenue Code, or to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes, which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, and which is qualified to receive "qualified conservation contributions" within the meaning of Section 170(h) of said Code, or the corresponding provisions of any future statute of the United States.

C. In the event of a liquidation of this corporation, all corporate assets shall be disposed of in such a manner as may be directed by decree of the superior court for the county in which the corporation has its principal office, on petition therefore by the Attorney General of by any person concerned in the dissolution, in a proceeding to which the Attorney General is a party.

IN WITNESS WHEREOF, the undersigned, being the Board of Directors of Mana 7 Charities and the initial directors named in these Articles of Incorporation on December 19, 2013.

DIRECTORS

_____

Angela Hansen, Director

_____

Gwen Spotted Elk, Director

_____

Tom Fell, Director

DECLARATION

We are the persons whose names are subscribed below. We collectively are all of the Board of Directors of Mana 7 Charities and all of the initial directors named in the Articles of Incorporation, and we have executed these Articles of Incorporation. The foregoing Articles of Incorporation are out act and deed, joint and severally.

Executed on December 19, 2013

at 3968 West Skye Drive, South Jordan, UT 84095

We, and each of us, declare that the foregoing is true and correct.

_____

Angela Hansen, Director

Gwen Spotted Elk, Director

Tom Fell, Director

BYLAWS
of
Mana 7 Charities DBA Achievement
Peaks Charities

ARTICLE I
GENERAL

Section 1. Purpose of the Corporation. The purposes of this Corporation shall be as set forth in the Articles of Incorporation of the Corporation. These Bylaws specify various matters affecting the operations and governance of the Corporation.

Section 2. Solicitation and Receipt of Gifts. The Corporation shall seek gifts, contributions, donations and bequests (herein generally called "gifts") for its purposes. While the Corporation specifically encourages unrestricted gifts whose principal and/or income therefrom may be used for the Corporation's purposes in the discretion of the Board of Directors of the Corporation, the Board of Directors will accept gifts for a restricted or otherwise designated purpose if such restriction is determined by the Board of Directors to be acceptable or otherwise conforms with these Bylaws and any other guidelines established by the Board of Directors for such restricted gifts.

ARTICLE II
MEMBERS

The Corporation shall have no members but shall be managed by its Board of Directors as set forth in Article III of these Bylaws.

ARTICLE III
DIRECTORS

Section 1. General Powers. Subject to the limitations of the Articles of Incorporation of the Corporation, these Bylaws and the laws of the state of Utah and any other state in which the Corporation may operate as it relates to the Corporation's activities in that state, the affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number, Election, and Term.
The number of directors constituting the Board of Directors shall be fixed from time to time by the Board of Directors, but shall be no less than three (3) and no more than nine (9), so long as it not an even number. Directors shall be elected by the vote of the directors then in office; and those persons who receive the highest number of votes at a meeting at which a quorum is present shall be deemed to have been elected. Elections shall take place in May of each year with directors taking office effective July 1. Each director shall hold office for a term of five (5) years or until such director's successor shall have been duly elected or until such director's death, resignation or removal. Directors may be re-appointed to serve more than one (1) term in office. Terms will be staggered so as to limit, insofar as possible, the number of newly-elected directors to a total of one-third of the total number of directors then in office. Directors will be a combination of business and community members and can be parents of school students so long as a majority of directors are not parents of any of the Corporation's charter schools.

Section 3. Resignation. A Director may resign at any time by giving written notice to the Secretary of the Corporation, who shall advise the Board of Directors of such resignation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary of the corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective. Such resignation shall be noted in the Minutes of the next regularly scheduled Board meeting following such resignation.

Section 4. Removal. Any individual director may be removed from office by the action of a majority of the directors then in office at a meeting duly called and held for such purpose.

Section 5. Vacancies. A vacancy or vacancies in the Board of Directors occurring for any reason may be filled by an alternate determined by the Board. If the alternate(s) declines to serve, the Board of Directors will solicit names to fill the vacancies and elect a new Director by the majority vote of the directors then in office. Each director so elected shall hold office for the unexpired portion of the term such director was appointed to fill or until such director's successor is appointed and qualified, or until such director's death, resignation or removal.

Section 6. Meetings.

(a) Annual Meeting. The Annual Meeting of the Board of Directors shall be held each year at the end of the school year at the principal office of the Corporation or at such other place as the Board may designate.

(b) Other Regular Meetings. Other regular meetings of the Board of Directors of the Corporation may be held in a manner consistent with the provisions of the Utah Open Meetings Laws or the laws of any state in which the Corporation operates and holds such meeting(s).

(c) Special Meetings. Special meetings of the Board of Directors for any purpose or purposes shall be held whenever called by the President of the Corporation or if the President is absent or is unable or refuses to act by any Vice President or by a majority of directors.

Section 7. Notices. With the exception of regular meetings as set forth in Section 6(b) above of this Article, notice of any meeting of the Board of Directors, in each case specifying the place, date and hour of the meeting, shall be given to each director by delivering notice, orally or in writing (including electronic mail or other means of electronic delivery), forty-eight (48) hours before the time set for such meeting or, if notification is by United States mail, by mailing such notice at least three (3) days before the day set for such meeting; such notice shall be deemed to be delivered when deposited in the United States mail, with postage prepaid, addressed to the director at the director's address as it appears on the records of the Corporation. Neither the business to be transacted at nor the purpose of any meeting of the Board of Directors need be specified in the notice or waiver of such notice of such meeting.

Section 8. Waiver of Notice. The transaction of any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though had at a meeting duly held after regular call and notice, if a quorum is present and if, either before or after the meeting, a written waiver of notice of the meeting, containing the same information as would have been required to be included in a proper notice of the meeting, is signed by (a) each director not present at the meeting and (b) each director

present at the meeting who objected thereat to the transaction of any business because the meeting was not lawfully called or convened. All such waivers shall be filed with and made a part of the minutes of the meeting.

Section 9. Action Without Meeting. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if all of the directors shall consent in writing to such action. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Such action shall be confirmed in the minutes of the next regularly scheduled Board meeting.

Section 10. Quorum; Action of Directors. A simple majority of the number of directors fixed pursuant to the Articles of Incorporation or these Bylaws shall constitute a quorum for the transaction of business. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act or decision of the Board of Directors, unless the act of a greater proportion is required by law, the Articles of Incorporation or these Bylaws.

Section 11. Adjournment. Any meeting of the Board of Directors, whether regular or special, and whether or not a quorum is present, may be adjourned from time to time by the vote of a majority of directors present.

Section 12. Organization. The President, and in his or her absence, the Vice President, and in their absence any person chosen by the directors present, shall act as chairman at every meeting of the Board of Directors. The secretary of the Corporation, or in the absence of the Secretary any person appointed by the chairman of the meeting, shall act as Secretary of the meeting.

Section 13. Methods of Conducting Meetings. Directors may participate in any regular or special meeting or in any meeting of a committee of directors by any means of communication by which either (1) all participating directors may simultaneously hear each other during the meeting or (2) all communication during the meeting is immediately transmitted to each participating director and each participating director is able to immediately send messages to all other participating directors. If a meeting is conducted through the use of one of the foregoing means, all participating directors must be informed that a meeting is taking place at which official business may be transacted. A Director participating in such a meeting is deemed to be present in person at the meeting. If requested by any director, minutes of the meeting shall be prepared and distributed to each director.

Section 14. Compensation. No compensation shall be paid to any director for serving as a member of the Board of Directors except that a director may be reimbursed for expenses actually incurred by such director in carrying out any activity of this Corporation which is within the scope of its purposes as set forth in Article I of these Bylaws.

Section 15. Committees. The Board of Directors or the President may authorize and appoint or remove members of (whether or not members of the Board of Directors) committees to consider appropriate matters, make reports to the President and/or Board of Directors, and fulfill such other advisory functions as may be designated. The designation of such committees, and members thereof, shall be recorded in the minutes of the Board of Directors.

ARTICLE IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the President, Vice President, Secretary, Treasurer and such other officers as determined by the Board of Directors. Officers shall be elected by the Board of Directors. Any two or more offices may be held by the same person, but no officer may act in more than one capacity where action of two or more officers is required.

Section 2. Election and Term. The officers of the Corporation shall be elected annually by the Board of Directors at its annual meeting. Each officer shall hold office for a term of one (1) year or until such officer's successor shall have been duly elected and qualified, or until such officer's death, resignation or removal. No officer may serve more than three (3) consecutive years in the same office.

Section 3. Compensation. The compensation of all officers of the Corporation shall be fixed by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to the Board of Directors or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary or the Board of Directors as the case may be, and, unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective.

Section 5. Removal. Any officer may be removed from office by the action of the Board of Directors, whenever in its judgment the best interests of the Corporation will be served thereby.

Section 6. Vacancies. A vacancy occurring in any office, for any reason, may be filled for the unexpired portion of the term of said office by the Board of Directors.

Section 7. President. The President shall preside at all meetings at the Board of Directors, shall perform any other duties prescribed in these Bylaws or assigned by the Board of Directors and shall coordinate the work of the officers and committees of the Corporation in order that its purposes be promoted.

Section 8. Vice President. The Vice President shall act as an aide to the President and shall perform the duties of the President when required.

Section 9. Secretary. The Secretary shall: (a) Keep the minutes of all meetings of the Board of Directors in one or more books provided for that purpose; (b) See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) Be custodian of the corporate records; (d) See that the books, reports, statements and all other documents and records required by law are properly kept and filed; and (e) In general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or the Board of Directors.

Section 10. Treasurer. The Treasurer shall perform, or have performed under the Treasurer's direction, the following functions: (a) Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, credit unions or other depositories as shall be selected by the Board of Directors; (b) Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets liabilities, receipts and disbursements; (c) Render statements of the condition of the finances of the Corporation to the Board of Directors upon request; (d) Receive, and give receipt for, moneys due and payable to the Corporation from any source whatsoever; (e) Prepare all relevant tax filings and make filings and other financial records available for public inspection upon written notice; (f) In general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Board of Directors.

ARTICLE V
INSTRUMENTS; BANK ACCOUNTS; CHECKS AND DRAFTS; LOANS; SECURITIES

Section 1. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. Except as so authorized, or as in these Bylaws otherwise expressly provided, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose in any amount.

Section 2. Bank Accounts. The Board of Directors from time to time may authorize the opening and keeping of general and/or special bank accounts with such banks, credit unions, or other depositories as may be selected by the Board or by any officer or officers, agent or agents of the Corporation to whom such power may be delegated from time to time by the Board of Directors. The Board of Directors may make such rules and regulations with respect to said bank accounts, not inconsistent with the provisions of these Bylaws, as the Board may deem expedient.

Section 3. Checks and Drafts. All checks, drafts or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation, and in such manner, as shall be determined from time to time by resolution of the Board of Directors.

ARTICLE VI
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

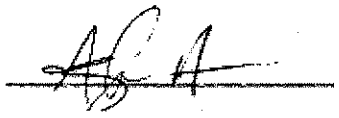
Section 2. Corporate Seal. The Corporation shall have no seal.

ARTICLE VII
INDEMNIFICATION

Section 1. Mandatory Indemnification. The Corporation shall, to the fullest extent permitted or required by statute, indemnify each director and officer against any and all liabilities, and advance any and all reasonable expenses incurred by a director or officer arising out of or in connection with any proceeding to which such director or officer is a party because he/she is a director or officer of the Corporation. The rights to indemnification granted hereunder shall not be deemed excusive of any other rights to indemnification against liabilities or advancement of expenses to which such person may be entitled under any written agreement, board resolution, vote of members, the statute or otherwise. The Corporation may, but shall not be required to, supplement the right to indemnification against liability and advancement of expenses under this Section 1 by the purchase of insurance on behalf of any one or more of such persons whether or not the Corporation would be obligated to indemnify such person under this Section 1. The term "statute," as used in this Article, shall mean any article of the Utah Code and all amendments thereto which permit or require the Corporation to provide broader indemnification rights than prior to the amendment. All other capitalized terms used in this Article and not otherwise defined herein shall have the meaning set forth in the statute.

Section 2. Limited liability of Volunteers. Each individual (other than an employee of the Corporation) who provides services to and on behalf of the Corporation without compensation ("Volunteer") shall be immune from liability to any person for damages, settlements, fees, fines, penalties or other monetary liabilities arising from any act or omission as a Volunteer, to the fullest extent provided by law regulating non-profit corporations or any similar successor provision thereto. For purposes of this section it shall be conclusively presumed that any Volunteer who is licensed, certified, permitted or registered under state law and who is performing services to or on behalf of the Corporation without compensation is not acting within the scope of his or her professional practice under such license, certificate, permit or registration, unless expressly indicated to the Corporation in writing.

ARTICLE VIII
AMENDMENT



These Bylaws may be amended at any time by action of the Board of Directors.

F

State of California
Secretary of State

Statement of Information
(Foreign Corporation)
FEES (Filing and Disclosure): $25.00.
If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

EX95881

FILED

In the office of the Secretary of State of the State of California

APR-22 2014

This Space for Filing Use Only

1. **CORPORATE NAME**
MANA 7 CHARITIES

2. **CALIFORNIA CORPORATE NUMBER** C3666499

No Change Statement (Not applicable if agent address of record is a P.O. Box address. See instructions.)

3. **If there have been any changes to the information contained in the last Statement of Information filed with the California Secretary of State, or no statement of information has been previously filed, this form must be completed in its entirety.**
☐ If there has been no change in any of the information contained in the last Statement of Information filed with the California Secretary of State, check the box and proceed **to Item 13.**

Complete Addresses for the Following (Do not abbreviate the name of the city. Items 4 and 5 cannot be P.O. Boxes.)

	CITY	STATE	ZIP CODE
4. STREET ADDRESS OF PRINCIPAL EXECUTIVE OFFICE 3968 SKYE DRIVE, SOUTH JORDAN, UT 84095			
STREET ADDRESS OF PRINCIPAL BUSINESS OFFICE IN CALIFORNIA, IF ANY 13644 JUDITH STREET, LA PUENTE, CA 91746			
6. MAILING ADDRESS OF THE CORPORATION, IF DIFFERENT THAN ITEM 4			

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.)

	ADDRESS	CITY	STATE	ZIP CODE
7. CHIEF EXECUTIVE OFFICER/ ANGELA HANSEN	3968 SKYE DRIVE, SOUTH JORDAN, UT 84095			
8. SECRETARY GWEN SPOTTED ELK	385 WILLOW RIDGE CIRCLE, CENTERVILLE, UT 84014			
9. CHIEF FINANCIAL OFFICER/ TOM `FELL	463 WEST RIVER SIDE LANE, SPANISH FORK, UT 84660			

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 11 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 11 must be left blank.

10. NAME OF AGENT FOR SERVICE OF PROCESS
LISA JOHNSON

	CITY	STATE	ZIP CODE
11. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, **IF AN INDIVIDUAL** 13644 JUDITH LANE, LA PUENTE, CA 91746			

Type of Business

12. DESCRIBE THE TYPE OF BUSINESS OF THE CORPORATION
NON-PROFIT EDUCATION

13. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

04/22/2014	ANGELA HANSEN	BOARD PRESIDENT	
DATE	TYPE/PRINT NAME OF PERSON COMPLETING FORM	TITLE	SIGNATURE

3666499

State of California
Secretary of State

CERTIFICATE OF QUALIFICATION

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify that on the **14th day of April, 2014**, **MANA 7 CHARITIES**, a corporation organized and existing under the laws of **Utah**, complied with the requirements of California law in effect on that date for the purpose of qualifying to transact intrastate business in the State of California, and that as of said date said corporation became and now is qualified and authorized to transact intrastate business in the State of California, subject however, to any licensing requirements otherwise imposed by the laws of this State.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of April 18, 2014.



Debra Bowen

DEBRA BOWEN
Secretary of State

crc

Mana 7 Charities DBA Achievement Peaks Charities
Conflict of Interest Policy

Article I
Purpose
The purpose of the conflict of interest policy is to protect this tax-exempt organization's Mana 7 Charities interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions
1. **Interested Person**
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest**
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures
1. **Duty to Disclose**
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists**
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflicts of Interest Policy**
a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings
The minutes of the governing board and all committees with board delegated powers shall contain:
a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation
a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements
Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews
To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Nephi B. Aiono

29 South State Street #314, Salt Lake City, Utah 84111
Mobile: 801-960-6124
aiononephi@yahoo.com

EDUCATION

A.S., Mathematics
BYU-Idaho, Rexburg ID

B.S., Economics
University of Utah, Salt Lake City

M.B.A., Finance Emphasis
Gore School of Business-Westminster College, Salt Lake City

EXPERIENCE

Harrison|Aiono|Strong Capital Markets Advisers, Salt Lake City
September 2011-Current
President
Provider of financial advisory services to various types of clients including charter schools, startup clean tech companies and municipalities. Services includes consulting work on capital raising initiatives, facility finance, operational efficiencies, marketing and municipal public finance.

Bank of America/Merrill Lynch- Public Finance Investment Banking, Salt Lake City
July 2012-December 2012
Vice President
Fixed income analytics, business development, marketing, portfolio analysis, stock and option derivative quantitative strategies.

Zions Bank Capital Markets-Public Finance Investment Banking, Salt Lake City
May 2010-September 2011
Vice President
My assignments were to cover Special Service Districts in Utah and to build and develop a Charter School Underwriting practice. I also covered a few Utah municipalities and served as lead or co-banker on transactions involving Salt Lake City, Salt Lake City School District, Snow College, Morgan County School District, City of Washington Terrace, Davis County and others. The bulk of my time was devoted to building a national charter school underwriting practice. I spent countless amount of time marketing with potential charter school clients in Utah, Idaho, Wyoming, Colorado, Texas, California, Hawaii and Alaska. I've traveled the country meeting and developing relationships with several prospective charter school buy-side clients and have gained their trust and more importantly learned of their respective credit and structural dynamics. I am a heavily involved in the national charter school movement. I currently sit on the governing board and serve as treasurer on one of Utah's newest charter schools in Pacific Heritage Academy in Salt Lake City. I am currently working with the Hawaii Charter School Network and Wyoming Charter School Association in pushing legislation that will allow for charter schools to issue municipal

debt in their efforts in raising capital to acquire or construct school facilities in pushing forward their respective educational missions.

Wachovia Securities/Wells Fargo Securities-Public Finance Investment Banking, Salt Lake City
November 2005-May 2010
Assistant Vice President
Served as lead, co and support banker on over $1.5Billion in numerous municipal bond, note and lease issue transactions for various municipalities, school districts, higher education institutions and 501(c)3's, including the State of Utah, State of Washington, State of California, Denver Public Schools, Ogden City, West Valley City, City of Murray, Maricopa County Arizona, Salt Lake City, Salt Lake County, Weber County, Nebo School District, Granite School District, University of Utah, Utah State University, Southern Utah University, Westminster College, United States Ski and Snowboard Association, Utah Associated Municipal Power System (UAMPS). As an Associate, I assisted in the execution of bond transactions, performed quantitative analyses of proposed financings, and prepared presentations, proposals and other materials for a variety of clients. Proficient in bond structuring software including Munex and DBC. Highly proficient in the use of Bloomberg, TM3, and all Microsoft Office applications.

Fidelity Investments/Management & Research, Salt Lake City
March 1999-November 2005
Associate
Executed a broad array of security trades including equities, equity options, mutual funds, CD's, bonds, and precious metals with the Firms "Spartan Active Trader" Group. Computed margin balances and scenarios for clients to ensure proper accounting and compliance within their brokerage account to lessen the risk to the firm. Provided analytical research of investment securities to clients. Solicited investments products, and additional account services to high net worth clients.

Volunteer Boards & Offices

Pacific Heritage Academy, Salt Lake City, Board President
Pacific Heritage Academy, Salt Lake City, Board Member
Ute Conference Youth Football-Highland District, Salt Lake City, President
Ute Conference Youth Football-Highland District, Salt Lake City, Board Member

PROFESSIONAL LICENSES

FINRA Series 7
FINRA Series 63

PROFESSIONAL RECOGNITION

Utah Business Magazine 2011 Top Forty Under 40 Honoree

PROFESSIONAL REFERENCES

JT Thompson
Portfolio Manager, Aquila Funds
(801) 694-9133

Bruce Allred
Senior Vice President, Wedbush Morgan
(801) 633-8589

Elizabeth Read
Vice President, George K. Baum
(801) 910-2711

Eric Hunter
Bond Counsel, Chapman & Cutler LLP
(801) 536-1441

Mavis Taufau Tevaga

14112 Orizaba Ave.
Paramount, CA 90723
Email: mtevaga@gmail.com **Phone:** (562)644-4968 **Work Phone:** (323)846-5806

Education

University of Southern California — Los Angeles, CA
Rossier School of Education — 2011-present
Educational Psychology

Loyola Marymount University — Los Angeles, CA
School of Education
Major: Special Education — GPA: 3.97
Minor: Special Ed: Mild/Moderate
Master of Arts

University of Washington — Seattle, WA
Bachelor of Arts in American Ethnic Studies (AES), June 2006 — GPA: 3.84
Bachelor of Arts in Political Science, June 2006

Employment

Animo Jackie Robinson Charter High School — Los Angeles, CA
Green Dot Public Schools — 2008-present
Special Day Program Math Teacher/Resource Teacher
Special Education Department Chair — 2011-present

William Jefferson Clinton Middle School — Los Angeles, CA
Los Angeles Unified School District — 2006-2008
Special Day Program Math Teacher

Teach for America — Los Angeles, CA
122nd Street Elementary — Summer 2006
Teacher, K-5th Grade

Readiness for Islander Success in Education, mentor — Seattle, WA
Mentored Pacific Islander undergraduates to encourage them to remain in college. — 2004-2006

Volunteer/Community Service

- ***PIONEER***, volunteer — Seattle, WA
  created and led workshops for outreach program — 2001-2006
- ***Voyager Committee***, — Seattle, WA
  Represented UW students in committee — 2003-2006
- ***Readiness for Islander Success in Education*** — Seattle, WA

Led scholarship and financial aid workshops 2001-2006

- ***Seattle Public Schools Bilingual Review Committee,*** student rep. Seattle, WA
  Led small group discussions on initiating bilingual programs 2003-2005
- ***Polynesian Outreach Program,*** tutor and mentor Seattle, WA
  Tutor for high school students 2001-present

Leadership

- ***Special Education Department Chair*** 2011-present
- ***Instructional Leadership Team (ILT)*** 2009-present
  Part of the team that drafted the WASC report for AJR.
- ***WASC Team Leader*** 2009-2011
  In charge of committee that drafted the Assessment and Accountability report.
- ***Pacific Islander Partnership in Education (PIPE)*** 2002-present
  Director
  Lead 48 people this year to participate in study table and responsible for ensuring that PIPE mentors are doing their jobs.
- ***ASUW Pacific Islander Student Commission (PISC)*** 2004-2005
  Director; Mary Gates Leadership Scholar
  Acted as liaison between over 75 members of the PISC commission and the ASUW
- ***Polynesian Student Alliance (PSA)*** 2001-2004
  Outreach and Recruitment Chair; Mary Gates Leadership Scholar 2001-2005
  Polynesian Outreach Program Chair; for 3 years
  Polynesian "Poly" Day Chair 2002, 2006
  Created budget proposal to ensure Poly Day takes place.

Scholarships/Awards

- National Merit Scholar 2001-2005
- Bill Gates Millennium Scholar 2001-present
- Mary Gates Leadership Scholar 2003-2005
- Office of Minority Affairs Endowed Scholar 2004-2005
- Ronald E. McNair Scholar, 2005-Present 2005-present
- AmeriCorps Program 2006-2008
- Teacher of the Month 2009, 2010 and 2012
- USC Rossier School of Education Scholarship 2011-present

Mavis Taufau Tevaga

14112 Orizaba Ave.
Paramount, CA 90723
Email: mtevaga@gmail.com **Phone:** (562)644-4968 **Work Phone:** (323)846-5806

Resume Biography

My name is Mavis T. Tevaga and I am a special education teacher in a high school located in South Central Los Angeles. I started my career in teaching after being accepted into the Teach for America program. After graduating from the University of Washington, I became a teacher for a middle school in Los Angeles. I am currently employed by Green Dot Public Schools and have had several opportunities to teach in a myriad of settings such as Resource Support (RST), Special Day Program (SDP) and Co-teaching with a General Education teacher.

I am currently the Department Chair for the Special Education Department and have been in this position for the past 4 years. As the Department Chair, I facilitate communication between departments, administrators, counseling, coordinate and present special education professional development and ensure that special education students are provided with the support and accommodations they require to be successful in the classroom.

I am also involved in the Instructional Leadership Team (ILT) at both the district and school level and aid with the planning and implementation of professional development for the staff at our school. I am also 1 of 3 teacher representatives in the School Advisory Council (SAC) which is comprised of school staff, students, parents and other community members and is responsible for final decision making at the school regarding the school budget, curriculum, assessments and accountability. I am also the Chairperson for the District English Learners Advisory Committee (DELAC) which is a committee made up of parents, students and school personnel and the primary role of the DELAC is to advise, assist the principal and staff on the development, implementation and evaluation of programs for English Learners at the school site. I am also the Testing Coordinator and am responsible for planning, scheduling and coordinating of school-wide assessments such as the California High School Exit Exam (CAHSEE), English Placement Test (EPT), Entry Level Mathematics (ELM) exam, California English Language Development Test (CELDT), and most recently piloting the field test for the Smarter Balanced Assessment Consortium (SBAC) in preparation for the new Common Core state standards.

In May of 2014, I will graduate from the University of Southern California (USC) after completing a an educational doctoral degree (Ed.D) in the Rossier School of Edcuation. While enrolled at USC, I studied the college readiness and college graduation rates of Samoan students in the United States and am currently working towards completing my dissertation next month. Prior, to my enrollment at USC, I attended Loyola Marymount University where I earned a Masters in Special Education. Finally, my undergraduate

degree was earned at the University of Washington as a double major in Political Science and American Ethnic Studies (AES).

Please see my resume that is attached for my contact information. Please feel free to contact me should you have any questions, comments or concerns.

Darren T. Beck

7892 Geronimo Drive Eagle Mountain, UT 84005
(385) 259-4262
dtbeck1964@gmail.com

Education

***B.A. in History, minor in Spanish**, California State University, Chico, 1997*

Certificate in CSO Executive Management, National Alliance for Public Charter Schools, 2009

Experience

- *Executive Director, Rockwell Charter High School, 7/12 – present*
- *Director of Strategic Development, Harmony Educational Services, 2/11 - present*
- *Director of Utah Operations (temp), Foundation for Educational Success, 5 -6/11*
- *Co-founder & Advisory Board member (vol), Utah Charter Network, 3/11 – 1/12*
- *Director of Grassroots Outreach, Utah Association of Public Charter Schools, 12/09 – 1/11*
- *Grant Project Coordinator, East Hollywood High School, 12/09 – 11/11*
- *School Director, Rockwell Charter High School, 1/08 – 12/09*
- *Board member (vol), Utah Association of Public Charter Schools, 7/05 – 11/09*
- *School Director, The Ranches Academy Public Charter School, 4/04 – 6/08*
- *Middle School History & Spanish Teacher, American Preparatory Academy, 7/03 – 6/04*
- *School Readiness Program Manager, Colusa County Office of Education, 8/02 – 6/03*
- *High School Spanish Teacher, International Club Advisor, Tennis Coach, Sutter Union High School, Sutter Union High School District, 7/01 – 8/02*
- *5th grade Teacher, Kynoch Elementary School, Marysville Joint Unified School District, 7/00 – 6/01*
- *5th/6th grade Teacher, Creekside Elementary School, Alisal Union School District, 7/98 – 6/00*
- *Property Manager, Glenwood Intermountain Properties LLC, 5/97 – 6/98*
- *Facility Manager, Venture Data LLC, 2/96 – 4/97*
- *Assistant Manager, Blockbuster Video, 9/95 – 2/96*
- *Telephone Center Manager, The Wirthlin Group, 8/91 – 9/95*
- *Substitute Teacher, Provo School District and Alpine School District, 1991-1992 and 1993-1994 school years*

Publications/Presentations

- *The Forum, "What Should We Be Thankful for in Public Education?" (Learning Matters*

blog), November 23, 2011

- *Presentation on Educating 21st Century Students with Jessie Kidd, Utah Charter School Conference, June 2010*
- *Panel moderator and participant on Quality and Innovation in Utah Charter Schools, Utah Charter School Conference, June 2010*
- *School Community Handbook, Rockwell Charter High School, 2008 - 2010*
- *Student and Family Handbook, The Ranches Academy, 2004 – 2008*
- *Teacher Handbook, The Ranches Academy, 2004 - 2008*

Conferences

- *Core Knowledge Leadership Institute, Charlottesville, VA, 2004*
- *National Principal's Institute, Washington, DC, 2004*
- *National Charter School Conference, 2006 – present, various locations throughout the country; member of the Programming Committee 2010*
- *National Middle School Conference, Nashville, TN, 2007*
- *Utah State Charter School Conference, 2007 – 2010; member of the conference committee, emcee and/or presenter; attendee only 2013*
- *Utah Middle Level Association Conference, Sandy, UT, 2009*
- *Scholarship participant, National Middle School Leadership Institute, Albuquerque, NM 2009*
- *National Best Cooperative Practices Conference, Columbus, OH, 2010*
- *National Alliance for Public Charter Schools Master Classes, various locations throughout the country, 2007 – 2012*
- *iNACOL Virtual School Symposium, Indianapolis, IN, 2011*
- *Hawaii Charter School Conference, Kaneohe, HI, 2012*
- *Utah Charter Network Teacher Symposia, 2011-2013, various locations*

References

Nicole Broberg, Special Education Director/Teacher, East Hollywood High School,
(801) 708-9952, colebroberg@gmail.com

Misty Madsen, Assistant Director of Academics, Rockwell Charter High School,
(801) 616-1136, mimadsen@rockwellhigh.net

Candice Spivey, Assistant Director of Operations, Rockwell Charter High School,
(801) 592-4810, cspivey@rockwellhigh.net

Matt Throckmorton, Executive Director, Utah Military Academy,
(615) 339-3349, mthrockmor@aol.com

More references available upon request.

ANGELA HANSEN AIONO

3968 SKYE DR, SOUTH JORDAN, UT 84095 540-660-4060

EXPERIENCE

April 2010-Present Harmony Educational Services/Mana Schools Inc.
Provo/Salt Lake City, UT

Director of New School Development/School Counselor/Owner

- Created Salt Lake Charter School DBA Mana Academy Charter School; a school for underrepresented Pacific Islander students by writing the complete charter which includes cultural curriculum, research based assessments, special education curriculum, counseling techniques, and all other aspects to get the school started
- Fundraising for the charter school which holds a commitment of $1 million dollars from different Non-profit organizations
- Train new staff about charter school development including writing and passing state standards for a new charter school
- Implemented new fundraising ideas for charter schools by involving corporation such as Goldman Sachs, Merrill Lynch, Gates Foundation and Kellogg Foundation
- Wrote and was awarded a grant for $300,000 from the Utah State Office of Education
- Produced and created Harmony Non-Profit Organization and Mana 7 Charities which will help new charter schools with start-up operational costs and business techniques
- Oversee School Counselors at Merit Academy by directing a staff of 3 and maintaining all counseling services
- Advise K-12 students on academic and career choices by helping them with class selection, ACT/SAT test preparation, college advising, class scheduling, and career counseling
- Work closely with School Psychologists in developing techniques to help students cope with life choices such as drug rehab, grief counseling, group counseling, bullying, etc.
- Charged with state testing to make sure students are in compliance with No Child Left Behind

August 2008 – Present Salt Lake Community College Salt Lake City, UT

Adjunct Professor

- Manage a classroom of 25 students in Writing 0900
- Work on curriculum to help developmental education students become more proficient at their writing
- Train students in Writing 0900 to reach the next level of Writing 0990
- Try to push students to move from Writing 0900 to English 1010 by

implementing challenging course work that will get them College ready

January 2008-April 2010 Salt Lake Community College Salt Lake City, UT
Director of Orientation

- Managed and maintained an annual budget of $55,000
- Oversaw all orientation programs for incoming freshman and transfer students on 14 campuses
- Implemented new online orientation program that helped with advising and orientation as well as maintained in-person orientation with a staff of 2
- Provided orientation to new students which included 34,000 students in Fall of 2009
- Worked directly with Enrollment Services concerning recruiting of new students and academic advising in helping students understand what classes they needed to transfer to another school or to graduate from Salt Lake Community College
- Worked directly with the Vice President of institutional marketing to preserve the marketing focus for orientation and the college

December 2006-December 2007 Southern Utah University Cedar City, UT
Assistant and Interim Director of Student Involvement and Leadership

- Managed and maintained an annual budget of $250,000
- Directed Student Government and Student Senate under the direction of the Vice President for Student Services; helped advocate for student concerns on campus such as tuition increases, book prices, student activities and student disciplinary concerns
- Oversaw and directed department directors including: Outdoor Recreation, Service Learning, Ballroom Dance, Cheerleaders, and Dance Team
- Balanced and corrected budget concerns in the above mentioned departments
- Directed 80 student leaders who were involved in the policy writing part of student government including events and event management

July 2005-December 2006 Southern Utah University Cedar City, UT
Transfer Advising Coordinator

- Transfer Center Director: duties included evaluation of all transfer credit, registration, and general advisement about majors at Southern Utah University
- Advisement to Transfer Students about course selection at their current school as well as Southern Utah University
- Director of all recruitment for Transfer students in/out of Utah; had a vast knowledge of Universities and College courses and their transferability throughout the Western United States
- Ability to act as Registrar specifically for Transfer Students; could approve college course transfer on the spot
- In charge of all recruitment for High Schools students located on East Coast
- Extensive travel to Junior Colleges and Community Colleges for recruitment

and advising purposes

- Job Promotion to Assistant Director of Student Involvement and Leadership

June 2004- June 2005 Randolph-Macon Academy Front Royal, VA

College Counselor

- Director of all College Counseling services
- Aid in application process to college for 11-12 grades
- Director of all Standardized Testing (i.e. SAT, ACT, AP programs)
- Financial Aid consultant to parents
- Successfully placed 100% Seniors in college with $4.8 million in scholarships

August 2003-June 2004 Copper Hills High School West Jordan, UT

Counselor/Intern

- Responsive services counseling for troubled youth
- Individual Planning assessment for 10-12 grade students
- Group Therapy for specific students with specific needs
- Crisis counseling for severely troubled youth
- Counselor for MESA (Math Engineering Science Achievement) for minorities

2002 – 2003 State of Utah Salt Lake City, UT

Administrative Assistant

- Edit and transcribe decisions for hearings regarding Unemployment Benefits
- Provide legal secretarial support for Administrative Law Judges
- Answer questions from the public regarding Unemployment Benefits

2000 - 2001 Deloitte and Touche Salt Lake City, UT

Administrative/Marketing Assistant

- Assist Partner on various administrative duties
- Provide assistance in Marketing Department with proposals
- Implemented training course for new recruits — speeding profitability.

1999-2000 Senator Robert F. Bennett Salt Lake City, UT

Staff Assistant

- Provide research for State topics i.e. light rail, Escalante
- Liaison between staff and constituents

1998-1999 U.S. House of Representatives/Ways and Means Washington, D.C.

Staff Assistant

- Provide research for various tax bills
- General office support for tax attorneys
- Construct pertinent questions for Committee Tax Hearings

EDUCATION

2001-2003 University of Phoenix Salt Lake City, UT

- Masters of Education/Educational Counseling
- Member of Utah School Counselors Association
- Counselor for MESA (Math Engineering Science Achievement) for minorities and women

1992-1998 Utah State University Logan, UT

- Bachelors of Science Political Science Minor
- Member of the Utah State Polynesian Club
- Member of Utah State Women's Basketball Club Team

PROFESSIONAL MEMBERSHIPS AND LICENSES

2009-2013 Salt Lake Charter School Salt Lake City, UT

President of Board of Directors

- Oversee operations of Salt Lake Charter School DBA Mana Academy Charter School
- Implement new laws to govern SLCS/MACS
- Comply with all rules and regulations from Utah State Board of Education
- Govern the affairs for Salt Lake Charter School/Mana Academy

Utah State Educator License-School Guidance Counseling Level 2

Utah State Counselors Association

Member of National Association of College Admission Counselors (NACAC)

Virginia Counselors Association

Member of AACRAO and UAACRAO

SKILLS

Proficient in Microsoft Office, Internet, Microsoft Outlook, iCloud, Moodle,

email and Banner

Traveled to China, New Zealand, Australia, American Samoa, Bahamas, France, Spain and England as well as 48 U.S. States

Emily Gremillion

307 Grand View Court
Farmington, UT 84025

Email: emmcherie@gmail.com
Cell: 719-651-5433

Professional Summary

Educator, and business professional with strong leadership and team building skills. Meticulous, excellent at juggling multiple tasks and working under pressure. I am dedicated, dependable, compassionate, and motivated.

Core Qualifications

- 4 years experience in customer and corporate relations
- Bachelors degree in therapy, education and human development
- Proficient in Microsoft Office Suite: Word, Excel
- 4 years experience in budget reconciliation
- Effective interaction with team members and senior management
- 5 years experience working in education
- One year experience working with children in a hospital setting

Professional Experience

Title 1 Director 6/2013-10/2013 Mana Academy West Valley, UT

- Attended city hall meetings, school and church functions, and other events to promote and recruit children for the school
- Met with each family to obtain information about child, and to explain mission and direction of school
- Secured the file of each individual student from their previously attended school
- Assisted in organizing public events to promote school
- Researched and implemented school lunch program designed for Title 1 schools
- Attended all state meetings for Title 1 directors
- Participated in the physical set up and delivery of all equipment, supplies, furniture, etc.
- Input information of student body into SIS system

Caseworker 7/2012-6/2013

- Engaged families to assess child safety, as well as made child and family plans which met the well being, safety, and permenancy needs of the children and family.
- Created a team for each child, consisting of family, friends, community members, and staff to find permanent and safe solutions for children.
- Reached factually supported conclusions in a thorough and timely manner with input from children, parents, extended family, and all other support systems to assure safety.
- Separated dangerous caregivers from children in need of protection. When court actions is necessary to make a child safe, uses authority with sensitivity and respect.
- Created plans for children, which focused on the goal of preserving their family, reunifying the family, or achieving permanence within another family.
- Maintained case records of activities, assessments, plans, court reports, and other memos.

•Worked in a timely manner to meet federal and state mandates.

Business Administrator 09/2006-08/2010 Lifetime Fitness South Jordan, UT

•Processed member and team member paperwork; including member cancellations, updates, new hires/terminations/status changes, and payroll paperwork.

•Served as liaison with corporate Member Relations department.

•Reconciled cash drawer and made daily deposits. Managed, interpreted and researched Profit and Loss variances.

•Maintained office equipment and ordered necessary office supplies; organized and maintained club files prepared outgoing mail and faxes.

•Processed purchase orders for all Department Heads and researched/corrected outstanding purchase order discrepancies in a timely manner.

•Served as assistant to General manager

Education

Associates Degree: Weber State University **Human/Child**

Development: University of Utah-Human and Child development/Family Studies 2012 **BS**

I have a Bachelors in Human and Child development and Family Studies. I also have a degree in art education. My studies in school have also included elementary education, child life, social work, and art therapy for children.

Professional References

Angela Aiono Founder of Mana Academy angelauia@yahoo.com 504-660-4060
Angela Robbins Supervisor DCFS arobbins@utha.gov 801-708-9154
Steve Cutler General Manager Lifetime Fitness scutler@lifetimefitness.com 801-302-3767

GWENDOLYN SPOTTED ELK

750 East 900 North ·Layton, Utah 84041 · (801) 510-1616 · e-mail: spottedelkg@hotmail.com

EDUCATION

Masters of Arts, Department of Education, Culture & Society
Emphasis: American Indians in Higher Education **May2008**
UNIVERSITY OF UTAH *SALT LAKE CITY, UTAH*
GPA: 3.9

Research Interests: U.S. Federal Government Indian policy in the late 1800s and their effects on Indian peoples of today; Ethnic Diversity in Higher Education; American Indian Identity Development; American Indian Women in Higher Education; American Indians and the Mormon Church.

Bachelor of Arts, Department of Anthropology
Emphasis: Socioculture **April 2000**
BRIGHAM YOUNG UNIVERSITY *PROVO, UTAH*
GPA: 3.54

Academic Honors:
Northern Cheyenne Tribal Scholarship - 5 years; American Indian Services scholarship - 4 years; BYU Multiculture Discovery Award - 4 years; The King's Daughters and Sons Scholarship - 4 years; Reams Scholarship- 1 year.

Publications:
Book Review: *The Death of Ben Linder* by Joan Kruckewitt, Multi-Cultural Review, June 2000 Issue, vol. 9, no. 2.

FUNDING PROPOSALS SUBMITTED AND FUNDED

Brayboy, B. & Spotted Elk Mudrow, G. (2006). "American Indian Teacher Training Program (AITTP): Collaboration with Northern Ute Tribe." Office of Indian Education. Status: Funded (Amount $60,539.00).

SELECTED WORK EXPERIENCE

Grant Writer/Recruiter **2013- Present**
MANA SCHOOLS AND SEVEN GENERATION SCHOOLS *South Jordan, Utah*

-American Indian student recruiting
-Grant Writing
-Navajo Language class coordinator
-Admissions and Enrollment processes
-Knowledge of and compliance with Utah State Charter School rules

Academic/Student Mentor **2008- 2013**

Teacher's College (Special Education and K-12 Teacher Training)

WESTERN GOVERNORS UNIVERSITY *Salt Lake City, Utah*

-Intensive case management support for 100 students -Weekly student calls
-Weekly University trainings -Assignment review
-Administrative form filing -Monthly student progress evaluations
-University/student liaison -Assistance in training of new mentors
-Demonstration Teaching student preparation and recommendations

Honors/Awards:

Outstanding Performance- Student Satisfaction (July 2010)
Outstanding Performance- Student Satisfaction (February 2010)
Provost Award (July 2009)
Excellence in Mentoring (July 2009)

Principal Investigator/Project Director **2005- 2008**

Center for the Study of Empowered Students of Color

AMERICAN INDIAN TEACHER TRAINING PROGRAM AT THE UNIVERSITY OF UTAH *Salt Lake City, Utah*

-Recruiting for Cohort III & IV -Admissions
-Academic Program Advising -Purchasing
-Program development -Activity organization
-Student counseling -Student/faculty liaison
-Student Retention -Graduation

Native American/Academic Advisor **2003-2004**

Academic Advising/ Multicultural Student Services

SALT LAKE COMMUNITY COLLEGE *Salt Lake City, Utah*

-American Indian Student Leadership club advisor -General student advisement
-Assist students with class scheduling -Outreach and recruiting
-Native American Scholarships -Service Projects
-Club activities campus liaison -Student Orientation
-Coordinator for Native American Month activities -Fundraising
-Comprehensive knowledge of academic programs -Board of Trustees Reporting

Coordinator for Admissions **2000-2003**

Admissions Office

SJ QUINNEY COLLEGE OF LAW AT THE UNIVERSITY OF UTAH *Salt Lake City, Utah*

-Applicant, prospective, & law student counseling -Travel/Student Recruitment
-Coordination and processing of application materials -Financial aid processing
-Recruitment event organization and planning -Office/Staff management
-Data entry and maintenance -Student Orientation
-Publication creation and editing -Residency

Assistant to the Prelaw Advisor **1994-1995, 1996, 1998- 2000**

Prelaw Advisement Center

BRIGHAM YOUNG UNIVERSITY *Provo, Utah*

-Prospective law student counseling -Office management
-Prelaw Student Association asst. coordinator -Appointment scheduling

-Law Fair and Financial Aid Conference org.
-Staff supervision
-Typing
-Document creation
-Financial accounts
-Purchasing
-Filing
-Data entry

Teacher's Assistant **Winter 2000**
Student Development Course 198R
BRIGHAM YOUNG UNIVERSITY *Provo, Utah*

-Grading
-Speaker scheduling and organization
-Instruction
-Media presentation scheduling

SELECTED PRESENTATIONS

- *Scholarship as Activism.* Black Butterflies Annual Conference, Salt Lake City, Utah. February 2008.
- *American Indian Stereotypes.* Native American Culture course: Salt Lake Community College, Salt Lake City, Utah. November 2006.
- *American Indians in Higher Education.* Career Fair: Shoshone-Bannock High School, Ft. Hall, Idaho. March 2006.
- *American Indians in Higher Education.* Crow Education course: Crow Agency, Montana. March 2006.
- *Preparing for and Attending College:* Workshop: Decker Lake Youth Corrections Center, Salt Lake City, Utah. November 2004 & May 2005.

VOLUNTEER EXPERIENCE

- E.G. King Elementary Volunteer 2010- 2014
- Mana Academy Volunteer 2013
- Heritage Elementary Volunteer 2009- 2010
- Black Butterflies Annual Conference 2008
- Harm Reduction Project (Native American education volunteer) 2004- 2005
- Chula Vista Elementary Reading Partner volunteer 1997

LEADERSHIP EXPERIENCE/COMMITTEES

- Seven Generations Board of Directors 2013-2014
- WGU Top Performing Mentor Committee for Mentor Improvement 2012-2013
- WGU AT&T Native American Scholarship Committee 2011
- University of Utah Diversity Scholarship Committee 2005
- SLCC Multicultural Planning Committee 2004
- SLCC Multicultural Orientation Planning Committee 2004
- SLCC Multicultural Education Network Committee 2004
- SLCC Academic Advising Staff Development Committee 2004
- University of Utah College of Law Computer Steering Committee 2000-2003
- BYU Tribe of Many Feathers Club Presidency 1998 – 1999

SKILLS

- Spanish Language Proficiency
- Microsoft Office

- Taskstream
- Banner

Achievement Peaks STEM Academy

San Leandro Unified School District Charter Petition

Teacher Petition

	Name	City	State	Licensed Educator	CA License Teacher	Will become CA License
1	Amaris Leiataua	Compton	CA	Y	Y	-
2	Zoe Fried	Los Angeles	CA	Y	Y	-
3	Mavis Tevaga	Paramount	CA	Y	Y	-
4	Lyndsey Conradi	St George	UT	Y	N	Y
5	Tom Fell	Sandy	UT	Y	N	Y
6	Emily Maxwell	Sandy	UT	Y	N	Y
7	Heather Goodwin	Provo	UT	Y	N	Y
8	Darrin Beck	Eagle Mountain	UT	Y	N	Y
9	Taryn Williams	Salt Lake City	UT	Y	N	Y
10	Beth Collins	Ogden	UT	Y	N	Y

Achievement Peaks Academy Charter School - San Leandro

Multi-Year Forecast

Revised 7/3/14

		2015-16	2016-17	2017-18	2018-19	2019-20
		Forecast	Forecast	Forecast	Forecast	Forecast
	Expense COLA	n/a	*3.00%*	*3.00%*	*3.00%*	*3.00%*
	Enrollment	*500.00*	*555.00*	*600.00*	*600.00*	*600.00*
	ADA	*475.00*	*527.25*	*570.00*	*570.00*	*570.00*
	Unduplicated Count	*349.00*	*387.00*	*419.00*	*419.00*	*419.00*
Revenues						
Federal revenue						
8181	Federal Special Education (IDEA)	90,250	100,178	108,300	108,300	108,300
8220	Federal Child Nutrition	201,445	223,604	217,778	201,445	201,445
8290	Title I, Part A - Basic Low Income	-	105,450	114,000	114,000	114,000
8291	Title II, Part A - Teacher Quality	-	7,909	8,550	8,550	8,550
		291,695	437,140	448,628	432,295	432,295
State revenue						
8011	LCFF/General Purpose	2,198,135	2,620,136	2,948,354	3,057,568	3,161,368
8012	EPA Funding	479,905	572,038	643,695	667,539	690,201
8311	Special Ed Instructional Entitlement	260,300	288,933	312,360	312,360	312,360
8520	Child Nutrition	19,652	21,814	23,582	23,582	23,582
8560	State Lottery	-	82,778	89,490	89,490	89,490
		2,957,991	3,585,699	4,017,482	4,150,540	4,277,002
Local revenue						
8096	In Lieu of Property Taxes	949,487	1,053,931	1,139,384	1,139,384	1,139,384
		949,487	1,053,931	1,139,384	1,139,384	1,139,384
Total Revenue		$ 4,199,173	$ 5,076,770	$ 5,605,495	$ 5,722,219	$ 5,848,681
Expenses						
Certificated Salaries						
1100	Certificated Teachers' Salaries	1,100,000	1,257,630	1,400,388	1,442,400	1,485,672
1200	Certificated Pupil Support Salaries	102,000	105,060	108,212	111,458	114,802
1300	Certificated Administrators' Salaries	180,000	185,400	190,962	196,691	202,592
1900	Other Certificated Salaries	184,500	210,939	234,883	241,930	249,188
		1,566,500	1,759,029	1,934,445	1,992,478	2,052,253
Classified Salaries						
2100	Classified Instructional Salaries	113,800	130,108	144,877	149,223	153,699
2300	Classified Administrators' Salaries	75,000	85,748	95,481	98,345	101,296
2400	Clerical and Office Staff Salaries	45,000	51,449	57,289	59,007	60,777
2900	Other Classified Salaries	50,000	57,165	63,654	65,564	67,531
		283,800	324,469	361,300	372,139	383,303
Benefits						
3101	STRS	139,107	156,204	171,781	176,934	182,242
3301	OASDI	21,418	24,117	26,574	27,371	28,193
3311	Medicare	27,723	31,217	34,397	35,429	36,492
3401	Health and Welfare	216,000	243,223	268,000	276,040	284,322
3501	State Unemployment	24,990	28,140	31,006	31,936	32,894
3601	Workers' Compensation	26,771	30,145	33,216	34,212	35,239
		456,009	513,046	564,975	581,924	599,382
Books and supplies						
4100	Textbooks and Core Curricula Materials	25,000	28,583	31,827	32,782	33,765
4200	Books and Other Reference Materials	15,000	17,150	19,096	19,669	20,259
4302	School Supplies	20,000	22,866	25,462	26,225	27,012
4305	Software	43,800	50,077	55,761	57,434	59,157
4400	Noncapitalized Equipment	38,700	44,246	49,268	50,746	52,269
4700	Food Services	201,445	230,312	256,456	264,149	272,074
		343,945	393,232	437,870	451,006	464,536
Subagreement services						
5102	Special Education	75,000	85,748	95,481	98,345	101,296
5103	Substitute Teacher	50,000	57,165	63,654	65,564	67,531
5105	Security	12,000	13,720	15,277	15,735	16,207
5106	Other Educational Consultants	25,000	25,750	26,523	27,318	28,138

Achievement Peaks Academy Charter School - San Leandro

Multi-Year Forecast

Revised 7/3/14

		2015-16 Forecast	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast
Professional/consulting services						
5802	Audit & Taxes	10,000	10,300	10,609	10,927	11,255
5803	Legal	15,000	15,450	15,914	16,391	16,883
5804	Professional Development	12,000	12,360	12,731	13,113	13,506
5805	General Consulting	33,000	33,990	35,010	36,060	37,142
5810	Payroll Service Fee	5,400	5,562	5,729	5,901	6,078
5811	Management Fee	61,000	62,830	64,715	66,656	68,656
5812	District Oversight Fee	36,275	42,461	47,314	48,645	49,910
5813	LACOE Fees	8,000	8,240	8,487	8,742	9,004
5814	SELPA Fees	140,220	155,644	168,264	168,264	168,264
		320,895	346,837	368,772	374,699	380,697
Facilities, repairs and other leases						
5601	Rent	550,000	550,000	563,750	577,844	592,290
5603	Equipment Leases	5,000	10,300	10,609	10,927	11,255
5610	Repairs and Maintenance	10,000	11,433	12,731	13,113	13,506
		565,000	571,733	587,090	601,884	617,051
Operations and housekeeping						
5201	Auto and Travel	8,000	9,146	10,185	10,490	10,805
5300	Dues & Memberships	4,500	5,145	5,729	5,901	6,078
5400	Insurance	25,000	28,583	31,827	32,782	33,765
5501	Utilities	30,000	30,900	31,827	32,782	33,765
5502	Janitorial/Trash Removal	25,000	28,583	31,827	32,782	33,765
5510	Office Expense	20,000	22,866	25,462	26,225	27,012
5511	Postage and Shipping	4,500	4,635	4,774	4,917	5,065
5512	Printing	10,000	10,300	10,609	10,927	11,255
5515	Public Relations	8,000	8,240	8,487	8,742	9,004
5900	Communications	15,000	15,450	15,914	16,391	16,883
		152,000	165,907	178,762	184,124	189,648
Interest						
7438	Interest Expense	231,667	133,333	51,750	-	-
	Total interest	231,667	133,333	51,750	-	-
Total Expenses		$ 4,081,816	$ 4,389,968	$ 4,685,897	$ 4,765,216	$ 4,900,041
Surplus (Deficit)		$ 117,357	$ 686,801	$ 919,596	$ 957,003	$ 948,640
Cash Flow Adjustments						
	Surplus (Deficit)	117,357	686,801	919,596	957,003	948,640
	Cash flows from operating activities					
	Public funding receivables	(469,536)	(152,249)	(47,451)	-	-
	Accounts payable	13,845	2,039	1,304	1,304	1,304
	Cash flows from investing activities					
	Purchases of property and equipment	(110,000)	-	-	-	-
	Cash flows from financing activities					
	Proceeds from CSC	2,780,000	1,600,000	575,000	-	-
	Payments to CSC	(2,325,000)	(1,630,000)	(1,000,000)	-	-
	Total Change in Cash	6,666	506,593	448,450	958,307	949,944
	Cash, Beginning of Year	-	6,666	513,259	961,709	1,920,016
	Cash, End of Year	$ 6,666	$ 513,259	$ 961,709	$ 1,920,016	$ 2,869,960

Achievement P[illegible]'s Academy Charter School - San Leandro

Monthly Cash Flow/Budget FY 15-16

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates							P-1				P-2		
		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accruals	Total Annual Budget
Revenues															
Federal revenue															
8181	Federal Special Education (IDEA)	-	5,415	10,830	7,220	7,220	7,220	7,220	7,220	12,635	6,318	6,318	6,318	6,318	90,250
8220	Federal Child Nutrition	-	-	-	10,072	19,137	19,137	19,137	19,137	19,137	19,137	19,137	19,137	38,275	201,445
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total federal revenue	-	5,415	10,830	17,292	26,357	26,357	26,357	26,357	31,772	25,455	25,455	25,455	44,592	291,695
State revenue															
8011	LCFF	-	-	-	750,355	-	-	365,038	-	216,548	216,548	216,548	216,548	216,548	2,198,135
8012	EPA Funding	-	-	-	23,750	-	-	23,750	-	-	312,429	-	-	119,976	479,905
8311	Special Ed Instructional Entitlement	-	15,618	31,236	20,824	20,824	20,824	20,824	20,824	36,442	18,221	18,221	18,221	18,221	260,300
8520	Child Nutrition	-	-	-	983	1,867	1,867	1,867	1,867	1,867	1,867	1,867	1,867	3,734	19,652
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total state revenue	-	15,618	31,236	795,912	22,691	22,691	411,479	22,691	254,857	549,065	236,636	236,636	358,479	2,957,991
Local revenue															
8096	In Lieu of Property Taxes	-	56,969	113,938	75,959	75,959	75,959	75,959	75,959	132,928	66,464	66,464	66,464	66,464	949,487
	Total local revenue	-	56,969	113,938	75,959	75,959	75,959	75,959	75,959	132,928	66,464	66,464	66,464	66,464	949,487
Total Revenue		-	78,002	156,004	889,163	125,007	125,007	513,795	125,007	419,558	640,984	328,555	328,555	469,536	4,199,173
Expenses															
Certificated Salaries															
1100	Certificated Teachers' Salaries	-	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	-	1,100,000
1200	Certificated Pupil Support Salaries	-	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	9,273	-	102,000
1300	Certificated Administrators' Salaries	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	-	180,000
1900	Other Certificated Salaries	-	16,773	16,773	16,773	16,773	16,773	16,773	16,773	16,773	16,773	16,773	16,773	-	184,500
		15,000	141,045	141,045	141,045	141,045	141,045	141,045	141,045	141,045	141,045	141,045	141,045	-	1,566,500
Classified Salaries															
2100	Classified Instructional Salaries	3,333	10,042	10,042	10,042	10,042	10,042	10,042	10,042	10,042	10,042	10,042	10,042	-	113,800
2300	Classified Administrators' Salaries	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	75,000
2400	Clerical and Office Staff Salaries	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000
2900	Other Classified Salaries	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
		17,500	24,209	24,209	24,209	24,209	24,209	24,209	24,209	24,209	24,209	24,209	24,209	-	283,800
Benefits															
3101	STRS	1,332	12,525	12,525	12,525	12,525	12,525	12,525	12,525	12,525	12,525	12,525	12,525	-	139,107
3301	OASDI	1,321	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	-	21,418
3311	Medicare	487	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	-	27,723
3401	Health and Welfare	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	-	216,000
3501	State Unemployment	750	750	3,249	1,499	250	250	11,745	4,748	250	250	1,000	250	-	24,990
3601	Workers' Compensation	470	2,391	2,391	2,391	2,391	2,391	2,391	2,391	2,391	2,391	2,391	2,391	-	26,771
		22,360	37,969	40,468	38,718	37,469	37,469	48,964	41,967	37,469	37,469	38,219	37,469	-	456,009
Books and supplies															
4100	Textbooks and Core Curricula Materials	-	6,250	6,250	6,250	6,250	-	-	-	-	-	-	-	-	25,000
4200	Books and Other Reference Materials	-	3,000	3,000	3,000	3,000	3,000	-	-	-	-	-	-	-	15,000
4302	School Supplies	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
4305	Software	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	-	43,800
4400	Noncapitalized Equipment	-	7,740	7,740	7,740	7,740	7,740	-	-	-	-	-	-	-	38,700
4700	Food Services	-	18,313	18,313	18,313	18,313	18,313	18,313	18,313	18,313	18,313	18,313	18,313	-	201,445
		3,650	40,771	40,771	40,771	40,771	34,521	23,781	23,781	23,781	23,781	23,781	23,781	-	343,945
Subagreement services															
5102	Special Education	-	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-	75,000
5103	Substitute Teacher	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000
5105	Security	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	-	12,000
5106	Other Educational Consultants	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	25,000
		-	1,091	16,091	16,091	16,091	16,091	16,091	16,091	16,091	16,091	16,091	16,091	-	162,000

Achievement P ''s Academy Charter School - San Leandro

Monthly Cash Flow/Bu. .et FY 15-16

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates							P-1				P-2		
		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accruals	Total Annual Budget
Professional/consulting services															
5802	Audit & Taxes	-	-	-	-	-	3,333	3,333	3,333	-	-	-	-	-	10,000
5803	Legal	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
5804	Professional Development	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	12,000
5805	General Consulting	-	-	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	-	33,000
5810	Payroll Service Fee	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400
5811	Management Fee	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	-	61,000
5812	District Oversight Fee	-	570	1,139	8,501	760	760	4,647	760	3,495	5,954	2,830	2,830	4,030	36,275
5813	County Fees	-	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-	8,000
5814	SELPA Fees	-	8,413	16,826	11,218	11,218	11,218	11,218	11,218	19,631	9,815	9,815	9,815	9,815	140,220
		6,783	15,766	31,249	31,002	23,261	28,594	30,482	26,594	36,409	27,053	23,929	25,929	13,845	320,895
Facilities, repairs and other leases															
5601	Rent	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	-	550,000
5603	Equipment Leases	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5610	Repairs and Maintenance	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
		47,083	47,083	47,083	47,083	47,083	47,083	47,083	47,083	47,083	47,083	47,083	47,083	-	565,000
Operations and housekeeping															
5201	Auto and Travel	-	-	-	-	-	-	2,000	2,000	2,000	2,000	-	-	-	8,000
5300	Dues & Memberships	375	375	375	375	375	375	375	375	375	375	375	375	-	4,500
5400	Insurance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	25,000
5501	Utilities	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000
5502	Janitorial/Trash Removal	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	25,000
5510	Office Expense	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000
5511	Postage and Shipping	-	-	450	450	450	450	450	450	450	450	450	450	-	4,500
5512	Printing	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	10,000
5515	Public Relations	-	-	800	800	800	800	800	800	800	800	800	800	-	8,000
5900	Communications	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
		10,125	10,125	12,375	12,375	12,375	12,375	14,375	14,375	14,375	14,375	12,375	12,375	-	152,000
Interest															
7438	Interest Expense	31,250	25,000	20,833	33,333	22,917	25,000	16,667	25,000	20,833	10,833	-	-	-	231,667
		31,250	25,000	20,833	33,333	22,917	25,000	16,667	25,000	20,833	10,833	-	-	-	231,667
Total Expenses		153,751	343,060	374,125	384,628	365,221	366,388	362,698	360,146	361,296	341,941	326,733	327,983	13,845	4,081,816
Monthly Surplus (Deficit)		(153,751)	(265,058)	(218,121)	504,534	(240,214)	(241,381)	151,097	(235,139)	58,262	299,043	1,823	572	455,690	117,357
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(153,751)	(265,058)	(218,121)	504,534	(240,214)	(241,381)	151,097	(235,139)	58,262	299,043	1,823	572	455,690	117,357
Cash flows from operating activities															
	Depreciation/amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Public funding receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts payable	-	-	-	-	-	-	-	-	-	-	-	-	(469,536)	(469,536)
Cash flows from investing activities														13,845	13,845
	Purchases of property and equipment	(110,000)	-	-	-	-	-	-	-	-	-	-	-	-	(110,000)
Cash flows from financing activities															
	Proceeds from CSC	375,000	300,000	250,000	400,000	275,000	300,000	200,000	300,000	250,000	130,000	-	-	-	2,780,000
	Payments to CSC	-	-	-	(925,000)	-	(50,000)	(400,000)	(50,000)	(300,000)	(600,000)	-	-	-	(2,325,000)
Total Change in Cash		111,249	34,942	31,879	(20,466)	34,786	8,619	(48,903)	14,861	8,262	(170,957)	1,823	572		
Cash, Beginning of Month		-	111,249	146,191	178,070	157,604	192,390	201,010	152,107	166,968	175,229	4,273	6,095		
Cash, End of Month		111,249	146,191	178,070	157,604	192,390	201,010	152,107	166,968	175,229	4,273	6,095	6,667		

Achievement P 's Academy Charter School - San Leandro

Monthly Cash Flow/Budget FY 16-17

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates							P-1				P-2		
		Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Accruals	Total Annual Budget
Revenues															
Federal revenue															
8181	Federal Special Education (IDEA)	-	6,011	12,021	8,014	8,014	8,014	8,014	8,014	14,025	7,012	7,012	7,012	7,012	100,178
8220	Federal Child Nutrition	-	-	-	11,180	21,242	21,242	21,242	21,242	21,242	21,242	21,242	21,242	42,485	223,604
8290	Title I, Part A - Basic Low Income	-	-	-	-	26,363	-	-	26,363	-	-	26,363	-	26,363	105,450
8291	Title II, Part A - Teacher Quality	-	-	-	-	1,977	-	-	1,977	-	-	1,977	-	1,977	7,909
	Total federal revenue	-	6,011	12,021	19,194	57,596	29,257	29,257	57,596	35,267	28,255	56,595	28,255	77,837	437,141
State revenue															
8011	LCFF	-	109,968	109,968	197,942	197,942	197,942	197,942	197,942	282,099	282,099	282,099	282,099	282,099	2,620,135
8012	EPA Funding	-	-	-	119,976	-	-	119,976	-	-	189,076	-	-	143,009	572,038
8311	Special Ed Instructional Entitlement	-	17,336	34,672	23,115	23,115	23,115	23,115	23,115	40,451	20,225	20,225	20,225	20,225	288,933
8520	Child Nutrition	-	-	-	1,091	2,072	2,072	2,072	2,072	2,072	2,072	2,072	2,072	4,145	21,814
8560	State Lottery	-	-	-	-	20,695	-	-	20,695	-	-	20,695	-	20,695	82,778
	Total state revenue	-	127,303	144,639	342,123	243,823	223,128	343,105	243,823	324,621	493,472	325,091	304,396	470,172	3,585,698
Local revenue															
8096	In Lieu of Property Taxes	-	63,236	126,472	84,314	84,314	84,314	84,314	84,314	147,550	73,775	73,775	73,775	73,775	1,053,931
	Total local revenue	-	63,236	126,472	84,314	84,314	84,314	84,314	84,314	147,550	73,775	73,775	73,775	73,775	1,053,931
Total Revenue		-	196,550	283,132	445,632	385,734	336,700	456,676	385,734	507,439	595,502	455,460	406,426	621,785	5,076,770
Expenses															
Certificated Salaries															
1100	Certificated Teachers' Salaries	-	114,330	114,330	114,330	114,330	114,330	114,330	114,330	114,330	114,330	114,330	114,330	-	1,257,630
1200	Certificated Pupil Support Salaries	-	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	-	105,060
1300	Certificated Administrators' Salaries	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	-	185,400
1900	Other Certificated Salaries	-	19,176	19,176	19,176	19,176	19,176	19,176	19,176	19,176	19,176	19,176	19,176	-	210,939
		15,450	158,507	158,507	158,507	158,507	158,507	158,507	158,507	158,507	158,507	158,507	158,507	-	1,759,029
Classified Salaries															
2100	Classified Instructional Salaries	3,811	11,482	11,482	11,482	11,482	11,482	11,482	11,482	11,482	11,482	11,482	11,482	-	130,108
2300	Classified Administrators' Salaries	7,146	7,146	7,146	7,146	7,146	7,146	7,146	7,146	7,146	7,146	7,146	7,146	-	85,748
2400	Clerical and Office Staff Salaries	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	-	51,449
2900	Other Classified Salaries	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	-	57,165
		20,008	27,678	27,678	27,678	27,678	27,678	27,678	27,678	27,678	27,678	27,678	27,678	-	324,470
Benefits															
3101	STRS	1,496	14,064	14,064	14,064	14,064	14,064	14,064	14,064	14,064	14,064	14,064	14,064	-	156,204
3301	OASDI	1,487	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	-	24,117
3311	Medicare	548	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	-	31,217
3401	Health and Welfare	20,269	20,269	20,269	20,269	20,269	20,269	20,269	20,269	20,269	20,269	20,269	20,269	-	243,223
3501	State Unemployment	844	844	3,658	1,688	281	281	13,226	5,347	281	281	1,126	281	-	28,140
3601	Workers' Compensation	529	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	-	30,145
		25,174	42,715	45,529	43,559	42,152	42,152	55,096	47,217	42,152	42,152	42,996	42,152	-	513,046
Books and supplies															
4100	Textbooks and Core Curricula Materials	-	7,146	7,146	7,146	7,146	-	-	-	-	-	-	-	-	28,583
4200	Books and Other Reference Materials	-	3,430	3,430	3,430	3,430	3,430	-	-	-	-	-	-	-	17,150
4302	School Supplies	-	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	2,079	-	22,866
4305	Software	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	-	50,077
4400	Noncapitalized Equipment	-	8,849	8,849	8,849	8,849	8,849	-	-	-	-	-	-	-	44,246
4700	Food Services	-	20,937	20,937	20,937	20,937	20,937	20,937	20,937	20,937	20,937	20,937	20,937	-	230,312
		4,173	46,614	46,614	46,614	46,614	39,468	27,189	27,189	27,189	27,189	27,189	27,189	-	393,232
Subagreement services															
5102	Special Education	-	-	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	-	85,748
5103	Substitute Teacher	-	-	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	5,717	-	57,165
5105	Security	-	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	-	13,720
5106	Other Educational Consultants	-	-	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	-	25,750
		-	1,247	18,113	18,113	18,113	18,113	18,113	18,113	18,113	18,113	18,113	18,113	-	182,382

Achievement P[illegible]'s Academy Charter School - San Leandro

Monthly Cash Flow/Budget FY 16-17

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates							P-1				P-2		
		Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Accruals	Total Annual Budget
Professional/consulting services															
5802	Audit & Taxes	-	-	-	-	-	3,433	3,433	3,433	-	-	-	-	-	10,300
5803	Legal	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	15,450
5804	Professional Development	-	-	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	-	12,360
5805	General Consulting	-	-	3,399	3,399	3,399	3,399	3,399	3,399	3,399	3,399	3,399	3,399	-	33,990
5810	Payroll Service Fee	464	464	464	464	464	464	464	464	464	464	464	464	-	5,562
5811	Management Fee	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	-	62,830
5812	District Oversight Fee	-	1,732	2,364	4,022	2,823	2,823	4,022	2,823	4,296	5,449	3,559	3,559	4,989	42,461
5813	LACOE Fees	-	-	2,060	-	-	2,060	-	-	2,060	-	-	2,060	-	8,240
5814	SELPA Fees	-	9,339	18,677	12,452	12,452	12,452	12,452	12,452	21,790	10,895	10,895	10,895	10,895	155,644
		6,987	18,058	34,724	28,096	26,896	32,389	31,529	30,329	39,769	27,966	26,076	28,136	15,884	346,837
Facilities, repairs and other leases															
5601	Rent	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	45,833	-	550,000
5603	Equipment Leases	858	858	858	858	858	858	858	858	858	858	858	858	-	10,300
5610	Repairs and Maintenance	953	953	953	953	953	953	953	953	953	953	953	953	-	11,433
		47,644	47,644	47,644	47,644	47,644	47,644	47,644	47,644	47,644	47,644	47,644	47,644	-	571,733
Operations and housekeeping															
5201	Auto and Travel	-	-	-	-	-	-	2,287	2,287	2,287	2,287	-	-	-	9,146
5300	Dues & Memberships	429	429	429	429	429	429	429	429	429	429	429	429	-	5,145
5400	Insurance	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	28,583
5501	Utilities	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	-	30,900
5502	Janitorial/Trash Removal	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	28,583
5510	Office Expense	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	-	22,866
5511	Postage and Shipping	-	-	464	464	464	464	464	464	464	464	464	464	-	4,635
5512	Printing	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	10,300
5515	Public Relations	-	-	824	824	824	824	824	824	824	824	824	824	-	8,240
5900	Communications	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-	15,450
		11,132	11,132	13,450	13,450	13,450	13,450	15,736	15,736	15,736	15,736	13,450	13,450	-	165,907
Interest															
7438	Interest Expense	41,667	12,500	14,583	6,250	16,667	12,500	8,333	12,500	8,333	-	-	-	-	133,333
		41,667	12,500	14,583	6,250	16,667	12,500	8,333	12,500	8,333	-	-	-	-	133,333
Total Expenses		172,234	366,095	406,842	389,912	397,721	391,903	389,827	384,915	385,123	364,987	361,654	362,870	15,884	4,389,968
Monthly Surplus (Deficit)		(172,234)	(169,545)	(123,710)	55,720	(11,988)	(55,203)	66,848	819	122,316	230,515	93,806	43,556	605,901	686,801
Cash Flow Adjustments															
	Monthly Surplus (Deficit)	(172,234)	(169,545)	(123,710)	55,720	(11,988)	(55,203)	66,848	819	122,316	230,515	93,806	43,556	605,901	686,800
	Cash flows from operating activities														
	Depreciation/amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Public funding receivables	252,987	216,548	-	-	-	-	-	-	-	-	-	-	(621,785)	(152,249)
	Accounts payable	(13,845)	-	-	-	-	-	-	-	-	-	-	-	15,884	2,039
	Cash flows from financing activities														
	Proceeds from CSC	500,000	150,000	175,000	75,000	200,000	150,000	100,000	150,000	100,000	-	-	-	-	1,600,000
	Payments to CSC	(255,000)	(200,000)	-	(150,000)	(175,000)	-	(200,000)	(150,000)	(200,000)	(200,000)	(100,000)	-	-	(1,630,000)
Total Change in Cash		311,908	(2,997)	51,290	(19,280)	13,012	94,797	(33,152)	819	22,316	30,515	(6,194)	43,556		
Cash, Beginning of Month		6,667	318,575	315,578	366,868	347,588	360,601	455,398	422,246	423,065	445,381	475,896	469,702		
Cash, End of Month		318,575	315,578	366,868	347,588	360,601	455,398	422,246	423,065	445,381	475,896	469,702	513,258		

Achievement P[illegible]s Academy Charter School - San Leandro

Monthly Cash Flow/Budget FY 17-18

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accruals	Total Annual Budget
Revenues															
Federal revenue															
8181	Federal Special Education (IDEA)	-	6,498	12,996	8,664	8,664	8,664	8,664	8,664	15,162	7,581	7,581	7,581	7,581	108,300
8220	Federal Child Nutrition	-	-	-	10,889	20,689	20,689	20,689	20,689	20,689	20,689	20,689	20,689	41,378	217,779
8290	Title I, Part A - Basic Low Income	-	-	-	-	28,500	-	-	28,500	-	-	28,500	-	28,500	114,000
8291	Title II, Part A - Teacher Quality	-	-	-	-	2,137.50	-	-	2,138	-	-	2,138	-	2,138	8,550
	Total federal revenue	-	6,498	12,996	19,553	59,990	29,353	29,353	59,990	35,851	28,270	58,907	28,270	79,596	448,629
State revenue															
8011	LCFF	-	127,372	127,372	229,269	229,269	229,269	229,269	229,269	300,240	300,240	300,240	300,240	300,240	2,902,288
8012	EPA Funding	-	-	-	143,010	-	-	143,010	-	-	242,819	-	-	160,924	689,762
8311	Special Ed Instructional Entitlement	-	18,742	37,483	24,989	24,989	24,989	24,989	24,989	43,730	21,865	21,865	21,865	21,865	312,360
8520	Child Nutrition	-	-	-	1,179	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	4,481	23,583
8560	State Lottery	-	-	-	-	22,373	-	-	22,373	-	-	22,373	-	22,373	89,490
	Total state revenue	-	146,113	164,855	398,446	278,870	256,498	399,507	278,870	346,211	567,165	346,718	324,346	509,882	4,017,483
Local revenue															
8096	In Lieu of Property Taxes	-	68,363	136,726	91,151	91,151	91,151	91,151	91,151	159,514	79,757	79,757	79,757	79,757	1,139,384
	Total local revenue	-	68,363	136,726	91,151	91,151	91,151	91,151	91,151	159,514	79,757	79,757	79,757	79,757	1,139,384
Total Revenue		-	220,974	314,577	509,150	430,012	377,002	520,011	430,012	541,576	675,192	485,383	432,373	669,236	5,605,496
Expenses															
Certificated Salaries															
1100	Certificated Teachers' Salaries	-	127,308	127,308	127,308	127,308	127,308	127,308	127,308	127,308	127,308	127,308	127,308	-	1,400,388
1200	Certificated Pupil Support Salaries	-	9,837	9,837	9,837	9,837	9,837	9,837	9,837	9,837	9,837	9,837	9,837	-	108,212
1300	Certificated Administrators' Salaries	15,914	15,914	15,914	15,914	15,914	15,914	15,914	15,914	15,914	15,914	15,914	15,914	-	190,962
1900	Other Certificated Salaries	-	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	21,353	-	234,883
		15,914	174,412	174,412	174,412	174,412	174,412	174,412	174,412	174,412	174,412	174,412	174,412	-	1,934,445
Classified Salaries															
2100	Classified Instructional Salaries	4,244	12,785	12,785	12,785	12,785	12,785	12,785	12,785	12,785	12,785	12,785	12,785	-	144,877
2300	Classified Administrators' Salaries	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	-	95,481
2400	Clerical and Office Staff Salaries	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	-	57,289
2900	Other Classified Salaries	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	-	63,654
		22,279	30,820	30,820	30,820	30,820	30,820	30,820	30,820	30,820	30,820	30,820	30,820	-	361,301
Benefits															
3101	STRS	1,645	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	-	171,781
3301	OASDI	1,639	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	-	26,574
3311	Medicare	604	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	-	34,397
3401	Health and Welfare	22,333	22,333	22,333	22,333	22,333	22,333	22,333	22,333	22,333	22,333	22,333	22,333	-	268,000
3501	State Unemployment	930	930	4,031	1,860	310	310	14,573	5,891	310	310	1,240	310	-	31,006
3601	Workers' Compensation	583	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	2,967	-	33,216
		27,735	47,036	50,137	47,966	46,416	46,416	60,679	51,997	46,416	46,416	47,346	46,416	-	564,975
Books and supplies															
4100	Textbooks and Core Curricula Materials	-	7,957	7,957	7,957	7,957	-	-	-	-	-	-	-	-	31,827
4200	Books and Other Reference Materials	-	3,819	3,819	3,819	3,819	3,819	-	-	-	-	-	-	-	19,096
4302	School Supplies	-	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	2,315	-	25,462
4305	Software	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	-	55,761
4400	Noncapitalized Equipment	-	9,854	9,854	9,854	9,854	9,854	-	-	-	-	-	-	-	49,268
4700	Food Services	-	23,314	23,314	23,314	23,314	23,314	23,314	23,314	23,314	23,314	23,314	23,314	-	256,456
		4,647	51,905	51,905	51,905	51,905	43,948	30,276	30,276	30,276	30,276	30,276	30,276	-	437,870
Subagreement services															
5102	Special Education	-	-	9,548	9,548	9,548	9,548	9,548	9,548	9,548	9,548	9,548	9,548	-	95,481
5103	Substitute Teacher	-	-	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	-	63,654
5105	Security	-	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	1,389	-	15,277
5106	Other Educational Consultants	-	-	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	-	26,523
		-	1,389	19,955	19,955	19,955	19,955	19,955	19,955	19,955	19,955	19,955	19,955	-	200,934

Achievement F 's Academy Charter School - San Leandro

Monthly Cash Flow/Budget FY 17-18

Revised 7/3/14

		Prior Year P2 and PENSEC Estimates						P-1				P-2		
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accruals	Total Annual Budget
Professional/consulting services															
5802	Audit & Taxes	-	-	-	-	-	3,536	3,536	3,536	-	-	-	-	-	10,609
5803	Legal	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	-	15,914
5804	Professional Development	-	-	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	-	12,731
5805	General Consulting	-	-	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	-	35,010
5810	Payroll Service Fee	477	477	477	477	477	477	477	477	477	477	477	477	-	5,729
5811	Management Fee	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	5,393	-	64,715
5812	District Oversight Fee	-	1,957	2,641	4,634	3,204	3,204	4,634	3,204	4,598	6,228	3,800	3,800	5,409	47,314
5813	LACOE Fees	-	-	2,122	-	-	2,122	-	-	2,122	-	-	2,122	-	8,487
5814	SELPA Fees	-	10,096	20,192	13,461	13,461	13,461	13,461	13,461	23,557	11,778	11,778	11,778	11,778	168,264
		7,196	19,250	36,925	30,066	28,636	34,294	33,602	32,172	42,247	29,977	27,549	29,671	17,188	368,772
Facilities, repairs and other leases															
5601	Rent	46,979	46,979	46,979	46,979	46,979	46,979	46,979	46,979	46,979	46,979	46,979	46,979	-	563,750
5603	Equipment Leases	884	884	884	884	884	884	884	884	884	884	884	884	-	10,609
5610	Repairs and Maintenance	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	-	12,731
		48,924	48,924	48,924	48,924	48,924	48,924	48,924	48,924	48,924	48,924	48,924	48,924	-	587,090
Operations and housekeeping															
5201	Auto and Travel	-	-	-	-	-	-	2,546	2,546	2,546	2,546	-	-	-	10,185
5300	Dues & Memberships	477	477	477	477	477	477	477	477	477	477	477	477	-	5,729
5400	Insurance	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	-	31,827
5501	Utilities	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	-	31,827
5502	Janitorial/Trash Removal	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	2,652	-	31,827
5510	Office Expense	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	-	25,462
5511	Postage and Shipping	-	-	477	477	477	477	477	477	477	477	477	477	-	4,774
5512	Printing	-	-	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	-	10,609
5515	Public Relations	-	-	849	849	849	849	849	849	849	849	849	849	-	8,487
5900	Communications	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	-	15,914
		12,059	12,059	14,446	14,446	14,446	14,446	16,992	16,992	16,992	16,992	14,446	14,446	-	178,762
Interest															
7438	Interest Expense	-	11,250	13,500	22,500	-	4,500	-	-	-	-	-	-	-	51,750
		-	11,250	13,500	22,500	-	4,500	-	-	-	-	-	-	-	51,750
Total Expenses		138,753	397,045	441,023	440,994	415,514	417,715	415,659	405,548	410,041	397,771	393,727	394,919	17,188	4,685,897
Monthly Surplus (Deficit)		(138,753)	(176,071)	(126,447)	68,156	14,498	(40,713)	104,352	24,464	131,535	277,420	91,655	37,453	652,048	919,597
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(138,753)	(176,071)	(126,447)	68,156	14,498	(40,713)	104,352	24,464	131,535	277,420	91,655	37,453	652,048	919,597
Cash flows from operating activities															
	Depreciation/amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Public funding receivables	621,785	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts payable	(15,884)	-	-	-	-	-	-	-	-	-	-	-	(669,236)	(47,451)
Cash flows from financing activities														17,188	1,304
	Proceeds from CSC	-	125,000	150,000	250,000	-	50,000	-	-	-	-	-	-	-	575,000
	Payments to CSC	(425,000)	-	-	(275,000)	-	-	(100,000)	-	(100,000)	(100,000)	-	-	-	(1,000,000)
Total Change in Cash		42,147	(51,071)	23,553	43,156	14,498	9,287	4,352	24,464	31,535	177,420	91,655	37,453		
Cash, Beginning of Month		513,258	555,406	504,335	527,888	571,044	585,542	594,829	599,181	623,645	655,180	832,600	924,255		
Cash, End of Month		555,406	504,335	527,888	571,044	585,542	594,829	599,181	623,645	655,180	832,600	924,255	961,708		