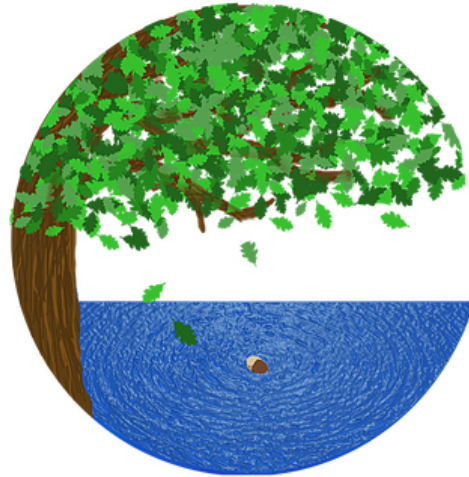


# Ripple Academy

## Initial Charter Petition



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**Respectfully Submitted to**  
Oakland Unified School District  
Board of Directors  
September 26, 2017

**For a Requested Charter Term of**  
July 1, 2018 – June 30, 2023

**Primary Contact**  
Rodney Pierre-Antoine  
Founder and Principal  
[rpierre-antoine@ripple-academy.org](mailto:rpierre-antoine@ripple-academy.org)  
510.590.8458

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**Appendix 7 - Health, Wellness, and Safety**

**Appendix 8 - Student Recruitment**



## Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Ripple Academy to be located at 2634 Pleasant Street, Oakland, CA 94602 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f 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.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and/or other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or

entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

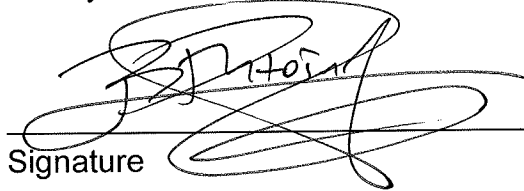
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

  
Signature

9/27/17  
Date

Rodney Pierre-Antoine  
Print Name

# OUSD Petition Checklist

## Application Components

Application Component		Applicant Check	Reviewer Check
Executive Summary & Overview Tables		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 1: Educational Program	A. Target Population & Community Need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Philosophy & Approach to Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Instructional Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. School Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Student Recruitment & Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Student Engagement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Community School: Ongoing Family Involvement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Special Populations: Identification, Remediation, & Acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I. Special Populations: English Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elements 2 & 3: Measurable Pupil Outcomes & Method to Measure Progress		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 4: Governance Structure	A. Governance Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Operating Plans & Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Budget/Financial Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	D. Indemnification of District	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 5: Employee Qualifications		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 6: Health & Safety Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 7: Means to Achieve Racial & Ethnic Balance		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 8: Admission Requirements		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 9: Annual Financial Audits		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 10: Suspension & Expulsion Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 11: Employee Retirement Systems		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 12: Public School Attendance Alternatives		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 13: Rights of District Employees		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 14: Mandatory Dispute Resolution		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Element 15: Charter School Closure Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Impact	A. Potential Civil Liability Effects	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Indemnification of District	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. Administrative Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget/Financial Plan	A. Financial Statements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. First-Year Operational Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Start-Up Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. Cash Flow and Financial Projections for first three years of operation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Addendum for Existing Providers (if applicable)		n/a	n/a
Appendices	Appx. A – Letter of Intent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. B – OUSD’s 5 Pillars of Quality School Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. C – Certification Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. D – Charter School Roster of Key Contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. E – Statement of Assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. F – Surrounding Schools & Demographic and Performance Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. G – Instructional Minutes & Days Calculator	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. H – State Priorities under LCFF	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Appx. I – District & Surrounding School Racial & Ethnic Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. J – Meaningfully Interested Signatures Forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. K – Due Diligence Questionnaire	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. M – Exclusive Employer Declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic PDF copy of entire application		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic copies of completed budget templates		<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Additional Documents To Be Included In The Petition**

Document Name	Section in the Application	Applicant Check	Reviewer Check
Executive Summary and Overview Tables	Executive Summary and Overview	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Staffing Model and Rollout	Element 4, Section B, Question 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School- and Organization-Level Decision-Making Responsibilities	Addendum for Existing Providers, Section B, Network Management, Question 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Network-wide Staffing	Addendum for Existing Providers, Section B, Network-wide Staffing, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collective Measurable Pupil Outcomes (MPOs)	Elements 2, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Required Language	Embedded throughout	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# Executive Summary

## Introduction

The Ripple Academy Founders and Board of Director respectfully submit the following charter petition on behalf of the Design Team and Founding Families to the Oakland Unified School District (OUSD) Board of Directors, for the opening of a Transitional Kindergarten (TK) through 8th grade California public charter school in Fall 2018.

The demand for small TK - 8th grade schools far surpasses available seats in our community; concurrently affordable options for small TK - 8th grade options among the private school sector are becoming unsustainable and closing. There is an urgent need to embrace alternative models that are both sustainable and accessible to all, while still putting the children served on a path to college and career readiness. Ripple Academy has been designed to meet this need.

To facilitate the review of this charter by OUSD, an overview of the mission, vision, core values, educational philosophy, and program are provided below. Summary tables are also provided. The full text to support these excerpts is provided in [Element A](#) of the charter petition. All requested Appendices are provided within [Appendix 1 - OUSD Required Documents](#).

## Mission

Ripple Academy will develop strong, self-confident students who positively impact their families, neighborhoods and global community.

## Vision

Develop a rigorous TK - 8 school that provides an engaging and challenging learning environment where students are empowered to thrive as responsive citizens and leaders in the local and global community.

## Core Values

The Core Values of Ripple Academy are as follows:

- **Excellence** - Steadfast dedication to giving your personal best at all times
- **Persistence** - Unwavering commitment to seeing a course of action through to the end, regardless of the obstacles or challenges that may arise
- **Dignity** - Wholehearted belief that every human being has inherent equal value and worth

- **Justice** - Desire to advocate for whatever is morally right and fair
- **Solidarity** - Unity and connectedness with and accountability for all living things
- **Joy** - Great delight, happiness, and passion for life

## Educational Philosophy

Ripple Academy believes that in order to meet its mission, vision, and graduate outcomes, the school must ensure that three essential conditions exist. These conditions, in turn, are rooted in the school’s core values. Together, they represent the school’s educational philosophy, which is provided below in summary and in further detail within **Element A**.

1. **A Safe and Joyful Environment** - Ripple Academy strives to prepare all students to succeed in college and beyond. We believe providing a safe, joyful and supportive classroom and school environment is mission critical in this work.
2. **An Intentional School Culture** - The success of our educational efforts at Ripple Academy will hinge on an intentionally strong school culture where stakeholders unite as one in solidarity. All aspects of Ripple Academy will be built to reflect and perpetuate Ripple Academy’s core values of dignity and solidarity, building a culture of “we” not “me”.
3. **A Rigorous Curriculum** - Ripple Academy’s curriculum will put students on their paths to college and career readiness, embracing the core values of excellence and persistence. Ripple Academy believes students are best served by an engaging and rigorous, standards-based curriculum that is implemented with fidelity across all grades and puts students at the center of their learning experiences.

## Summary Tables

**Figure ES.1 - Ripple Academy Overview**

Ripple Academy Overview	
Name of Proposed Charter School	Ripple Academy
Grade Configuration	TK - 8th Grade
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	Small, TK - 8 community with a focus on rigorous curriculum, collaborative inquiry, and project-based service learning within a safe and intentional

	community that holds an ethos of “we” rather than “me.”
Proposed Region and/or Neighborhood	Dimond and Fruitvale neighborhoods
Primary Contact (name, email, mobile phone)	Rodney Pierre-Antoine <a href="mailto:rpierre-antoine@ripple-academy.org">rpierre-antoine@ripple-academy.org</a> 510.590.8458
Board Chair (name, email, mobile phone)	Kathleen Kelly <a href="mailto:kathleenkelly.consulting@gmail.com">kathleenkelly.consulting@gmail.com</a> 510.774.1086
Affiliated Charter Management Organization (if applicable)	None

**Figure ES.2 - Enrollment Projections**

School Year						
Grade	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>TK/K</b>	12	24	24	24	24	24
<b>1</b>	12	12	24	24	24	24
<b>2</b>	12	12	20	24	24	24
<b>3</b>	12	12	12	24	24	24
<b>4</b>	12	12	12	20	24	24
<b>5</b>	12	20	20	20	24	26
<b>6</b>	26	26	26	26	26	26
<b>7</b>	0	26	26	26	26	26
<b>8</b>	0	0	26	26	26	26
<b>Total</b>	<b>98</b>	<b>144</b>	<b>190</b>	<b>214</b>	<b>222</b>	<b>224</b>

**Figure ES.3 - Student Demographics - Program Eligibility**

	FRL	SPED	EL
Ripple Academy Projected Demographics	75%	11%	33%
OUSD Demographics	74%	11%	32%

Sources: 2016-17 enrollment data for OUSD and average of ten named schools, as available on [www.ed-data.org](http://www.ed-data.org), for FRL and EL. 2015-16 enrollment data for OUSD, as available on [www.kidsnet.org](http://www.kidsnet.org), for SPED.

**Figure ES.4 - Founding Board of Directors Membership**

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
<b>Rodney Pierre-Antoine</b>	Founder, Ripple Academy	Ex Officio	Educational Program, School Administration and Operations
<b>Kathleen Kelly</b>	Interim CFO, CalTrain Former CFO, Bay Area Rapid Transit	Chairman of the Board	Finance, Governance & Human Resources
<b>Steve Burke</b>	Retired Lawyer	Director	Law
<b>Ellen Davis</b>	MA Therapist 1 Alameda County Sheriff's Office, Youth and Family Services Bureau	Director	Community Outreach and Advocacy, School Administration and Operations
<b>Jose Duarte</b>	Information Systems Manager, Alameda County Sheriff's Office	Director	IT/Technology
<b>Kristina Garrido</b>	Executive Communications, Google	Director	Community Outreach and Advocacy
<b>John Howell</b>	Construction Manager, Cordoba Corporation,	Director	Facility Planning & Acquisition

	Education and Facilities Program Management Division		
<b>Eduardo Jimenez</b>	Patient Care Coordinator, Grove Medical Equipment	Director	Community Outreach and Advocacy
<b>Stefan Matthews</b>	Director for Grocery West, Advantage Solutions	Director	Governance & Human Resources
<b>Laura Page</b>	Retired Human Resources Director & Director of Learning and Development, Mandarin Oriental Hotel Group	Director	Governance & Human Resources

**Figure ES.5 - Summary Budget**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School Name: Ripple Academy					
Number of Students	98	144	194	214	222
Per Pupil Revenue (General Block Grant)	\$918,129	\$1,380,040	\$1,912,863	\$2,167,960	\$2,306,838
State & Federal Grant Funds	\$182,805	\$253,760	\$342,182	\$408,698	\$434,315
Private Grants / Foundation Revenue / Gifts & Contributions	\$142,000	\$0	\$0	\$0	\$0
Other Sources (Local Revenue)	\$8,905	\$13,478	\$18,703	\$21,250	\$22,705
<b>Total Revenue</b>	<b>\$1,251,840</b>	<b>\$1,647,279</b>	<b>\$2,273,747</b>	<b>\$2,597,908</b>	<b>\$2,763,858</b>
Instructional Salaries (1000)	\$362,000	\$506,700	\$730,845	\$829,262	\$854,139
Instructional Services / Supplies (4000)	\$151,198	\$162,626	\$231,005	\$245,547	\$239,163

Other Instructional Expenses	\$0	\$0	\$0	\$0	\$0
Total Instructional Expenditures	\$513,198, prior to benefits	\$669,326, prior to benefits	\$961,850, prior to benefits	\$1,074,809, prior to benefits	\$1,093,302, prior to benefits
Supporting Services Salaries (2000)	\$135,690	\$143,088	\$150,807	\$198,253	\$204,201
Purchased Property Services	\$0	\$0	\$0	\$0	\$0
Other Supporting Services Expenses (5000)	\$408,286	\$572,267	\$727,929	\$840,248	\$920,600
Total Supporting Services Expenditures	\$543,976, prior to benefits	\$715,355, prior to benefits	\$878,736, prior to benefits	\$1,915,057, prior to benefits	\$2,013,902, prior to benefits
Benefits (3000)	\$151,946	\$210,894	\$298,681	\$359,291	\$371,004
Total Expenses	\$1,209,121	\$1,595,575	\$2,139,267	\$2,472,601	\$2,589,107
NET INCOME	\$42,719	\$51,704	\$134,480	\$125,307	\$174,751

Notes:

- Object codes have been used to capture amounts, to align with the submitted charter budget. As such, the categorization of instructional and supporting is approximate as expenses in the 2000 and 5000 series may also be instructional (i.e. Instructional Aides, SPED Encroachment) and items in the 4000 series may be supporting (i.e. office supplies).
- Fundraising reflects a secured grant from Riordan Foundation (expected to give additional grant post-authorization) and Educate78 (pending authorization and diligence).

## Element A: Educational Program

### Governing Law:

*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. Ed. Code §47605(b)(5)(A)(i).*

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

## Introduction

### Who We Are

Ripple Academy (the “Charter School”) will be a Transitional Kindergarten (TK) through 8th grade California public charter school. The school will open in Fall 2018 to serve the educational needs of the Dimond and Fruitvale neighborhoods. Ripple Academy will grow to serve approximately 200-250 students at full capacity across Transitional Kindergarten through 8th grade in 2023.

### Why We Exist

Ripple Academy strives to leverage a mission-centered approach that emphasizes holistic formation of students within a small TK – 8th grade school community. The demand for small TK - 8th grade schools far surpasses available seats in our community; concurrently affordable options for small TK - 8th grade options among the private school sector are becoming unsustainable and closing. There is an urgent need to embrace alternative models that are both sustainable and accessible to all, while still putting the children served on a path to college and career readiness.

The **vision** of Ripple Academy is to develop a rigorous TK - 8 school that provides an engaging and challenging learning environment where students are empowered to thrive as responsive citizens and leaders in the local and global community.

The **mission** of Ripple Academy is to develop strong, self-confident students who positively impact their families, neighborhoods and global community.

### **What We Believe In**

Our mission and vision are rooted in a set of core values that are cultivated in Ripple Academy scholars, parents and the faculty and staff. The Core Values are as follows:

- **Excellence** - Steadfast dedication to giving your personal best at all times
- **Persistence** - Unwavering commitment to seeing a course of action through to the end, regardless of the obstacles or challenges that may arise
- **Dignity** - Wholehearted belief that every human being has inherent equal value and worth
- **Justice** - Desire to advocate for whatever is morally right and fair
- **Solidarity** - Unity and connectedness with and accountability for all living things
- **Joy** - Great delight, happiness, and passion for life

### **Target Population and Community Need**

The Charter School believes that all students deserve access to a small and rigorous learning environment that provides an exemplary TK through eighth grade education that prepares them for success college preparatory high schools, college, career, and life. To that end, the academic and social-emotional programs have been designed to serve the students of the region in which it seeks to operate: the Fruitvale and Dimond neighborhoods.

### **Age, Grade, and Student Enrollment**

The Charter School will serve students in Transitional Kindergarten (TK) through 8th Grade in a small-learning environment, with one class per grade and an average class size of 24 in TK - 4th grade and 26 in 5th - 8th grade. The school will open with a full program in Kindergarten through 6th Grade in 2018-19, then add 7th Grade in 2019-20, and 8th Grade in 2020-21. Mixed age classrooms will be used in some grades in the initial years, with the intention of phasing these out as the school grows in enrollment. The Charter School will reach its full capacity in 2023-24, with a total enrollment of approximately 200 - 250 students and target enrollment of 224 students.

The Charter School's proposed enrollment plan for the initial charter term is outlined in **Figure A.1**, which will be followed as state and federal funding and parent community needs allow. Should there be definitive parent demand for more seats to be added in grades in advance of this schedule, Ripple Academy will adjust this enrollment plan to meet this demand so long as it is able to do so in a way that maintains strong fiscal standing and strong program. So long as these adjustments do not affect the overall



grades served or total enrollment size at full capacity, they shall not be considered material revisions of the charter.

**Figure A.1 - Proposed Enrollment Plan**

Grade	School Year					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>TK/K</b>	12	24	24	24	24	24
<b>1</b>	12	12	24	24	24	24
<b>2</b>	12	12	20	24	24	24
<b>3</b>	12	12	12	24	24	24
<b>4</b>	12	12	12	20	24	24
<b>5</b>	12	20	20	20	24	26
<b>6</b>	26	26	26	26	26	26
<b>7</b>	0	26	26	26	26	26
<b>8</b>	0	0	26	26	26	26
<b>Total</b>	<b>98</b>	<b>144</b>	<b>190</b>	<b>214</b>	<b>222</b>	<b>224</b>

**Student Population We Desire to Serve**

As required by Education Code Section 47605(d)(2)(A)-(B), the Charter School will be open to all students in the State of California. We will serve all families that submit an application for their children in available grades up to the enrollment capacity. Should applications exceed the number of available spaces, a random public lottery will be held. Details of this process can be found in **Element H** of this charter.

While open to all students in the state, as stated above the Charter School expects to draw the majority of its student body from the Fruitvale and Dimond neighborhoods. Ripple Academy will provide a strong TK-8 academic alternative for students in these neighborhoods, which is currently underserved by high-quality academic institutions. Ripple Academy intends to locate at the St. Jarlath’s Catholic School campus, located at Pleasant and Champion Streets in the Dimond District. Overall, there are five neighboring district elementary schools (Allendale, Fruitvale, Manzanita Community, Manzanita SEED, and Sequoia) and four middle schools (Bret Harte, Edna Brewer,

United for Success, and Urban Promise Academy) serving students in the immediate vicinity of the proposed site for Ripple Academy.<sup>1</sup> In addition, there is one K-12 school, Lodestar, temporarily located in the proposed campus.

The Charter School will actively recruit from the Fruitvale and Dimond neighborhoods to achieve a diverse student body, inclusive of students from a range of socioeconomic levels, racial and ethnic backgrounds, and ability levels. This includes but is not limited to students who are English Learners, students with special education needs, and students who are economically disadvantaged. It is the intention of the Charter School to have a student body that is reflective of the Oakland Unified School District as a whole. However, the school may more closely mirror the demographics of the schools within Oakland Unified School District that reside within the targeted neighborhoods. The anticipated student demographics based on an evaluation of the demographics at these schools is provided in terms of program eligibility in **Figure A.2** and in terms of ethnicity in **Figure A.3**.

**Figure A.2 - Anticipated Student Demographics - Program Eligibility**

	FRL	SPED	EL
Ripple Academy Projected Demographics	75%	11%	33%
OUSD Demographics	74%	11%	32%

Sources: 2016-17 enrollment data for OUSD and average of ten named schools, as available on [www.ed-data.org](http://www.ed-data.org), for FRL and EL. 2015-16 enrollment data for OUSD, as available on [www.kidsnet.org](http://www.kidsnet.org), for SPED.

**Figure A.3 - Anticipated Student Demographics - Ethnicity**

	American Indian or Alaskan Native	Asian	Black	Filipino	Latino	Native Hawaiian or Pacific Islander	None Reported	Two Races	White
Ripple Academy Projected Demographics	0%	14%	23%	2%	44%	1%	2%	4%	10%
OUSD Demographics	0%	13%	25%	1%	45%	1%	2%	4%	10%

Source: 2016-17 enrollment data for OUSD and average of ten named schools, as available on [www.ed-data.org](http://www.ed-data.org).

<sup>1</sup> Ripple Academy has used a 1.1 mile radius to identify neighboring schools.

## **Meeting Community Need**

Ripple Academy is designed to meet three primary, unmet needs within its community by providing access to a program that provides:

- A small, TK-8 learning community
- An academic program that promotes student mastery
- A social and emotional program that supports students facing environmental stresses in their community

The **mission** of Ripple Academy is to develop strong, self-confident students who positively impact their families, neighborhoods and global community.

The **vision** of Ripple Academy is to develop a rigorous TK - 8 school that provides an engaging and challenging learning environment where students are empowered to thrive as responsive citizens and leaders in the local and global community.

### Increasing Access to Small TK - 8 Schools

Ripple Academy is small by design, with just 200-250 students in total across the TK through 8th grade continuum. Larger schools broken down into elementary, middle, and high school programs are often preferred by operators seeking economies of scale. However, families consistently seek a smaller school environment - ideally that serves a larger grade span and provides more continuity - as is evident in the 1st choice preferences and waiting lists found at small district and charter schools across Oakland, especially those with TK - 8th grade configurations. Several of the highest first choice percentages in the 2017-18 school demand data for the 6th through 8th grades in OUSD were for K-8 schools: 525% at La Escuelita, 480% at Greenleaf Academy, 277% at Hillcrest, 150% at Melrose Leadership Academy, and 136% at Madison Park Academy.

### *Benefits of Small Schools*

The current average elementary school size in the target neighborhood is 402 students and average middle schools size rises to 561. While the elementary schools meet the common definition of “small” with 400 students (and the middle schools do not), Ripple Academy provides a distinctly smaller school environment with half as many students as either but serving both the traditional elementary and middle school grades. This is a model that families are seeking, as detailed below. While many schools have struggled to provide this type of intimate learning community, Ripple Academy has established a fiscally sound financial model that can provide this smaller school environment to the

community, as seen in the Five-Year Budget found in [Appendix 2 - Financial Documents](#).

Research demonstrates the power of small schools, with outcomes that substantially improve equity in achievement among all students (Fouts, Abbor, & Baker, 2002). Smaller, more “communal” learning environments have been found to reduce both the student and teacher alienation commonly identified in larger school systems, and enhance student engagement in learning. The small school structure allows for more efficient and productive implementation of research-based strategies and instructional approaches, where obstacles to implementation are minimal (Walberg, 1994). As recognized by the United States Department of Education, “Because change is easier to implement in a smaller setting, smaller learning environments create a context hospitable to reform” (U. S. Department of Education, 2001, p. 3). Ripple Academy’s size will offer that “hospitable context”, ensuring consistent and effective implementation across all grade levels.

The sense of connectedness in small schools is felt and shared among all stakeholders, with students and adults developing strong, trusting, and ongoing relationships. These relationships and connections enable community members to become more confident and comfortable when it comes to sharing their ideas and perspectives. Multiple researchers over the past generation have found that small schools create communities where students are “known, encouraged, and supported” and have increased connection and sense of community (Wasley et al, 2001; Nathan and Thao, 2007). This extends to families, where research indicates that parents of students enrolled in small schools are closer and have higher levels of parental involvement, which is a critical factor in student success (Thorkildsen & Stein, 1998). Finally, small schools have been shown to increase teachers sense of efficacy, teacher collaboration, and team teaching (Lee and Smith, 1994).

These vested stakeholders collaboratively respond to issues of learning, diversity, governance, and building community on an intimate level. As a result, small schools are safer schools and better places for students to work with adults who know them and whom they trust (Barker & Gump, 1964; Wasley, 2000; Cotton, 2001). Students report feeling more comfortable and safe in a small school environment, which is understandable given the increased safety of the small environment (Jimerson, 2006; Nathan & Thao, 2007).

### *TK - 8th Grade*

TK-8 is a central tenet of the Ripple Academy model, with a growing research-base that demonstrates its positive impact on the development of middle school youth. There are currently no district TK-8 schools serving the neighborhood - a configuration that is increasingly sought by families. This configuration was originally only available at Hillcrest, a “hill school” of district, and through private and parochial schools. In 2015-16, there were 7206 students enrolled in private schools in Oakland. Of these students, 3613 were enrolled in schools classified by the CDE as religious. Many of these private and parochial schools offer the TK-8 or K-12 configuration sought by families.

While OUSD has expanded this option to different flatland neighborhoods through grade expansions at La Escuelita, Melrose, Greenleaf, and Parker, there is not a TK-8 serving the Dimond and upper Fruitvale. There are TK-8 and TK-12 charter schools outside the targeted neighborhood, which hold waiting lists for admission and families travel to in order to pursue this option.<sup>2</sup>

With its TK-8 model, Ripple Academy believes it can draw a student population from:

- Students within underperforming schools in the neighborhood
- Students who are seeking placement in a TK-8 and/or TK-12 charter school, in which demand currently exceeds supply
- Students from the private and parochial sector, bringing these students back into the public education sector in Oakland

In addition to meeting parent demand, multiple research studies have found that the TK/K - 8 grade configuration contributes to higher levels of academic outcomes for middle school students than either traditional middle schools or 6th through 12th grade configuration (Wihry, Coladarci, and Meadow, 1992, Tucker and Andrada, 1997; Connolly, F., Yakimowski, M.E., & Russo, C. , 2002). Important to note in these studies as that they each controlled for socio-economic status - an important consideration as K-8 configurations are often less frequently found in low-income communities. In addition to concrete evidence on academic outcomes, the TK/K - 8th grade configuration has been found to have the following ancillary benefits:

1. Enhancing social capital and providing “at-risk” students, in particular, greater opportunities at success by building relationships with staff over nine years.

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<sup>2</sup> There is one K - 12 Charter currently serving the neighborhood on a temporary basis, with a one-year lease at the St. Jarlath facility.

2. Increasing and improving family engagement, as younger and older siblings are enrolled in the same building and families are able to engage with a single school over multiple years.
3. Developing positive self identity in middle school students, who take on the role of protector and role model, as opposed to having to establish new reputations on entering a large middle school.
4. Reducing costs when financial resources are limited, as compared to operation of a large middle school (Herman, B.E., 2004).

### Increasing Access to Academic Rigor and Mastery

The schools serving this region are not currently preparing students for success with the Common Core State Standards. On average across these schools, only a third of students are meeting or exceeding the state standards in ELA and even fewer in Math as measured by the 2016-17 Smarter Balanced Assessment (SBAC). These fractions drop precipitously within marginalized student populations, as detailed in [Figure A.4](#) by Program Participation and in [Figure A.5](#) by Ethnicities.

**Figure A.4 - Academic Proficiency by Program Participation**

<b>2016-17 SBAC - Percent of Students Who Met or Exceeded the State Standard</b>				
	<b>Overall</b>	<b>FRL</b>	<b>ELL</b>	<b>SPED</b>
<b>ELA Average</b>	<b>33%</b>	<b>25%</b>	<b>2%</b>	<b>7%</b>
Allendale (K-5)	10%	10%	2%	0%
Bret Harte (6-8)	55%	49%	4%	16%
Edna Brewer (6-8)	26%	19%	3%	0%
Fruitvale (K-5)	10%	12%	4%	4%
Lodestar (K-2, 6)	37%	23%	0%	n/a
Manzanita Community (K-5)	36%	20%	0%	7%
Manzanita Seed (K-5)	49%	32%	13%	14%
Sequoia (K-5)	14%	14%	0%	8%
United for Success (6-8)	13%	13%	1%	0%
Urban Promise Academy (6-8)	25%	24%	2%	0%
<b>Math Average</b>	<b>25%</b>	<b>18%</b>	<b>5%</b>	<b>6%</b>

Allendale (K-5)	11%	11%	1%	5%
Bret Harte (6-8)	44%	38%	2%	12%
Edna Brewer (6-8)	18%	12%	5%	0%
Fruitvale (K-5)	8%	9%	3%	4%
Lodestar (K-2, 6)	11%	10%	0%	n/a
Manzanita Community (K-5)	34%	20%	2%	11%
Manzanita Seed (K-5)	49%	29%	27%	14%
Sequoia (K-5)	20%	21%	8%	9%
United for Success (6-8)	7%	6%	3%	0%
Urban Promise Academy (6-8)	11%	11%	13%	0%

Source: <http://caaspp.cde.ca.gov/sb2017/default>

**Figure A.5 - Academic Proficiency by Ethnicities**

2016-17 SBAC - Percent of Students Who Met or Exceeded the State Standard									
	Overall	American Indian or Alaskan Native	Asian	Black	Filipino	Latino	Native Hawaiian or Pacific Islander	White	Two Races
<b>ELA Average</b>	<b>33%</b>	<b>n/a</b>	<b>48%</b>	<b>20%</b>	<b>42%</b>	<b>21%</b>	<b>n/a</b>	<b>71%</b>	<b>72%</b>
Allendale (K-5)	14%	n/a	6%	5%	n/a	17%	n/a	n/a	n/a
Bret Harte (6-8)	26%	n/a	38%	15%	25%	20%	n/a	58%	n/a
Edna Brewer (6-8)	55%	n/a	69%	37%	58%	41%	n/a	72%	74%
Fruitvale (K-5)	10%	n/a	15%	3%	n/a	13%	n/a	n/a	n/a
Lodestar (K-2, 6)	37%	n/a	n/a	n/a	n/a	23%	n/a	n/a	n/a
Manzanita Community (K-5)	10%	n/a	12%	4%	n/a	10%	n/a	n/a	n/a
Manzanita Seed (K-5)	36%	n/a	n/a	31%	n/a	25%	n/a	88%	70%
Sequoia (K-5)	49%	n/a	30%	33%	n/a	50%	n/a	74%	n/a
United for Success (6-8)	13%	n/a	23%	3%	n/a	12%	n/a	n/a	n/a

Urban Promise Academy (6-8)	25%	n/a	57%	20%	n/a	23%	n/a	n/a	n/a
<b>Math Average</b>	<b>25%</b>	<b>n/a</b>	<b>47%</b>	<b>12%</b>	<b>29%</b>	<b>16%</b>	<b>n/a</b>	<b>63%</b>	<b>57%</b>
Allendale (K-5)	20%	n/a	11%	10%	n/a	23%	n/a	n/a	n/a
Bret Harte (6-8)	18%	n/a	31%	3%	25%	17%	n/a	45%	n/a
Edna Brewer (6-8)	44%	n/a	64%	20%	58%	28%	n/a	62%	57%
Fruitvale (K-5)	8%	n/a	15%	13%	n/a	5%	n/a	n/a	n/a
Lodestar (K-2, 6)	11%	n/a	n/a	n/a	n/a	11%	n/a	n/a	n/a
Manzanita Community (K-5)	11%	n/a	21%	8%	n/a	8%	n/a	n/a	n/a
Manzanita Seed (K-5)	34%	n/a	n/a	8%	n/a	27%	n/a	83%	57%
Sequoia (K-5)	49%	n/a	50%	35%	n/a	41%	n/a	70%	n/a
United for Success (6-8)	7%	n/a	23%	3%	n/a	7%	n/a	n/a	n/a
Urban Promise Academy (6-8)	11%	n/a	n/a	6%	n/a	12%	n/a	n/a	n/a

Source: <http://caaspp.cde.ca.gov/sb2017/default>

The Ripple Academy program is designed to reverse these trends. First, a rigorous and research-based curriculum will be expertly implemented by staff who will be provided with active professional development and coaching to perfect their craft. For example, Eureka Math and Problem of the Month will be leveraged to build mastery of the CCSS in Mathematics - an approach the Founding Team piloted in 2016-17 with 5th through 8th graders of similar demographics as projected for Ripple Academy. The result was an average of 2.5 years of growth in a single year with its pilot students, as measured by the STAR Mathematics pre- and post-assessments from Renaissance Learning. Next, the small school environment will ensure that all students are known well over an extended period of time and across domains in their development - academically, socio-emotionally, and behaviorally. Strengths will be identified and needs will be addressed, leveraging structures that engage students, families, and staff including Academic Parent Teacher Team (APTT) Meetings, Student Led Conferences, Differentiated Instruction, and a Flexible Learning Block. Finally, a strong school culture will be nurtured to instill an ethos of “we” not “me.” Restorative Practices will be used, which again were piloted by the Founding Team in 2016-17 with great success, to



develop a sense of community in which all stakeholders hold responsibility for the success of individual members and the community as a whole. Additional detail on each of these core practices as well as others are included in **Element A** below.

Increasing Access for Families in Regions with Environmental Stress

Ripple Academy is located in the East Region of OUSD, but is close to the intersection of East with both Central and Northeast. In looking at the neighboring schools, those toward the “hills” tend to be rated as “Somewhat Stressed” by the OUSD Strategic Regional Analysis and those toward the “flatland” tend to be rated as “Stressed.” Ripple Academy expects its student population to reflect an average of these schools, with a rating most likely of “Somewhat Stressed.” An overview of the environmental stress factors for the neighborhood is provided in **Figure A.6**.

**Figure A.6 - Environmental Stress Indicators**

2015-16 OUSD Strategic Regional Analysis							
	Stress Rating	% Students w/Asthma	# of Police Calls for Violent Crimes	Average Fresh Food Distance (miles)	% Liquor Stores	Median Income	Unemployment
Sequoia	3	9.7 %	80	0.2	7.3%	\$72,308	7.0%
Fruitvale	3	11.4%	129	0.3	8.2%	\$53,153	9.7%
Allendale	3	11.7%	151	1	5.7%	\$50,217	9.9%
Manzanita Community	4	11.7%	153	0.7	11.6%	\$43,627	10.2%
Manzanita Seed	4	11.7%	153	0.7	11.6%	\$43,627	10.2%
Edna Brewer	3	9.1%	92	0.8	13.7%	\$88,889	6.3%
Bret Harte	3	9.9%	73	0.5	6.2%	\$71,010	5.9%
United for Success	5	10.6%	227	0.8	10.5%	\$38,910	10.8%

Source:

[https://dashboards.ousd.org/views/SRADashboardSchool\\_FINAL\\_TServerEmbedded/SchoolEnvironment?%3Aembed=y%3AshowVizHome=no&%3AshareOptions=true%3Adisplay\\_count=no%3AshowVizHome=no](https://dashboards.ousd.org/views/SRADashboardSchool_FINAL_TServerEmbedded/SchoolEnvironment?%3Aembed=y%3AshowVizHome=no&%3AshareOptions=true%3Adisplay_count=no%3AshowVizHome=no)

The Ripple Academy academic and social emotional program is designed to support students of these neighborhoods. Within academics, a combination of high expectations and rigor alongside scaffolds and supports will allow students to experience success while building aptitude and agency. Concurrently, a high quality social and emotional

learning program and restorative justice practices will build a school culture that reflects the needs of the student population and supports those students in developing strong senses of self and personal identity.

### Charter Schools Act

As detailed above, Ripple Academy is designed to meet the community need for:

- A small, TK-8 learning community
- An academic program that promotes student mastery
- A social and emotional program that supports students facing environmental stresses in their community

In meeting this need through its unique program, Ripple Academy fulfills the intent of the Charter School Act. As seen in [Appendix 1b - OUSD Required Documents, Five Pillars](#) the program is designed in alignment with the five core initiatives OUSD seeks for its own schools. As such, Ripple Academy provides an additional partner in the work of advancing opportunities and achievement for the students of Oakland.

### **Community Collaboration**

Ripple Academy is committed to leveraging the expertise of the community it will serve in designing, launching, and successfully running the school. Toward this end, it has leveraged a broad base of founding groups in its development, conducted significant community outreach across stakeholder groups, and identified key community priorities from feedback to inform its program.

### Founding Groups

The Charter School leveraged the work of groups formed largely of community members in the development of its academic, social, and emotional program. These groups included the following:

- **Design Team** - The Design Team is composed of the school's co-founders, parents with school-age children in the Fruitvale and Dimond District, educators, as well community representatives, and experts in finance, construction and infrastructure, and education. This team holds the primary responsibility for the development of the school program through authorization and launch.
- **Founding Families** - This Founding Families actively collaborate with the Design Team on the development of the school's educational model and program formation, serve as ambassadors of the school, and support community engagement and organizing. The Founding Families group is composed of

residents from the Fruitvale and Dimond neighborhoods, as well as additional neighborhoods in Oakland.

- **Student Advisory Group** - The Student Advisory Group leverages their previous school experiences and feedback from peers to inform the Design Team on how students learn best; branding and communication; resources needed to succeed; best practices with school policies, discipline and operating norms; curricular initiatives; improvement priorities; teacher-student relationship; and co-curricular activities.
- **Advisory Board** - The Design Team calls upon a group of key advisors to support its work in the development of Ripple Academy. These individuals are Oakland residents, community advocates, parents and educators, and include experts from St. Mary's College, the Gates Foundation, Teachers College at Columbia University, and senior leadership from KIPP, Aspire Public Schools, and Education for Change.
- **Board of Directors** - Ripple Academy has established a Founding Board who collectively have the depth and breadth of experiences that are needed to successfully open and operate the Charter School. The Board includes parents and grandparents of school-age children from the Dimond and Fruitvale neighborhoods, as well as additional neighborhood residents.

Please see [Element D](#) for a complete listing of Board Members and their expertise, as well as [Appendix 3 - Founding Groups](#) for additional information on the composition and qualifications of members of the Design Team, Founding Families, Student Advisory Group, and Advisory Board.

### Core Community Initiatives

The Founding Groups of Ripple Academy were active collaborators in the development of the school's program and structures. For example:

- Members of the Design Team and Founding Families utilized the World Class Schools module to establish the mission, vision, core values, and graduate profile for Ripple Academy. They then solicited community input through one-one-ones and events to refine and tune these as the foundation of the program.
- Members of the Advisory Board and Board of Directors have worked to establish clear systems and structures that will support the school to both organizationally and fiscally sound, including corporate documents such as bylaws, conflict of

interest code, a range of adopted policies and procedures, and a Year Zero and Year One through Five Budget.

- Members of the Design Team, Founding Families, Student Advisory Group, and Board of Directors are conducting ongoing one-on-ones with individuals across the community to build awareness of the opportunity provided at Ripple Academy and solicit additional input on the program.

Please see [Appendix 3 - Founding Groups](#) for examples of work engaged in by these founding bodies. Please see [Appendix 1j - OUSD Required Documents, Meaningfully Interested Signatures](#) for evidence of demonstrated meaningful interest in our school program from families.

### Identified Community Priorities

Ripple Academy has identified clear community priorities for its program, through input from these bodies and the broader community. This feedback has supported the Design Team in clearly articulating what the problem is that we seek to address, the solution we propose, and our core pillars for getting there.

### *The Problem*

Ripple Academy is born of the need to address two key challenges within the Oakland public school system.

1. There is limited access to small TK - 8th grade schools, especially in the Dimond and Fruitvale neighborhoods. As such, students must turn to a fragmented experience of attending elementary and then middle school in schools that are twice the size of Ripple Academy.
2. There is limited access to schools of excellence serving Oakland's students, especially in neighborhoods serving low-income families and especially at the middle school level

### *Our Solution*

Ripple Academy will provide a small, rigorous TK - 8th grade school with a single class per grade level that:

- Leverages the small-by-design model to establish a feeling of community and intimacy amongst students, teachers, and parents that is rooted in the core values of excellence, persistence, dignity, justice, solidarity, and joy.
- Provides an excellent education that truly prepares students for future success, as reflective scholars, collaborative leaders, resilient innovators, and socially conscious change agents.

- Promotes continuity for students in the middle years, which research demonstrates supports students in developing stronger academic proficiency, leadership skills, and self confidence.

### *Our Approach*

The foundation of Ripple Academy's solution to the identified problem will rest on three foundational pillars that form our education philosophy, each of which is rooted in the school's core values. These include providing:

1. A Safe and Joyful Environment
2. An Intentional School Culture across Stakeholders
3. A Rigorous Curriculum Rooted in Collaborative Inquiry

Each of these is described in detail in the Educational Philosophy that follows in the next section.

## **Philosophy and Approach to Instruction**

Ripple Academy has developed its Mission, Vision, Core Values, Educational Philosophy, Graduate Profile, and articulation of How Learning Best Occurs in direct response to identified and expressed community assets and needs.

### **Mission**

Ripple Academy will develop strong, self-confident students who positively impact their families, neighborhoods and global community.

### **Vision**

Develop a rigorous TK - 8 school that provides an engaging and challenging learning environment where students are empowered to thrive as responsive citizens and leaders in the local and global community.

### **Core Values**

The Core Values of Ripple Academy are as follows:

- **Excellence** - Steadfast dedication to giving your personal best at all times
- **Persistence** - Unwavering commitment to seeing a course of action through to the end, regardless of the obstacles or challenges that may arise
- **Dignity** - Wholehearted belief that every human being has inherent equal value and worth
- **Justice** - Desire to advocate for whatever is morally right and fair
- **Solidarity** - Unity and connectedness with and accountability for all living things

- **Joy** - Great delight, happiness, and passion for life

## **Educational Philosophy**

Ripple Academy believes that in order to meet its mission, vision, and graduate outcomes, the school must ensure that three essential conditions exist. These conditions, in turn, are rooted in the school's core values. Together, they represent the school's educational philosophy.

1. **A Safe and Joyful Environment** - Ripple Academy strives to prepare all students to succeed in college and beyond. We believe providing a safe, joyful and supportive classroom and school environment is mission critical in this work. Ripple Academy will be a place where students feel safe - safe to be themselves, to take risks, and work hand in hand with their peers. This safety is the foundation to the feeling of community and intimacy that must be pervasive throughout the school, in turn allowing the core values of both justice and joy to be put into practice. Students will be met where they are, then provided the social and emotional supports to advance in their development and positively face challenges as they arise. Ripple Academy believes "It takes a village - and when the villagers really know one another, that's when you raise a child."
2. **An Intentional School Culture across Stakeholders** - The success of our educational efforts at Ripple Academy will hinge on an intentionally strong school culture where stakeholders unite as one in solidarity. All aspects of Ripple Academy will be built to reflect and perpetuate Ripple Academy's core values of dignity and solidarity, building a culture of "we" not "me". We believe that the "we" is where true change agents make solutions come to life. In all activities, students will thrive on not only lifting themselves up but those around them as well. Caring, positive, and trusting relationships will be cultivated between and among students, their families, the faculty and staff, and the broader neighborhood and community. These relationships develop an appreciation in stakeholders of what makes themselves and those around them talented, in turn helping them to work together as active participants in making the world around them a better place. We strive to build a community in which stakeholders are vested in the school and committed to excellence, with everyone held accountable to giving their personal best at all times. The operating norms, attitudes, beliefs, behaviors, and values will challenge everyone at Ripple Academy to persist through every endeavor.
3. **A Rigorous Curriculum** - Ripple Academy's curriculum will put students on their paths to college and career readiness, embracing the core values of excellence and persistence. Ripple Academy believes students are best served by an

engaging and rigorous, standards-based curriculum that is implemented with fidelity across all grades and puts students at the center of their learning experiences. Our programs are structured to allow students to take ownership of and build their learning experiences, while teachers facilitate their paths. These experiences by nature are collaborative and interactive, with teachers leveraging Socratic methods to help students learn to listen to, and negotiate with others while examining issues from multiple perspectives. Through this approach, students develop the soft, interpersonal skills necessary for scholars to effectively navigate our global society. In addition, the educational program is rooted in a shared belief that everyone can learn, grow and achieve at high levels. This growth mindset promotes an ethos of high-expectations and accountability for a supportive and balanced learning environment that excites and invests students in learning, while staying focused on academic excellence and college and career readiness. This mindset, coupled with the rigorous curriculum, will cultivate resiliency within the student body. Students will develop the patience and persistence needed to maintain a solution-oriented approach in the face of challenges or setbacks, and it's through this stretching that true growth is realized. The varied learning experiences at Ripple Academy in turn build agency and strengthen community as students collaboratively discover, and think critically about, the world around them.

### **What It Means to Be Educated in the 21st Century**

The Ripple Academy Graduate Profile defines what the school believes students must achieve to be educated citizens of the 21st century. This graduate profile is as follows:

- **Reflective Scholars** who
  - Think critically, examine issues from multiple perspectives, and question pre-conceived assumptions.
  - Integrate and evaluate information from multiple sources
  - Demonstrate content mastery across all curricular areas and are prepared to transition to a college-preparatory high school
- **Collaborative Leaders** who
  - Exhibit strong interpersonal skills that allow them to listen to, and negotiate with, others while staying focused on the goal at hand
  - Genuinely appreciate and embrace the gifts and skills of their peers
  - Thrive in collaborative environments and are joyful team players
- **Resilient Innovators** who
  - Embrace a growth mindset and understand that patience and persistence are beneficial

- Maintain a solution-oriented approach
- Never give up in the face of setbacks
- **Socially Conscious Change Agents** who
  - Cultivate their emotional intelligence through life experiences and ongoing reflection
  - Leverage their creativity and interpersonal/communication skills to advocate for others
  - Justice warriors who translate empathy into action

### **How Learning Best Occurs**

Ripple Academy believes that learning best occurs when research-based instructional methods and strategies are leveraged to deliver rigorous, engaging, and effective instruction to students. Countless studies have proven that these instructional approaches lead to increased student learning, The Ripple Academy program will leverage each of the following instructional approaches and/or strategies in service of its student population.

#### Deep Understanding that Supports Expert Implementation

Ripple Academy believes that fidelity to the research-based curriculum selected for its program will best promote student achievement - and that the ability to implement curriculum with fidelity comes from a deep understanding of the standards on which it is based and the instructional approaches embedded within the program. The school administration is committed to making sure all vital components of each of the adopted programs are available to classroom teachers and that they receive ongoing professional development and support in their implementation. Ongoing opportunities for teachers to work collaboratively with their peers will be provided so energy can be focused on deepening understanding of core content, then using this knowledge to refine lessons and instruction rather than creating or finding materials.

An implementation checklist will be provided to all teachers, which they will use to continually reflect on their progress throughout the year in both surveys and coaching sessions. These formative conversations will be used to create open communication and productive feedback with peers and the school administration. The data analyzed from benchmark assessments and progress monitoring tools will also shed light on the effectiveness of program implementation across the curriculum. Using the selected materials with integrity and fidelity creates an environment of continual improvement and reinforces a strong continuum of learning across all grades.



### Authentic, Integrated, Project-Based Learning Experiences

Significant learning takes place when experiences are meaningful (Fink, 2003), experiential and project-based (Legters, 1999), and integrated across disciplines as appropriate (Repko, 2009; Lake, 1994; Flowers, Mertens & Mulhall, 1999; Wasley et al, 2000). As opposed to traditional learning environments, students in project-based learning experiences demonstrate increases in level of student engagement, heightened interest in content, more robust development of problem-solving strategies, and greater depth of learning and transfer of skills to new situations (Finkelstein et al., 2010).

Ripple Academy will leverage authentic, project-based learning experiences in its Science and Social Studies curriculum. Within this curriculum, authentic experiences and service learning will be integrated to make the curriculum relevant to students and their lives. These projects will complement academic instruction and make lessons fun and accessible. Ripple Academy teachers will guide students in brainstorming and developing new projects, analyzing social problems and responding to the needs of the local community. Students will discuss a given situation, observe behavior and take notes, seek out experts and service providers in the community, and go to the library or search the Internet to research relevant information.

### Multi-Year Student-Teacher Relationships (Looping)

The heart of success in the looping practice is the continuity it provides - between teachers and students, and in the systems and structures of the classroom (Forsten et al., 1997). The multi-year design requires a deeper investment in children's development, that in turn allows teachers to know the whole child well and use this knowledge to differentiate learning experiences to advance development (Marzano, 1992; Fine & Somerville, 1998; Hanson, 1995; Northeast and Islands Regional Education- al Laboratory at Brown University, 1997; Liu, 1997). The continuity of classroom structures and practices reduces the lost learning time at typically experienced at the beginning and end of each school year (Jacoby, D., 1994; Denault, L. E., 1998).

Ripple Academy seeks to serve a student population within a neighborhood with environmental stresses, which in turn can create instability in the lives of these students and families. In addition, within the student population families may have limited and/or negative educational experiences of their own which looping can help to overcome (Hampton, Mumford, & Bond, 1997; George and Shewey, 1997). As opposed to a traditional model that mirrors insecure environments by annually interrupting relationships that have been established among teachers, students, and parents and

continues to perpetuate instability, Ripple Academy will utilize multi-year groupings that promote relationship over time between students, teachers, and families (Hampton, Mumford, & Bond, 1997; Wynn & Walberg, 1994). Teachers will be departmentalized, teaching a subset of content over two or more grades to the same group of students. Finally, multi-grade “School Families” will be facilitated by a consistent Advisor over time.

#### Cooperative Learning and Collaborative Inquiry

Extensive research studies have been conducted over time, demonstrating the positive impact of cooperative learning in the development of social skills, student learning, and achievement across all levels from primary grades through college (Johnson & Johnson, 1999; Wasley et al, 2000). More than 1200 studies comparing cooperative, competitive, and individualistic efforts have found that cooperative learning methods improve students' time on tasks and intrinsic motivation to learn, as well as students' interpersonal relationships and expectations for success (Johnson & Johnson, 2009). When compared to more traditional methods where students passively receive information from a teacher, cooperative, problem-based learning has been shown to improve student engagement and retention of classroom material (Prince, 2004).

In alignment with this research and the rigor of the Common Core, the practice of Collaborative Inquiry will be leveraged at Ripple Academy. Teachers will facilitate student-centered learning activities (i.e. think-pair-share, fish-bowl debates, case studies, group problem solving) that allow students to work in peer-to-peer dyads and both small and large groups. In these settings, students will be challenged to respond to various scenarios and find solutions to multi-step, open-ended problems. They will collaboratively explore essential questions and create meaningful projects across the curriculum. These discussion-based practices improve comprehension and critical-thinking skills for students across ethnic backgrounds and socioeconomic contexts (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Applebee, Langer, Nystrand, Gamoran, 2003; Webb, N.M., Farivar, S.H., & Mastergeorge, A.M., 2002). It especially supports English Learners by being “more exposed to and submerged in the English language” because “it gives them more chances to hear and understand the English language as it is used by native speakers” (Hoffman & Dahlman as cited in Abdallah, 2009). This approach will also help students realize they can solve problems as a group that they would not be able to solve as individuals, promoting the school’s ethos of “we” not “me.”

#### Differentiated Learning

Ripple Academy seeks to ensure all students have daily access to grade level curriculum, while also providing the differentiated learning experiences that enable each

student to advance as his or her optimal pace (Fine & Somerville, 1998). Toward this end, a Flexible Learning Block is built into Ripple Academy's daily schedule that allows students to engage in personalized learning opportunities in which learners progress based on demonstrated mastery. Teachers will work in Professional Learning Community (PLC) teams to analyze student performance data and determine the types of interventions and enrichments to be offered to students during the Flexible Learning Blocks each week. Learning structures include:

- **Intervention** - Small groups of students will work with the teacher on content support, remediation, or proactive support in alignment with assessed needs. ELs will receive Designated ELD at their level.
- **Extensions** - Teachers may use this time, as appropriate, to extend learning from the core classroom. This extension may be differentiated based on learner need.
- **Enrichments** - Project-Based learning activities may be leveraged that go outside of the curriculum to expand experiences and challenge students.

### **Curriculum and Instruction**

The curriculum at Ripple Academy will be aligned with the requirements of the Common Core State Standards (CCSS) for English Language Arts and Mathematics, the Next Generation Science Standards (NGSS) for Science, the English Language Development Standards (ELDS) in ELD/ESL, and the California State Standards (CSS) in all other content areas. The curriculum and instruction will prioritize rigor, collaborative inquiry, and the building of character across all subject areas.

In this section, the key features of the program including research base and core curriculum are provided for each of the following subject areas:

- English Language Arts
- Mathematics
- Science
- History & Social Science
- Visual and Performing Arts
- Physical Education and Health
- English Language Development
- Technology
- Transitional Kindergarten

The Curriculum Materials detailed below, as well as the examples of core practices that are central to these curricula, may be changed based on student need and shall not be considered a material revision of the charter.

### English Language Arts Program

The English Language Arts and Literacy program at Ripple Academy is aligned to the California Common Core Standards (CCSS) in English Language Arts and reflects the skills and knowledge students will need to succeed in college, career, and life. Our scholars will have regular practice with complex texts and academic language, will develop the ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text, and will build knowledge through content-rich nonfiction.

#### *TK - 2 Superkids*

Ripple Academy will utilize two reading programs from Superkids as the foundation for its program in TK through 2nd grade. Research studies conducted across the nation have demonstrated increased improvement for students as a result of the Superkids program. While all students benefit from the program, the rate of increase for students who are from low-income families, who are English Learners, and who are Latino and African American outpaced that of the general population in a study of 3,200 students across 22 states. While the general population increased by 25 percentile points in one year, students from low-income families and who students who are ELs each increased by 37 percentile points, while students who are Latino increased by 35 points and students who are African American increased by 33 points.<sup>3</sup> Additional studies within individual states have realized similar results - gains are achieved for all students, with these subgroups of students realizing even higher rates of growth. Please see [Appendix 4 - Research Base](#) for a Summary of Research.

In TK, Superkids' Prekindergarten *Happily Ever After* Program will be utilized. This program lays the foundation for reading, using classic stories from children's literature as the basis for the program.

In K-2, the Superkids Reading Program, a phonics-based, comprehensive, core language arts curriculum, will be utilized. Superkids explicitly and systematically teaches all of the components of reading - phonemic awareness, advanced phonics, oral reading fluency, vocabulary development, and comprehension. In addition, the scientifically based program supports best instructional practices by integrating reading instruction with instruction in the other areas such as spelling, handwriting, expressive

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<sup>3</sup> More information available at [http://www.superkidsreading.org/k-2-reading/pdf/SK\\_Summary\\_of\\_Effectiveness\\_Study.pdf](http://www.superkidsreading.org/k-2-reading/pdf/SK_Summary_of_Effectiveness_Study.pdf)

writing, grammar, and mechanics. The Superkids cast of characters are introduced to engage students, each with a unique personality and interests. Children follow these characters over the three years of the program.

### *3 - 8 EL Education*

In Grades 3 through 8, Ripple Academy will utilize Wit & Wisdom's comprehensive, standards-based core literacy program to engage teachers and students through compelling, real world content. Wit & Wisdom was created by Great Minds in full alignment with the CCSS in ELA. The curriculum has received the highest marks from the independent curriculum review organization, EdReports.org, receiving a rating of 41 out of 42 in Grades 3 - 5 and 36 out of 36 in grades 6 - 8.<sup>4</sup> This is the highest rating of any curriculum reviewed.

The Wit & Wisdom curriculum is composed of four modules per grade level. Each module explores a specific topic to develop depth of understanding and inspire curiosity. At the core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of 30 lessons which are covered in 6-8 weeks of study. All modules integrate reading, writing, speaking, listening and language instruction.

Core components of the Wit and Wisdom ELA program are as follows:

- **Complex Texts & Academic Vocabulary** - Students are provided a staircase of increasing text complexity so that all students are ready for the demands of college-preparatory high school experiences. Students interact with a variety of texts including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. Teachers follow a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read. Academic vocabulary is emphasized across all content areas, as students' vocabularies are developed through a mix of conversation, direct instruction, and reading.
- **Reading, Writing, & Speaking Grounded in Evidence from Texts** - Students are immersed in information about the world around them to help develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students read a variety of informational texts to build their content knowledge. Students are also provided extensive opportunities for independent reading to build knowledge through texts.

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<sup>4</sup> More information available at <http://www.edreports.org/ela/wit-wisdom-2016/index.html>

- **Building Knowledge Through Content-Rich Nonfiction** - Reading, writing, speaking, and listening span the school day as an integral part of every subject.
  - 3rd – 5th Grades: Teachers follow a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts.
  - 6th – 8th Grades: Teachers follow a 55 – 45 balance between informational and literary reading, with greater attention on the specific category of literary nonfiction.

Please see [Appendix 5 - Curricular Scope and Sequence](#) for a detailed ELA Scope and Sequence.

### Mathematics Program

The Mathematics program at Ripple Academy is aligned to the California Common Core Standards (CCSS) in Mathematics and reflects the skills and knowledge students will need to succeed in college, career, and life.

Ripple Academy will leverage two key curriculum in delivering this focused, coherent, and rigorous program: Eureka Math and Silicon Valley Mathematics' Problem of the Month.

### *Eureka Math*

Ripple Academy will utilize Eureka Math for its core Mathematics Curriculum. Eureka Math connects math to the real world in a way that takes the fear out of math and builds student confidence and understanding of mathematical concepts. The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical, coherent progression from Pre-K through Grade 12. Based on analysis of several math curricula as reported in [EdReports](#), Eureka Math far surpassed the other curricula in terms of focus and coherence, rigor and usability.

Eureka Math has been developed in direct alignment with the Common Core and the key shifts of Focus, Coherence and Rigor. These shifts and standards reflect the skills and knowledge our students will need to succeed in college, career, and life. Utilizing the Eureka Math curriculum, Ripple Academy will embrace these shifts as follows.

- **Focus** - Ripple Academy will place intentional Focus on fewer topics in mathematics. We will narrow and deepen the way time and energy are spent for math instruction. This razor-like focus will help our students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve

problems inside and outside the classroom. Students will focus deeply on the major work of each grade as follows:

- K – 2nd Grades: Concepts, skills, and problem solving related to addition and subtraction
- 3rd – 5th Grades: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- 6th Grade: Ratios and proportional relationships, and early algebraic expressions and equations
- 7th Grade: Ratios and proportional relationships, and arithmetic of rational numbers
- 8th Grade: Linear algebra and linear functions
- **Coherence** - Ripple Academy teachers will follow a Coherent progression of math content from grade to grade so that students can build new understanding onto foundations built in previous years. Interconnected concepts and thinking will be carefully connected across grades. Supporting and complementary topics will be leveraged to reinforce the major topics each year.
- **Rigor** - Ripple Academy will emphasize Rigor in mathematics instruction across all grade levels; conceptual understanding, procedural skills and fluency, and application are pursued with equal intensity. This rigorous pursuit deepens students' authentic command of mathematical concepts. Three aspects of Rigor are as follows:
  - *Conceptual understanding* - Students learn to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
  - *Procedural skills and fluency* - Students gain speed and accuracy in calculation as core functions, such as single-digit multiplication are practiced regularly, in order to have access to more complex concepts and procedures.
  - *Application* - Students apply math knowledge, while utilizing their solid conceptual understanding and procedural fluency, to solve real-world situational problems.

### *Problem of the Month*

The Problems of the Month were developed by the Silicon Valley Mathematics Initiative and are also aligned to the Common Core standards. Ripple Scholars will be provided with multiple opportunities to apply Eureka Math's "Read, Draw, Write" (RDW) approach to problem solving through school wide Problems of the Month, an initiative that reinforces our school-wide culture of mathematical thinking. The Problems of the Month are non-routine math problems designed to be used school-wide to promote a

problem-solving theme. Each problem is divided into five levels of difficulty, Level A (primary) through Level E (high school), to allow access and scaffolding for students into different aspects of the problem and to stretch students to go deeper into mathematical complexity. Scholars will begin with Level A, and move on to other levels after presenting, explaining and defending their thinking.

Please see [Appendix 5 - Curricular Scope and Sequence](#) for a detailed Mathematics Scope and Sequence.

### Science Program

The Science program at Ripple Academy is aligned to the Next Generation Science Standards (NGSS) and rooted in project-based learning. Science is central to how we understand and make sense of the world around us, a world that is rapidly changing. It's hard to imagine the challenges and technologies that lie ahead. Now more than ever, students need to learn to think critically and flexibly, and to have a firm grounding in science and engineering. We believe that authentic, integrated, project-based learning experiences in Science best support this development.

At Ripple Academy, teachers will utilize Amplify Science to bring real-world science concepts to life through project-based learning. Amplify Science is an effective, research-based, engaging curriculum that was developed by the Lawrence Hall of Science. Digital experiences are blended with hands-on lessons and projects to inspire students to think like scientists and engineers to investigate and solve real-world problems and phenomena. In addition, project-based service learning projects will be used to connect scientific learning to real world problems in the community.

### *Amplify Science*

Leveraging the Amplify Science curriculum, Ripple Academy scholars will receive a strong science education, starting in the earliest years, that prepares them for productive futures regardless of their educational and career path. The science program will equip scholars with a deep understanding of core scientific ideas and concepts, as well as critical skills and competencies - problem solving, communication, collaboration, investigation - that reinforce learning in other core subjects and are essential to success throughout school, college, and career.

The Ripple Academy science program is designed to challenge students to think and behave like scientists and engineers, and develop a deeper and broader understanding of the planet's natural systems and the relationship between our human communities and those systems, both how we depend on and affect them. Teachers will weave environmental principles and concepts into the curriculum, the environment will be used



as an engaging, multi-disciplinary context for science learning, and helping our students become informed and innovative problems-solvers capable of addressing environmental, as well as economic, social, and political, challenges of the future.

Our program shifts the focus away from memorizing facts to doing science and engineering through active discovery. Our teachers will offer ample opportunities for students to connect in-school and out-of-school learning to maximize students' exposure to and enjoyment of science and engineering. We will embrace students' innate curiosity, encouraging them to ask lots of questions and emphasizing hands-on investigation and discovery. The Do-Talk-Read-Write-Visualize approach to teaching is more engaging and in line with what we know about how students learn best. Teachers will immerse students in Next Generation Science Standards based topics so they develop the expertise that comes through in-depth learning.

- **Do** - Scholars will engage in hands-on investigations, from designing sticky glues to experimenting with electrical systems. Students, across all grade levels, will roll-up their sleeves and conduct hands-on investigations for every unit. In middle school, much of what students will study is invisible. In those units, we will also provide student-centered investigation through simulations that enable students to visualize the unseen.
- **Talk** - Structured peer discussions (student-to-student discourse and full class discussions) are integrated in the science program, providing countless opportunities for collaborative discourse. Our scholars will engage in authentic and meaningful oral scientific argumentation through these collaborative tasks.
- **Read** - Students will read age-appropriate books and scientific articles, focusing their reading activities on searching for evidence related to their investigations, and importantly, on asking and recording questions as they read through the text.
- **Write** - Our teachers will assign formal and informal writing tasks that challenge scholars to formulate and write scientific arguments based on the evidence they've collected, clearly connecting their reasoning, evidence and claims. Evidence-based reasoning is the foundation of good scientific practice. Through scientific practices such as critiquing hypotheses, building models, validating evidence, or constructing arguments, students will build the critical thinking and reasoning skills they need to succeed in language arts and mathematics as well as science and engineering.

### *Project-based Service Learning*

Project-based service learning in science will help students positively impact their community and local ecosystem. For example, students may research the nearby

Sausal Creek Watershed, or even the San Francisco Bay, to gain the history of the place and engage in local environmental stewardship by studying the water content and health of the ecosystem. In the process, students will learn several scientific concepts such as solubility and saturation. Students may then be challenged to come up with ways to clean up an area of the creek or bay. Similarly, a "Planting for the People" project may provide students an opportunity to plan and grow a community garden to donate fresh food to the Alameda Food Bank. This type of service project requires students not only to use a cross-section of skills and knowledge, but also employ teamwork, communications, problem solving, and critical-thinking skills.

Please see [Appendix 5 - Curricular Scope and Sequence](#) for a detailed Science Scope and Sequence.

### History-Social Studies

The History-Social Studies program at Ripple Academy is aligned to the California State Standards (CSS) in History-Social Studies and, like the Science program, leverages project-based learning. In addition, the program specifically works to develop students as socially conscious change agents, developing a positive self identity in students and appreciation of the identities and talents of their peers.

Ripple Academy's will utilize the Teacher Collaborative Initiative (TCI) *Social Studies Alive!* (TK/K-5) and *History Alive!* (6-8), which are aligned with CSS and utilize the language and structure of Understanding by Design. In addition, service learning projects will be used to connect learning to real world problems in the community. Finally, core structures are integrated throughout the school day to build a community of change agents.

### *TCI Social Studies Alive! and History Alive!*

The TCI Social Studies Alive! and History Alive! programs are designed for scholars to be active participants in their learning, with activities that get students out of their seats, moving, and interacting with the lesson content. Teachers leverage a series of instructional practices that allow students to "experience" history. These interactive lessons help scholars create lasting memories and develop a better comprehension of the lesson. The instructional strategies within the curriculum were carefully and thoughtfully developed by California educators and TCI, in alignment with the following three core beliefs:

1. **Students have multiple intelligences.** Howard Gardner's finding that human cognition includes a far wider and more universal set of competencies than had previously been recognized has helped revolutionize the instruction of history.

Gardner found that every student excels in two or three of the multiple intelligences. According to the theory of multiple intelligences, every student is intelligent - just not in the same way. The TCI curriculum is designed to leverage the multiple intelligences identified by Gardner: Verbal Linguistic, Logical-Mathematical, Visual-Spatial, Body-Kinesthetic, Musical-Rhythmic, Interpersonal, and Interpersonal.

2. **Cooperative interaction increases learning and improves social skills.** The second theoretical premise behind the TCI approach is based on Elizabeth Cohen's findings that cooperative group work leads to increased student interaction and, ultimately, to increased learning gains. Teaching history in an interactive and engaging way necessitates creating a cooperative, tolerant classroom. In this environment, students will learn to share ideas, to work together cooperatively, to tolerate differences, to disagree honestly, and to take risks - and to ensure all students will feel valued and respected. The social/studies program at Ripple Academy will offer a careful, step-by-step program of cooperative skill building.
3. **All students can learn.** The third theoretical premise behind the TCI approach is the idea of the spiral curriculum. Championed by educational theorist Jerome Bruner, the spiral curriculum is the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. Students learn progressively more difficult concepts through a process of step-by-step discovery.

At Ripple Academy, teachers will integrate eight powerful teaching strategies, developed by TCI, which allow students with diverse learning styles to "experience" history.

- **Visual Discovery** - Students will view, touch, interpret, and act out historic images projected as slides. Teachers will also pose a series of inquiry questions for students to respond to in their interactive notebook.
- **Social Studies Skill Builders** - Students will sit in pairs to complete fast-paced, skill-oriented tasks, such as mapping geographic features, analyzing political cartoons, and graphing economic trends.
- **Experiential Exercise** - Key historical concepts will be brought to life so that students can physically and emotionally experience them. Moments in history will be re-created, such as the revolutionary 'tug of war' and the monotony of life on the assembly line, so that students can more meaningfully understand the drama of the past.
- **Writing for Understanding** - Students will write forcefully about experiences they have had in class by challenging them to write for a purpose. For example, students may be asked to compose a poem about the experiences of Chinese

immigrants on Angel Island or editorializing on the Crusades. The result is richer writing.

- **Reading for Understanding** - Expository reading skills will be reinforced as students learn how to connect what they read to the “real-life experiences” they have in class so that deeper understanding follows. Emerging readers will receive carefully structured support at each of the four stages of the expository reading process: preview, read, take notes, and review.
- **Response Groups** - Rich class discussions will be cultivated by involving all students on such controversial topics as the Boston Massacre and Japanese-American internment. Students will be organized in small groups to view slides depicting historical events and discuss critical-thinking questions related to each slide. Small groups will report their findings to the whole class.
- **Problem Solving Group Work** - Students will be challenged to collaborate in small groups to work on high-level, problem solving group work projects such as creating a mini-drama about life in the Great Depression and preparing a panel discussion on the democratic ideal. This method of cooperative learning effectively involves all students.
- **Interactive Student Notebook** - Students will record information about history in engaging ways. As students learn new ideas, they will use several types of writing and innovative graphic techniques to record them. This processing will encourage students to use their critical-thinking skills to organize information. As a result, they become more creative and independent thinkers.

### *Project-based Service Learning*

Project-based service learning in history-social studies will help students positively impact their community. For example, in exploring issues impacting our local community students may investigate issues of littering in the early grades and homelessness in the middle grades. Littering is prevalent issue in Oakland. Students may be asked to reflect on why there is so much trash at Dimond Park. They might investigate and record the types and amount of trash they find there and where, then use this data to compose relevant questions and potential solutions or improvements. “Are there enough trash receptacles available?” “Are these emptied frequently enough?” “Do any nearby stores provide adequate trash receptacles on their own property?” Students may then prepare a report to provide to local officials responsible for the care of public recreational space (like park and recreation officials, police officers, and public health officials).

Homelessness is also a growing problem in Oakland. Teachers and students may investigate the different reasons why people become homeless and the needs homeless people have beyond food and clothing, through research and first-person

interviews. They may also interact with government officials and service providers to determine the services available to the homeless (such as meal services, shelters, housing offices, and job training centers) in the community, and if these services and resources are able to help a homeless person move toward the goal of working and living on one's own. Finally, students could write to service providers and public officials about the condition of homelessness, what public assistance is already available to this group, and what new programs or services might help—such as setting up a mail service, health clinic, counseling program, or job training class.

### *Social Studies throughout the School Day*

The Ripple Academy school day is deliberately designed to provide forums within which students develop a positive self-identity, as well as an appreciation of the identity of others. These become the foundation for a belief in the worth of every individual and a dedication to work toward social change and justice when this worth is jeopardized within the school community, as well as our local and global communities.

Classroom community meetings provide a daily platform to engage students in critical conversations that cultivate a community of conscience by questioning and re-thinking the world inside and outside their classrooms. During these meetings, students will explore a variety of prevalent issues that impact their local context and/or society at large. Teachers will facilitate developmentally appropriate conversations that ultimately empower students' voices as they examine daily issues, current events, and institutions. Students will consider the following questions as they explore inequities:

- Who makes decisions and who is left out?
- Who benefits and who suffers?
- Why is a given practice fair or unfair?
- What is required to create change?
- What alternatives can we imagine?

Every classroom at Ripple Academy will consist of a diverse group of backgrounds. Through social studies and community meetings, students will learn to appreciate, understand, and respect the multiple perspectives present in their class. As students engage in this rich dialogue, critical thinking, collaboration and self-reflection skills necessary to foster a better society are reinforced.

Once students have recognized and discussed a social injustice, teachers will help them act upon the issues they see. Teachers will challenge students to leverage activist strategies such as social media campaigns, demonstrations and teach-ins to raise awareness of an issue and build support for positive change. Writing assignments

provide cross-curricular opportunities for students to reflect on how their actions evoked social change.

Please see [Appendix 5 - Curricular Scope and Sequence](#) for a detailed History-Social Studies Scope and Sequence.

### Visual and Performing Arts

The Visual and Performing Arts program at Ripple Academy is aligned to the California State Standards (CSS) in Visual and Performing Arts. Research has shown that arts education improves student achievement in all core subjects, particularly for at-risk students. ArtsEdSearch provides countless summaries of research examining the impact of arts education on students. These studies of students, across the socioeconomic spectrum, demonstrated that students who receive their education in an arts rich environment:

- are more prepared for the global workforce
- have an increase in academic success
- possess higher self-esteem and self-confidence
- achieve higher test scores
- show increased high school graduation rates
- develop higher success rates in group collaborations

“The arts help to develop both left and right brain skills; students connect scientific concepts underlying art, which is especially successful with at-risk, English learners, special needs, and gifted students.” (The Getty Education Institute, 2006). Harvard research reveals that besides increasing creativity, critical thinking, collaboration, and problem solving skills, involvement in the arts is linked to lower dropout rates, increased standardized test scores and more community service (Harvard’s Project Zero, 2011). Another study, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, by Catterall, Dumais, S & Hampden-Thompson found that low-SES teens and young adults with past high-arts participation show better academic outcomes than do their low-arts, low-SES peers. Key findings were as follows:

- **Positive Impact on Academic Achievement and Civic Behavior** - To differing degrees, the researchers found that high arts participation is positively connected with “school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.”
- **Improved Long-Term Outcomes** - Intensive arts experiences for at-risk youth correlated to academic and civic engagement levels close to or exceeding those

of the general population, levels much higher than the rates for low-SES students who have limited arts participation. Additionally, the researchers found that aspirations for college attainment and professional careers are positively related to arts participation, and that adults with previous arts engagement are more likely to be in occupations that require post-secondary education.

- **Biggest Benefits for At-Risk Students** - The strongest relationship the researchers identified between arts engagement and academic outcomes was for high-arts/low-SES youth, however, the researchers also found a positive relationship between arts and increased civic participation for high-SES students

The faculty and staff at Ripple Academy will create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every student through the Arts Attack curriculum. The comprehensive arts program will purposefully build a full range of language, literacy, and other content area skills.

#### *Arts Attack*

Ripple Academy will utilize the Arts Attack program, which brings an entire art curriculum to the TK/K - 8 classroom on video. There are between 24 - 27 hands-on lessons for each grade covering each of the visual arts elements. This curriculum's goal is to not only develop art skills and techniques, but also to develop student creativity, visual problem-solving, and communication abilities. Arts Attack uses a process-oriented teaching approach with a strong emphasis on right-brain learning and development. In addition, faculty will leverage resources such as Creativity at the Core and utilize the Visual and Performing Arts Curriculum Guide to provide high-quality, standards-aligned visual and performing arts instruction that provides students with equitable access to all other core curriculum.

#### Physical Education and Health

The Physical Education and Health program at Ripple Academy is aligned to the California State Standards (CSS) in Physical Education and in Health Education. High-quality health and physical education programs help students succeed in life, which is why the U.S. Department of Health and Human Services Physical Activity Guidelines recommends that children and adolescents should engage in at least 60 minutes of daily physical activity. To meet the nationally recommends minutes, Ripple Academy has adopted the Center for Disease Control and Prevention's Comprehensive School Physical Activity Program (CSPAP), a multi-component approach that will help our students remain physically active each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.

### *Comprehensive School Physical Activity Program*

Our CSPAP will reflect a strong coordination and synergy across each of its unique components.

- **Quality Physical Education Program** - Ripple Academy will have a dedicated PE teacher on staff and all students will be required to take PE. Our instructional periods for PE will total 150 minutes per week for Grades K - 5 and 225 minutes per week for Grades 6-8. Our PE teacher will follow a written, sequential PE/Health curriculum based on state and national standards. Students will be active for at least 50% of instructional time, and activities will include: moderate- or vigorous-intensity aerobic physical activity; vigorous-intensity physical activity; muscle-strengthening activities; and bone-strengthening activities. Instruction in a variety of motor skills will be designed to enhance the physical, mental, and social/emotional development of every child.
- **Physical Activity Before, During, and After School** - Physical activity breaks in the academic classroom allow students to take a mental and physical break from current academic tasks. Neuroscience research tells us that the brain shifts its attention and focus about every 90 minutes. Physical activity breaks from focused concentration allow the brain to consolidate information for better retention and retrieval of memory. Ripple Academy will offer students opportunities for physical activity in a variety of settings during the school day. The main ways students can participate in physical activity during the school day is recess (mid-morning/mid-afternoon breaks), physical activity breaks between class changes, physical activity that is integrated into classroom lessons, and interscholastic sports. These opportunities will be offered to all grade levels and will not exclude middle school students who benefit greatly from engaging in physical activity throughout the school day.
- **Health and Wellness** - Ripple Academy scholars will learn the importance of maintaining a healthy diet through knowledge, planning, and regular monitoring. Students will be introduced to basic nutrition and benefits of a healthy diet along with healthy diet recommendations to share with their families at home. Students will also be taught how to make good decisions about consumer products.
- **Staff Involvement** - The Ripple Academy faculty/staff will help facilitate increased physical activity during the school day by encouraging students to be active. The administration will provide students with space, facilities, equipment and supplies that make participating in physical activity appealing. The administration will also ensure the school day schedule provides organized times and structured physical activities for interested students. Classroom teachers will



work with the PE teacher to establish a weekly schedule of class game time activities, providing an inclusive, consciously cooperative approach to introducing sports and physical activity to children. This will help students learn basic sports, playground and cooperative games, as well as lessons on physical health and fitness and principles of violence prevention and safety.

- **Junior Coach Leadership** - Ripple Academy will integrate Playworks' Junior Coach Leadership program into our CSPAP. Through Junior Coach, collaborative teams of students will be trained to be conflict resolution specialists who facilitate and lead recess games, reinforce inclusive and fair play, and actively encourage participation from all students.
- **Family and Community Engagement** - Children model the behavior of the adults in their lives, as such, youth participation in physical activity is heavily influenced by participation and support of parents and older siblings. Ripple Academy families will be encouraged to be active together. Throughout the year, the school will sponsor a variety of community fun- and fundraising events that integrate walks, runs and other fun physical activity challenges. Ripple Academy will also include a few healthy living offerings in the yearly parent education schedule. In addition to school-sponsored events and activities, Ripple Academy will also serve as a conduit, connecting families to community resources such like the YMCAs, churches, and parks and recreation services as well as an information hub for local events that will engage in physical activity (e.g., fun walk for charity).

#### English Language Development/English as a Second Language

The English Language Development program at Ripple Academy is aligned to the California English Language Development Standards. Given that a third of the school's population is anticipated to be students who are English Learners, the program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. Students who are ELs are enrolled and participate in a regular course of study and use the same instructional materials along with all other students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. This occurs through both Integrated and Designated ELD as described under "Serving English Language Learners" in the subsection "Instructional Strategies" that follows in [Element A](#).

#### Technology

The technology curriculum at Ripple Academy is exciting and comprehensive - covering everything from basic computing skills at the younger ages, to multimedia presentations in the middle school. Ripple Academy will partner with Beyond Technology Education to

provide a project-based, integrated approach to teaching computer skills and increasing the use of technology in the classroom.

### *Beyond Technology Education*

The scope and sequence of the learning objectives covers nine technology areas (Word Processing, Database, Spreadsheets, Desktop Publishing, Graphics, Multimedia, Internet, Operating System & Computer Basics) based on the ISTE NETS-S Standards and also new higher level technology areas such as coding, video production and virtual reality. Students will progress through word processing, spreadsheets and databases, multi-media presentation, and publishing projects using a yearly theme. Students will also complete projects designed by classroom teachers that integrate the computer skills into other core curriculum. The following four examples of yearlong projects help to illustrate the content and approach of the Beyond Technology Education curriculum.

- **Snapshot** - Snapshot of the World teaches students how to use and apply the major areas of technology in creating a multimedia travel magazine filled with articles that showcase several countries around the world. The articles explore a different topic for each country selected. The specific topics are based on three main categories: social, geographic and cultural structures. This curriculum also gives students a foundation in graphic manipulation and editing skills by using Photoshop Elements.

Students write an article in the first three units and compile the articles into a multimedia magazine in the fourth unit. The first article will be in a newsletter format and the second article will be in a blog format. The third article will be in a brochure format.

- **Creating Change, Developing Solutions** - Creating Change, Developing Solutions challenges students to identify and research a pressing social issue and create a technology-infused campaign seeking to raise awareness and pose solutions. Students will develop online research skills, learn basic coding skills, practice video production and editing, and learn to present their original content in a dynamic, digitally focused context.

This curriculum facilitates competence in Word Processing, Spreadsheets and Databases, and Multimedia Presentation as well as teaching students to use the following advanced technology tools: Kidblog.com (online blog), Scratch.mit.edu (online coding tool), and Windows Movie Maker. Over the course of the year, students will campaign for a particular cause, blog about it, create animations

and videos to raise awareness, and present their own solutions to create change in the world.

- **CEO Challenge** - CEO Challenge gives students the opportunity to apply the tools available in Google Docs and the Internet to build a business and provide them with a foundation in basic business and computing principles to help prepare them for the real business world. Students will develop a fictitious company and take the necessary steps for start-up.
- **CEO Marketing** - CEO Marketing will challenge students to apply the major areas of technology in marketing a business. It will also give students a foundation in basic advertising principles. This course will be used as the next stage after the CEO Challenge course. On the first day of class, students will create a fictitious business of their choice. During the year, students will use Desktop Publishing, Multimedia, Spreadsheets, the Internet, Graphics and other computer tools to create various advertising and marketing projects for their company. Here are some of the major projects they will create: a full-page Magazine Ad; a Billboard Ad; 30 and 60-second Commercials; and a home page for their company's Website. Creating a budget for their advertising efforts is also part of the class. In addition, students will conduct research to help them decide which advertising media would best fit the needs of their company.

### Transitional Kindergarten

Ripple Academy is prepared to offer Transitional Kindergarten, in alignment with parent demand. Students normally enter Transitional Kindergarten (TK) with varied learning experiences. Some will have attended preschool, while others remained at home prior to enrolling at Ripple Academy. As a result the spectrum of exposure to rich language and cognitive experiences is wide in both frequency and quality. Ripple Academy's TK program is designed to bridge these variations in experiences by providing extended opportunities for learning and socialization that helps students transition into the traditional kindergarten program seamlessly and confidently.

The workshop model will be employed, coupled with student-level and grade-level learning experiences, addressing the needs of all TK students. TK students at Ripple Academy will learn in a multi-age classroom with shared experiences that prepare them to meet the challenges of a traditional kindergarten program, supporting social-emotional development while remaining focused on content-area instruction in language arts, mathematics, science, history–social science, physical education, and visual/performing arts for success in traditional kindergarten and beyond.

Specific foci and curricular supports for Transitional Kindergartners within the TK/Kindergarten classroom are as follows:

- **Social Emotional Learning** - Students learn to identify and regulate emotions, establish and sustain their relationships with others, and work in collaboration to achieve program goals.
- **English Language Arts** - The Superkids program, as discussed under the ELA section above, will be utilized to give TK students the critical foundation they need to be successful readers in the primary grades and beyond. This includes:
  - **Vocabulary and Concepts** - Function words and abstract concepts are introduced with Concept Boards and practiced with Activity Pages. Story vocabulary is also introduced and discussed for each unit's story.
  - **Shapes** - Shapes are introduced with Concept Boards and practiced with Activity Pages.
  - **Colors** - Colors are introduced with Concept Boards and practiced with Activity Pages.
  - **Auditory Discrimination and Phonological Awareness** - Specific skills are taught as a CD activity in Lesson 6 of each unit. Additional skills are taught and reinforced in Daily Routines.
  - **Letter Recognition** - Children identify and match capital and lowercase forms of letters in Lesson 4 of every unit.
  - **Visual Development** - Visual skills are developed throughout the program. Children also locate and describe pictures in stories and Activity Pages.
  - **Fine Motor Skills** - Skills are practiced with Activity Pages. Children also cut, fold, glue, trace, and/or color in every unit.
  - **Comprehension** - Discrete skills are taught in Lesson 3 of every unit. In addition, children answer questions and complete comprehension pages about each unit's story.
  - **Emergent Writing** - Children dictate text in Lesson 3 of every unit. In addition, specific print awareness skills are taught in Daily Routines and, starting in Unit 6, with Big Book stories.
  - **Lasting Lessons** - Gentle life lessons that relate to the Big Book stories.
- **Math** - During the course of the year students will complete five modules from Eureka Math, as discussed in the Math section above, that develop number sense and reasoning skills. Focal points for these modules are as follows:
  - Module 1 - Students learn to sort and practice touching and counting groups of up to 5 objects.

- Module 2 - Students explore two- and three-dimensional shapes and objects. They identify these shapes by first noticing the characteristics, “This shape has four straight sides and four corners!” After this analysis, they learn the names, “It’s a rectangle!” Position words such as next to help them to make statements like, “The blue rectangle is next to the orange square.”
- Module 3 - Students learn to touch and count groups up to 10 objects and identify numerals to 10.
- Module 4 - Students compare and explore length, weight, and capacity. They also learn to identify first and last and compare sets of up to 5 objects.
- Module 5 - Students learn to write numbers to 5, explore addition and subtraction stories, and count to 20.
- **Science** - Focuses on inquiry skills through the use of simple science equipment and books.
- **History/Social Science** - Students learn about themselves, their families, and their local communities. Language, family, and culture make the curriculum meaningful and relevant to students.
- **Physical Education** - The PE curriculum supports healthy growth and motor skill development.
- **Art** - Students explore creative expression in the following areas: dance, music, theater, and visual arts.

## School Culture<sup>5</sup>

At Ripple Academy, establishing positive relationships is central to building and strengthening community. Our proactive and restorative approach to school culture and community building promotes respectful and trusting relationships in a caring, supportive environment. The faculty and staff will partner with parents to teach students how to understand and manage their feelings, control their actions, be aware of others’ feelings, and have the skills to problem solve. This integrated approach involves school-wide, family, and community activities that develop social-emotional skills that, like core-content skills, build on each other. At Ripple Academy students will learn essential empathy and communication skills (collaborative learning, varying perspectives, assertiveness, negotiating, and compromising), emotion management (calming down strategies, coping with stress, and staying in control), goal-setting skills, and leadership development.

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<sup>5</sup> This section has been moved up within the requested order from OUSD, as it details the SEL curriculum and therefore best fits directly after the academic program.

Ripple Academy will utilize the following core structures to build a strong and safe school community:

- **School-wide Community Meetings** - Each day will begin with a school-wide morning assemblies, with each week ending in a school-wide celebration. Insert objectives.
- **Classroom Meetings** - Daily morning meetings and closing appreciations in the classroom will cultivate unity, ensure equity of voice, build students' social skills and commitment to responsibility, helpfulness, and respect.
- **Buddy Program** - Cross-age buddy activities will cultivate respectful, caring relationships between older and younger students, as well as a sense of responsibility and a mentoring relationship.
- **School Families** - Students will meet in cross age groupings as "School Families," Insert objectives.
- **Restorative Practices** - Restorative practices for conflict resolution will be used to address misbehavior and harm in a way that strengthens relationships and focuses on the harm done, engage students in collaborative problem solving, and empower change and growth in all members of the community.
- **Family-School Connections** - Activities will invite families into the life of the school, enabling students to learn from the experiences and perspectives of other families and their cultures.
- **Core Values** - The core values of the school will permeate its ethos and serve as the filter when developing clear and consistent operation norms, systems and procedures.

To inform the content delivered through these structures, Ripple Academy will draw upon research-based resources and structures including the following:

- Second Step
- Caring School Community
- Service Learning
- Student Leadership
- Student Surveys

### **Second Step**

Ripple Academy will utilize the Second Step program to inform the content of Morning Meetings, with the expectation that content from Second Step will be utilized one day per week in this setting. The Second Step program strengthens students'

Social-Emotional skills, in turn supporting their personal growth in and out of the classroom. Using the Second Step curriculum has been shown to decrease problem behaviors and increase school success by promoting self-regulation, safety, and support. In one study, conducted with 7300 students and 321 teachers in 61 schools across 6 school districts, significant improvements in social-emotional competence and behavior were seen in children who started the school year with skill deficits in these areas.

Through the Second Step Program program, Ripple Academy teachers will leverage age appropriate games, activities and media to support students' development in emotion management, situational awareness, and academic achievement. The primary grade (K - 2) lessons focus on improved behavior and improved learning. Students will learn to harness their energy and potential as they learn to listen, pay attention, control their behavior, and get along with others. The elementary grade (3 - 5) lessons focus on developing eager, curious, and cooperative learners. Students' social-emotional awareness will be nurtured as foundational learning skills are developed. The middle school grade (6 - 8) lessons offer relevant, discussion-based content that offers practical skills for situations both in and out of the classroom. Many lessons feature videos of real kids talking about issues applicable to their daily lives. The engaging, interactive program focuses on four units:

- **Mindsets & Goals** - Students develop a growth mindset and learn research-based strategies for achieving goals. Lessons can be applied to social and academic aspects of their lives.
- **Values & Friendships** - Students learn to make decisions based on their personal values and to build strong friendships and relationships while avoiding negative ones.
- **Thoughts, Emotions, & Decisions** - Students are taught the relationship between thoughts, emotions, and decisions and learn strategies for staying in control when they're experiencing strong emotions.
- **Serious Peer Conflicts** - Students are taught how to identify, avoid, and resolve serious conflicts. They also learn strategies to prevent bullying and harassment.

Please see [Appendix 5 - Curricular Scope and Sequence](#) for a detailed Scope and Sequence for Second Step.

### **Caring School Community**

Ripple Academy will utilize the Center for the Collaborative Classroom's Caring School Community (CSC) program to strengthen classroom and school-wide community while

developing students' social and emotional (SEL) skills and competencies. CSC will provide Ripple Academy teachers with scripted lesson plans that will be utilized in the morning meetings one day per week.

Two federally funded evaluations of the Caring School Community program proved that creating a strong sense of community increases students' academic performance. Specific research on Child Development Project (CDP), the precursor to Caring School Community, showed that the program had a significant impact. CDP was extensively and rigorously evaluated in several studies over the span of 20 years. These studies consistently found that in schools where the program was widely implemented, students showed significant benefits in a number of areas, including attitudes toward school and learning, feelings about the self, social and ethical attitudes and values, and behavior, relative to students in closely matched comparison schools.

The largest and most recent study of CDP involved an ethnically and socio-economically diverse sample of over 14,000 students from 12 program and 12 comparison schools in six districts across the US (Schaps, 2002). By the end of three years of CDP implementation, students in five high-implementing CDP schools, relative to their comparison school counterparts, showed:

- a greater sense of the school as a caring community (33% higher than would be expected if they had not experienced the program)
- more liking for school (12% higher than would be expected if they had not experienced the program)
- stronger academic motivation (24% higher than would be expected if they had not experienced the program)
- higher sense of efficacy (6% higher than would be expected if they had not experienced the program)
- stronger commitment to democratic values (12% higher than would be expected if they had not experienced the program)
- better conflict resolution skills (17% higher than would be expected if they had not experienced the program)
- more concern for others (10% higher than would be expected if they had not experienced the program)
- more frequent altruistic behavior (8% higher than would be expected if they had not experienced the program)



- less use of alcohol (13% lower than would be expected if they had not experienced the program)<sup>6</sup>

### **Service Learning**

Ripple Academy sets out to help all students embrace their civic responsibility to address the challenges of everyday life. Through service learning, students will solidify social emotional skills while performing needed community service. Teachers will integrate service learning projects in the curriculum to cultivate essential life skills that will help students learn to establish productive relationships, make sound decisions, communicate effectively and respond to the needs of their community in healthy, productive ways.

Educational research provides strong evidence that students participating in service-learning programs demonstrate significant gains in five outcome areas: attitudes toward self, attitudes toward school and learning, civic engagement, social skills, and academic performance. For example, Scales and colleagues (2006) studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students. They found that low students from low socioeconomic status who participated in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service. Another study conducted in Hawaii (Billig, Meyer, & Hofschire, 2003 and Yamauchi, Billig, Meyer, & Hofschire, 2006) showed service-learning participants had statistically significantly more positive outcomes on their feelings of contribution to the school and to the community; feelings of being a valued part of the community by adults and other students; having pride in school; understanding issues that affect the wellbeing of the community, and taking actions to make changes in the community. Service-learning students were also significantly more likely to want to help others and, at the trend level, were found more likely to be involved in activities that will make people's lives better. These outcomes are in full alignment with Ripple Academy's core values and graduate profile.

Service learning will empower Ripple Academy students to become proactive agents of change in their communities. Our students will be actively involved in selecting, designing, implementing and evaluating the integrated service learning projects. These service projects will provide a real-world context, making learning meaningful for students while deepening the relationship between the school and surrounding

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<sup>6</sup> More information available at [https://www.collaborativeclassroom.org/sites/default/files/media/pdfs/research/evidence\\_from\\_the\\_field.pdf](https://www.collaborativeclassroom.org/sites/default/files/media/pdfs/research/evidence_from_the_field.pdf)

community. These formative experiences will also help students grow to be caring, solution-oriented, and contributing leaders of society. The service-learning projects at Ripple Academy will include five components:

1. **Investigation** - Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.
2. **Planning and Preparation** - Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
3. **Action (Implementing the Service Activity)** - The “heart” of the project, in which students engage in the meaningful service experience that help them develop important knowledge, skills, and attitudes, and that will benefit the community.
4. **Reflection** - Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school.
5. **Demonstration/Celebration** - The final experience when students, community participants, and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

### **Student Leadership**

The administration and faculty at Ripple Academy is committed to empowering students through a variety of informal and formal leadership opportunities that help them realize and embrace their gifts and talents. Through these layered structures, all students develop their voice as well as a sense of collective responsibility for the school and community.

- **Classroom Jobs** - Within all classrooms, students are expected to share responsibility for the operations, learning, and culture of the community. Classroom jobs are leveraged at all grade levels, to teach responsibility and entrust students with explicit responsibilities that improve the efficiency and efficacy of classroom procedures across domains. For example, a student may be assigned to operational jobs such as distribution of materials for centers or delivering communications to the main office, learning jobs such as running the calendar during morning meeting or providing recognitions for peers who are demonstrating core learning traits, or culture jobs such as serving as a peer mediator or facilitating appreciations during closing circle. Classroom jobs enlist Ripple Academy students in the duties of running a classroom, promote positive

behavior, and ensure that all students feel welcomed and valued in the classroom.

- **Student Advisory Council** - The student council serves as the representative body for Ripple Academy scholars. These student leaders collaborate with the administration to lead morning assembly. They represent a collective voice who speak with authority, identifying and helping solve whatever problems encountered by students. The council offers ongoing feedback to the school administration on any subject that concerns students and on which the council wishes to be consulted. These leaders also coordinate and organize community service projects that take various forms, both in and out of school. At various points in the year, the council will partner with the parent advisory group on school fun-raising (Spirit Week) and fundraising projects that benefit the school community.
- **Student Ambassadors** - The student ambassadors embody the Ripple Academy mission, values and habits of heart and mind. These students are self-confident scholars and vocal advocates who support the school's ongoing growth and expansion. School ambassadors help host future students, speak at information sessions for current and prospective families, and welcome and greet guests attending school assemblies and student exhibitions. These student leaders also serve as peer mediators who meet with students who are having behavior problems and work with them and the school administration to find solutions to improve their behavior and restore a positive culture.
- **Newspaper/Reporters** (Integrated into curriculum) - All students are able to express themselves and contribute to Ripple Academy's Newspaper. This platform provides students an authentic opportunity to voice their opinions, ideas, and their ideals. Ripple Academy Time is a great vehicle to share the learning that is happening across all grades and curricular areas through published student work. Students achievements are also recognized and acknowledged in the newspaper as well. Members of the newspaper club are responsible for collecting student contributions and laying out the pictures and content on the digital platform.
- **Safety Patrol** - These student leaders support drop-off and pick-up procedures at Ripple Academy, increasing safety for students and traffic flow efficiency for parents. In addition to helping keep the school safe and running smoothly, the safety patrol are great models of excellent citizenship and leadership for the student body. They actively promote traffic safety and community pride through their service as crossing guards, carpool-helpers, and flag-bearers.
- **Garden** - Student leaders work cooperatively toward a common goal in the school garden. Leadership attributes such as responsibility, patience and a

positive work ethic are forged as students team up and tend to the garden - planting, watering, pruning, and harvesting. The shared ownership leads to a greater appreciation and advocacy for the environment as a whole. The student led Farmer's Market at harvest time is a wonderful culmination and celebration of the fruits of student labor and leadership.

- **Junior Coaches** - Junior Coaches are trained to lead a variety of fun leadership activities, games, and team building activities that are scheduled during morning recess and lunch recess. Teams of students work together to learn games, fair play and positive conflict resolution and to teach these skills and lessons appropriately to their classmates.
- **Student Tech Team/Genius Bar** - Ripple Academy offers a large variety of technological opportunities for students. Tech Team responsibilities include: taking pictures around school, supporting teachers with technology in their classrooms, maintaining the school website and coordinate the annual school yearbook.
- **Green Team** - These student stewards are committed to helping the environment at Ripple Academy and beyond. This environmentally conscience group of students are committed to waste reduction, recycling, composting, energy conservation and pollution prevention. They will plan a variety of activities throughout the school year that promote an appreciation of the environment and encourages everyone at Ripple Academy to reduce their carbon footprint. The Green Team also tends to the school garden, using sustainable gardening from planning and planting to harvesting and eating. At harvest time, the Green Team coordinates a Ripple Academy Farmer's Market for students, parents and the surrounding community.

## Academic Calendar and Schedule

The Ripple Academy academic day and year are designed in support of its mission. This includes an academic day and year that will be in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5, which requires, at a minimum, the following number of minutes of instruction:

1. For students in TK and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th to 8th Grade: 54,000 minutes.<sup>7</sup>

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<sup>7</sup> California Code of Regulations, Title 5, Section 11960.

The following section provides detail on the Academic Year and Academic Day, as well as “A Day in the Life of a Student” to provide the reader with a view of the student experience within these structures.

### **Academic Year**

The proposed calendar for 2018-2019 will include 180 instructional days, exceeding the requirement for charter schools. [Figure A.7](#) provides the proposed school calendar, which the Charter School intends to adhere to as state and federal funding allows. The Charter School retains the right to modify this proposed calendar to coordinate with the calendar of the district and the calendars of professional development partners and such modification shall not be considered a material revision of the charter.

**Figure A.7 - 2018-19 Proposed School Calendar**

Ripple Academy	
2018-2019 School Calendar	
	Professional Devevelopment/Teacher Workdays
	Start of New Trimester/Student Exhibitions
	Early Release Days - Every Wednesday
	Minimum Days
	No School Days
	Academic Parent Teacher Teams
	Student - Parent - Teacher Conferences - No School
	End of Trimester

August 2018						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August	5 Days
10	First Day for Faculty/Staff - Team Retreat
13- 16	
20 - 21	Professional Devevelopment/Teacher Workdays
27	First Day of School/First Trimester Begins
29	Back to School Night K - 4
30	Back to School Night 5 - 8
31	Minimum Day

September 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September	19 Days
3	Labor Day - No School
28	Minimum Day

October 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October	21 Days
5	Minimum Day
10	Academic Parent Teacher Team - Session 1
11	Student - Parent - Teacher Conferences - No School
12	Student - Parent - Teacher Conferences - No School
31	Halloween - Minimum Day

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November	16 Days
11	Veterans Day
12	Veterans Day Observed - No School
21	Minimum Day
22	Thanksgiving Holiday - No School
23	Thanksgiving Holiday - No School
29	End of First Trimester
30	Second Trimester Begins
30	Student Exhibition - First Trimester

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December	15 Days
21	Minimum Day
24	Winter Break Begins

January 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January	17 Days
1	New Year's Day
7	School Resumes
21	Dr. Martin Luther King Jr. Day - No School
25	Minimum Day
30	Academic Parent Teacher Team - Session 2
31	Student - Parent - Teacher Conferences - No School

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

February	18 Days
1	Student - Parent - Teacher Conferences - No School
18	President's Day - No School

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March	20 Days
8	Minimum Day
14	End of Second Trimester
15	Third Trimester Begins
15	Student Exhibition - Second Trimester
18	No School Teacher Work Day

April 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April	16 Days
1	Cesar Chavez Day - No School
22	Spring Break - No School
23	Spring Break - No School
24	Spring Break - No School
25	Spring Break - No School
26	Spring Break - No School

May 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May	19 Days
3	Minimum Day
8	Academic Parent Teacher Team - Session 3
9	Student - Parent - Teacher Conferences - No School
10	Student - Parent - Teacher Conferences - No School
24	No School
27	Memorial Day - No School

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June	14 Days
7	Minimum Day
14	Student Exhibition - Third Trimester
21	Third Trimester Ends/Last Day of School
24 - 28	Professional Devevelopment/Teacher Workdays

## Academic Day

The instructional day at the charter school is 8:30 am to 4:15 pm on Monday, Tuesday, Thursday and Friday and 8:30 am to 2:45 pm on Wednesday when students are released early to provide teachers with time for professional development, collaboration, and conferences.

Core Classroom certificated teachers will work from 8:00 am to 4:30 pm, with planning and daily preparation time from 8:00 am - 8:45 am and a duty free lunch from 1:00 - 1:45 pm. Wednesday's are designated minimum days with dismissal at 2:45 pm for professional learning community collaboration time from 3:00 pm - 4:30 pm.

The annual instructional minutes in these grades will be 61,095 minutes (not including lunch and passing times), as calculated in [Appendix 1g - OUSD Required Documents, Instructional Minutes](#). These meet or exceed the number of instructional minutes required by the state in Education Code Section 47612.5. [Figure A.8](#) provides the proposed school day schedule, which the charter school intends to adhere to as state and federal funding allows.

**Figure A.8 - Sample Academic Day**

Daily Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 am	Reading/ Breakfast	Reading/ Breakfast	Reading/ Breakfast	Reading/ Breakfast	Reading/ Breakfast
9:00 - 9:15 am	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly
9:15 - 10:45 am  <i>120 minute ELA Block</i>	Superkids (TK - 2) Wit & Wisdom (3 - 8) Reading/ Literature Block	Superkids (TK - 2) Wit & Wisdom (3 - 8) Reading/ Literature Block	Superkids (TK - 2) Wit & Wisdom (3 - 8) Reading/ Literature Block	Superkids (TK - 2) Wit & Wisdom (3 - 8) Reading/ Literature Block	Superkids (TK - 2) Wit & Wisdom (3 - 8) Reading/ Literature Block
10:45 - 11:15 am (5th - 8th)  11:00 - 11:30 am (TK - 4th)	English/ Writing	English/ Writing	English/ Writing	English/ Writing	English/ Writing
11:15 - 11:30 am (5th - 8th)  10:45 - 11:00 am (TK - 4th)	Morning Recess	Morning Recess	Morning Recess	Morning Recess	Morning Recess



11:30 am - 1:00 pm <i>90 minute Math Block</i>	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
1:00 - 1:45 pm	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
1:45 - 2:45 pm	Flex Period/ Designated ELD Block	Flex Period/ Designated ELD Block	Flex Period/ Designated ELD Block	Flex Period/ Designated ELD Block	Flex Period/ Designated ELD Block
2:45 - 4:00 pm <i>75 minute PBL block</i>	History	Science	End of Day	History	Science
4:00 - 4:15 pm	Closing Circle	Closing Circle		Closing Circle	Appreciation Assembly
4:15 pm	End of Day	End of Day		End of Day	End of Day

As teachers are departmentalized, the sequence of content may shift by grade level. For example, one grade may have ELA first with Math, History, and Science following, while another grade may begin with Math, History, and Science and then follow with ELA.

**A Day in the Life of a Student**

Ripple Academy holds the student at the center in the design of all school structures. As such, [Figure A.9](#) provides an look at the schedule through the perspective of a student. It is through this lens that we are able to see how the Academic year and Day not only meet state requirements, but also serve students in support of the school mission and vision.

**Figure A.9 - A Day in the Life of a Student**

Malcolm Doe, 6th Grade	
<b>Introduction</b>	Malcolm is an African-American student in Ripple Academy's 5th Grade class. Malcolm attended a neighboring elementary public school from Kindergarten - 4th Grade. He began the school year working below grade level, but has made tremendous strides as evidenced by his NWEA MAP progress monitoring data.
<b>Breakfast and Reading</b>  8:30 - 9:00 am	Malcolm arrives to school, as he does on most days, at 8:15 am. This gives him enough time to pick up his breakfast from the cafeteria. Malcolm's family qualifies for free lunch and is provided breakfast each day through Ripple Academy's participation in the Federal Lunch Program. After eating his breakfast and catching up with his friends, Malcolm heads over to the loft for some quiet reading. He is enthralled in the book, <i>Booked</i> by Kwame Alexander. Like Nick, the novel's protagonist, Malcolm is passionate about sports and is gaining a greater power of words and appreciation for books. All students, like Malcolm, are able to take advantage of the time before school begins by enjoying breakfast in community or cracking open a book for sustained independent/partner reading.
<b>Morning Assembly</b>  9:00 - 9:15 am	<p>When the 8:55 bell rings, Malcolm and his fellow scholars head over to the auditorium for morning assembly and the pledge of allegiance. This daily assembly provides a conduit for ongoing culture formation, reinforcement, redirection, and affirmation.</p> <p>Student council begins the assembly with a reminder announcement about the upcoming Sausal Creek clean-up day scheduled for the coming weekend. The student leaders creatively show before and after pictures from last month's outreach and close with a picture of what the Creekside looks like today. The challenge is to find a solution to help minimize the pollution that may take place after the next clean-up session. The student council closes their announcement by reminding the student body to encourage their families to join in the service learning.</p> <p>The school principal then transitions from the student council announcement by showing a short, two and a half minute video, titled <u><a href="https://www.youtube.com/watch?v=GPeeZ6viNgY">Lead India - The Tree</a></u> (<a href="https://www.youtube.com/watch?v=GPeeZ6viNgY">https://www.youtube.com/watch?v=GPeeZ6viNgY</a>). In the video a group of people are inspired by a courageous young boy who attempts to move a tree that is blocking the road. The assembly is closed with an invitation by to challenge oneself to be like the young Indian boy</p>

	<p>from the video, creating a positive ripple for the school community to follow today.</p>
<p><b>ELA Block</b> 9:15 - 10:45 am</p>	<p>Following the assembly, Malcolm heads upstairs with his classmates. He drops off his homework in the designated bins and then quickly proceeds to begin his morning “Do Now” assignment - the directions are on the board as they are each morning upon his arrival to class. Here’s today’s “Do Now” task:</p> <div data-bbox="418 575 1419 1171" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Record your answers to the following questions in your Response Journal:</p> <ul style="list-style-type: none"> <li>● Look back at the Afterword on pages 127 - 128 of <i>Thunder Rolling in the Mountains</i>. Summarize two things that happened to Chief Joseph and his people after his surrender at Bear Paw.</li> <li>● Now that you’ve read <i>Thunder Rolling in the Mountains</i>, pretend that you are Chief Joseph, several years after he surrendered to the U.S. government at Bear Paw. What would you, as Chief Joseph, have to say to the U.S. government? Write two to three examples of sentences Chief Joseph might say to the government officials.</li> <li>● As Chief Joseph, I might say, _____.</li> </ul> </div> <p>After 5 minutes, Malcolm and his classmates are invited to transition to the carpet for morning circle. The talking piece is introduced as the teacher leads the class in a sharing activity centered on why people pollute/litter. This carpet discussion is a great parallel to the planned outreach at Sausal Creek outreach. At the end of the sharing, the teacher goes over the plan for the day and explains that they will do a pair share from the “Do Now” prompt once they return to their seats.</p> <p>After the pair share activity. The teacher prepares Malcolm and his classmates by introducing them to the focusing question for this unit:</p> <p style="text-align: center;">What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?</p> <p>And to the framing question for this lesson:</p>

	<p>What do I notice and wonder about figurative language and repeated words in Chief Joseph’s “Lincoln Hall Speech”?</p> <p>Malcolm and his classmates read Part I of Chief Joseph’s 1879 “Lincoln Hall Speech.” During the lesson, they are introduced to the concept of figurative language. Students work in pairs to underline words, phrases or ideas they notice repeating. Students are challenged to categorize these lists under subheadings to help gain a better understanding of the message Chief Joseph is conveying. They work in their pairs and table groups to come up with their respective subheadings. As a culmination of students’ main idea work, this lesson teaches students how to use repetition of words and ideas in a complex text to make meaning.</p>
<p><b>ELA Class</b> 10:45 - 11:15 am</p>	<p>Following the Literature class, 5th Grade class will transition to English. The objective, which is written on the board for students, is read out loud by a volunteer:</p> <p style="padding-left: 40px;">To identify and use words that can be used as nouns or verbs.</p> <p>Students then complete a warm-up exercise.</p> <p style="padding-left: 40px;"><i>We went to the dance. Dance is a noun. Students are then asked to create a sentence using the word as a verb. (We dance all the time.)</i></p> <p>The students complete a few of these examples before the teacher transitions to directed instruction, which follows the Teach/Practice/Apply format. After completing the textbook assignment Malcolm and his classmates begin on the application task:</p> <p style="padding-left: 40px;">Write a short paragraph about an experience you had trying to learn something new. Include some of these words: study, try. Experiment, surprise, play, stop, cause, start, result, hope, end, plan. Then tell whether they are used as nouns or verbs.</p>
<p><b>Recess</b></p>	<p>At 11:15 am ELA class ends and it is time for morning recess. Malcolm is a junior coach and assigned to the 5th - 8th grade recess, so he</p>

<p>11:15 - 11:30 am</p>	<p>leaves class two minutes early to set up the his game station. Malcolm is leading the four-square games this morning. Once the students go outside, Malcolm reminds them of the rules and then gives the thumbs up for the games to begin. Throughout recess he monitors the three four-square courts and is called in on two occasions to solve conflicts over which student was out. Once the recess bell rings, Malcolm and his fellow junior coaches collect the playground equipment and store them neatly in the storage closet before heading back to class for math class.</p>																										
<p><b>Math</b></p> <p>11:30 am - 1:00 pm</p>	<p>Today's objective in class is:</p> <p style="text-align: center;">Round a given decimal to any place using place value understanding and the vertical number line.</p> <p>Malcolm and his classmates are given an opportunity for some fluency practice before the lesson begins. They complete a sprint focused on finding the midpoint, which supports their conceptual understanding of decimal rounding. They also answer a few comparing decimal questions as well as some renaming decimals questions to reinforce their decimal place value skills. After the sprint, Malcolm and his classmates work independently and then collaboratively for 8 minutes to tackle the daily application problem below:</p> <p style="text-align: center;">Craig, Randy, Charlie, and Sam ran in a 5K race on Saturday. They were the top 4 finishers. Here are their race times:</p> <p style="text-align: center;">Craig: 25.9 minutes      Randy: 32.2 minutes      Charlie: 32.28 minutes      Sam: 25.85 minutes</p> <p style="text-align: center;">Who won first place? Who won second place? Third? Fourth?</p> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 2px;">Craig:</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">.</td> <td style="padding: 2px;">9</td> <td style="padding: 2px;">②</td> </tr> <tr> <td style="padding: 2px;">Randy:</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">.</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">③</td> </tr> <tr> <td style="padding: 2px;">Charlie:</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">.</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">④</td> </tr> <tr> <td style="padding: 2px;">Sam:</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">.</td> <td style="padding: 2px;">8</td> <td style="padding: 2px;">5</td> <td style="padding: 2px;">①</td> </tr> </table> <p style="margin-top: 5px;">Sam won first. Craig won second.              Randy won third. Charlie won fourth.</p> </div> <p>Note: This Application Problem offers students a quick review of yesterday's concept before moving toward the rounding of decimals. Students may need reminding that in a race, the lowest number indicates the fastest time.</p>	Craig:	2	5	.	9	②	Randy:	3	2	.	2	③	Charlie:	3	2	.	2	8	④	Sam:	2	5	.	8	5	①
Craig:	2	5	.	9	②																						
Randy:	3	2	.	2	③																						
Charlie:	3	2	.	2	8	④																					
Sam:	2	5	.	8	5	①																					

After discussing the answers to the application problem, the teacher moves on to the Concept Development portion of the day's lesson. During the lesson, students use their personal white board and a hundreds to thousandths place value chart. Malcolm works with his table partner to strategically decompose 155 using multiple units to round to the nearest ten and nearest hundred. Together, they name 155 in unit form, rename 155 using the greatest number of tens possible, and finally, rename 155 using only ones. Their ideas are recorded on their place value charts and represented on a number line. The teacher advises the students to label their number line with the nearest multiples of one hundred, the halfway point, and the number we're rounding. Then, circle the one to which 155 would round.

Next the students strategically decompose 1.57 to round to the nearest whole and nearest tenth. Malcolm works with his partner to name 1.57 in unit form, then using the greatest number of tenths possible, and finally, renaming 1.57 using only hundredths. All of their ideas are recorded in their place value charts. They are able to see that it rounds to 16 tenths or 1.60.


The third example asks students to strategically decompose to round 4.381 to the nearest ten, one, tenth, and hundredth. During this exercise the students determine the number 4.381 rounds down to 4 ones, up to 44 tenths (4.4), and down to 438 hundredths (4.38).

The final sequence asks students to strategically decompose to round 9.975 to the nearest one, ten, tenth, and hundredth.

The students are then provided time to work on the problem set while the teacher pulls a group of students to work with around the kidney table for guided practice. The portion of the problem set assignment that isn't completed during class time will be included in the night's homework.

Before the math period concludes, the teacher regroups the students for a final debrief and exit ticket. The lesson objective is reviewed and students are given an opportunity to share their understandings of the

	<p>new concept before completing the exit ticket. A review of the students' work and exit ticket will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The end of the exit ticket is met with great joy as students are thrilled to head downstairs for lunch recess.</p>
<p><b>Lunch and Recess</b>  1:00 - 1:45 pm</p>	<p>Lunch Recess is split, with Kindergarten - 4th Grade students eating during the first 20 minute block and 5th - 8th Grade students playing outside. Malcolm isn't on duty as a Junior Coach for lunch recess and has opted to partake in a game of Knock-Out with a coed group of 5th - 8th Grade students. The "Big Kids" recess, as the students refer to it, provides students the freedom to choose their own adventure. Some students opt for sitting in the garden to read a book, several spend time chatting and visiting with friends, while others like Malcolm enjoy their time in a variety of sporting activities. After 20 minutes the bell rings and the younger students go outside for their recess period, while the older students come inside for their lunch, which last for 20 minutes as well. The last 5 minutes of the lunch period is spent cleaning up the cafeteria and lining up in classes outside.</p>
<p><b>Flex Period</b>  1:45 - 2:45 pm</p>	<p>Malcolm and his 5th Grade class make a smooth transition back to class. The period following lunch is known as "Flex Period." Students are organized in cross grade level groups to work on enrichment projects and personalized learning activities. This also provides teachers time for designated English Language Development for identified students. Today Malcolm and his group are still working on a Problem of the Month they've been tackling from the Silicon Valley Math Initiative. His collaborative inquiry group includes a 4th grader and several 6th graders. Here is the problem they are currently working on.</p>

	<p><b>Level C</b></p> <p>Roxie is a show dog. Her trainer wants her to have a beautiful and brilliant coat. The veterinarian suggested a special diet for the trainer to follow. Each feeding, Roxie eats <math>\frac{2}{3}</math> of a can of wet dog food, <math>\frac{1}{8}</math> of a bag of dry dog food, and <math>\frac{3}{5}</math> a patty of special meat. The special meat comes in a package of 6 patties. Roxie has two meals a day.</p>  <p>The dog is completely out of food. The trainer goes to the store and buys 24 cans of wet food, 4 bags of dry food and 3 packages of meat.</p> <p>How many days will the dog be fed before the trainer needs to buy any more food?</p> <p>Which type of dog food will the trainer run out of first? Explain.</p> <p>How much of the other two types of dog food will be left after the first type of dog food runs out?</p> <p>The trainer wants to plan better. She goes to the store on the day she ran out of the first type of dog food. She decides to buy enough dog food to last 90 days. Knowing what she already has in the house, how much more of each type of dog food does she need to buy in order to use up all the food in 90 days? Is it possible? Explain.</p> <p>What is the minimum amount of food the trainer could buy such that the dog would finish all of it after a certain number of meals? Explain.</p> <p>Together they are working on a problem within a common strand of the CCSS. Once they have come up with a solution, they will need to create a poster that clearly articulates not only their solution, but their rationale as well. The poster will also include a variety of diagrams and/or models as well as whatever strategies they used to find their solution. There is a teacher in the room, but for the most part that teacher's role is to facilitate collaborative dialogue and encourage persistence. This class period is truly owned by the students.</p>
<p>2:45 - 4:00 pm</p> <p><i>75 minute PBL block</i></p>	<p>At the end of the Flex Period, students return to their homeroom class for the final class of the day. Today is Thursday, so Malcolm and his class have History. They alternate between History (Monday/Thursday) and Science (Tuesday/Friday) for their final period.</p>



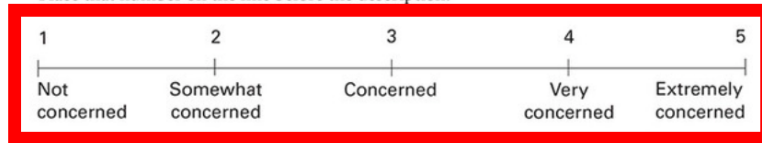
In History, they recently completed The Road to War unit, where they learned about what led to the American Revolutionary War. This next unit, The American Revolution will focus on the battles, results, and effects of the American Revolutionary War. Today's lesson begins with the Essential Question:

How did the colonists win the American Revolution?

Malcolm's classmates' interests were peaked when the teacher had them imagine winning the lottery. Asking them to think about how they would you feel, if their reactions would change if the winner were someone else in the class, if their feelings would be different if the winner were someone from another town, and if their feelings are more intense when they involve you or someone you know?

Afterwards, Malcolm and his classmates complete the following page in their interactive notebook.

The spectrum below shows a range of emotion from “Not Concerned” (1) to “Extremely Concerned” (5). Read the news report in the box. Then, for each situation, choose the number on the spectrum that indicates how you think you would feel. Place that number on the line before the description.



The evening news reports a warning! Water levels are rising quickly after five days of heavy rains. Officials expect serious flooding in some places. News bulletins will announce the locations of those who will have to leave their homes until the water level goes down.

\_\_\_\_\_ **Situation A:** Your backyard is partly under water.

\_\_\_\_\_ **Situation B:** There is a foot of water on the streets of some neighborhoods in your town. Your best friend lives in one of these areas.

\_\_\_\_\_ **Situation C:** The people in a town about 100 miles from yours have been asked to leave their homes.

\_\_\_\_\_ **Situation D:** A town in a nearby state, where your cousins live, is being evacuated.

\_\_\_\_\_ **Situation E:** People in a village in another country have had to leave their homes after a terrible storm caused flooding.

Do you think you would feel the same level of concern in each of these situations? Explain your answer.

This is a great preview activity as the students examine how their emotions are related to their personal connection to an event. Before diving into the lesson, the teacher points out how the American Revolution can be compared to a tug-of-war between two unequal teams. The British army was strong, confident and had more experienced soldiers, while the Continental army was small and inexperienced but motivated. How could the smaller team win this tug-of-war?

Malcolm and his class then take part In an Experiential Exercise, the students engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution. The class is divided into three teams, the red, the blue and the white teams. Here is how the teacher constructed each team:

- Red team: the tallest and strongest students were placed on this team. The Red team also had two or three more students than either the White team or the Blue team.
- Blue team: the smallest students were placed on this team. The Blue team had the same number of students as the White team.
- White team: students of medium height and build were placed on this team.

The teacher also gave students who are not comfortable playing tug-of-war the option of simply observing.

The Blue Team first played tug-of-war with the Red Team as the White Team stood nearby. The White team was then asked to predict who would win. Before beginning, the teacher informed the students that the Blue Team members would receive a prize if they won. However, one member of the Blue Team will not receive a prize even if the team wins. Once the game begins, the White Team must stand and cheer for the Blue Team. Half of the Red Team must stand several yards away from the rest of its team. These members will run to the rope once the game begins. A strip of cloth will be tied to the center of the rope. The Red Team must pull this flag at least 20 feet into its territory to win the tug-of-war. The Blue Team will win if it prevents the Red Team from doing so within 30 seconds. The White Team will be allowed to help the Blue Team at a certain point in the game.

Malcolm, who was place on the Red Team because of his size, was excited but began seeing his initial advantages dwindling. When the class went out to the yard the tug of war began and the White Team cheered on the Blue team with great fervor. Within a few minutes the teacher sent in the reinforcements from the white team and they helped the Blue Team defeat the powerful Red Team. When they returned to the class the students discussed the following questions:

	<ul style="list-style-type: none"> <li>● Red Team: How did you feel at the beginning of the game?</li> <li>● Blue Team: How did you feel at the beginning of the game?</li> <li>● White Team: Who did you think would win the game at first? Why?</li> <li>● Red Team: How did you feel as the rules changed? Why?</li> <li>● Blue Team: How did you feel as the rules changed? Why?</li> <li>● White Team: As the rules changed, who did you think would win? Why?</li> <li>● What factors helped the Blue Team win?</li> </ul> <p>The teacher then explained that they would learn more about the factors that allowed them to win and the similarities between the tug-of-war game and the American Revolution in the next phase of the activity. Next they were asked to go to the Reading Notes in their notebook and then read Sections 1 through 7 in the Student Text and answer questions in the Reading Notes as you read each section. The ELL students and those with reading difficulties were able to access the content through the automated text. Students were asked to complete the questions for homework.</p>
4:00 - 4:15 pm	<p>As the school day draws to end, the teacher prepares the students to transition to the closing circle activity. Malcolm and his classmates complete their end-of-day jobs, write down the homework for the day and pack up. Once everyone is packed up and the jobs completed, the teacher signals to the students to move to the meeting area. The teacher affirmed the class for the positive actions of the day and then opened the floor asking, “What’s one way you helped others today?” After a pause for thinking time, students are invited to share their responses as they pass the talking piece around the circle. This was a wonderful way for Malcolm to end his school day in solidarity with his class community.</p>

**Staffing and Professional Development**

**Staffing**

Ripple Academy will seek to hire teachers who possess a steadfast belief that all students can learn and meet high standards. These teachers will bring with them the knowledge, expertise, passion, and skills to work relentlessly in serving our students and community. This includes an ability to:

- Meet students where they are in terms of social, emotional, and behavioral development, leveraging proactive community building and restorative practices to maintain a safe learning environment for all
- Cultivate positive, culturally responsive partnerships with school families, and the community, through open two-way communication that respects and values students, families and the community.
- Champion an intentional school culture that has clearly defined operating norms, systems, structures and procedures.
- Implement adopted curriculum with fidelity
- Promote collaborative inquiry and utilize cognitive guided instruction to put students in the driving seat of learning
- Leverage student achievement and qualitative data as part of an ongoing cycle of instructional improvement while building students' capacity to examine their own data and set/monitor learning goals.
- Contribute to the professional learning community through active participation in professional development opportunities, team teaching, peer observations, collaborative inquiry with colleagues and conversations focused on teaching and learning. (replaces final bullet)

Please see [Element 5 - Employee Qualifications](#) for additional information on employee qualifications, as well as recruitment, evaluation, and retention practices.

Please see [Element 11 - Employee Retirement Systems](#) for additional information on the compensation and benefits package offered to employees, to support competitive recruitment of qualified teachers.

### **Professional Development**

Ripple Academy is committed to ongoing improvement and will embrace a team atmosphere where teachers and the administration examine instruction and student motivation and achievement to inform its program. The responsibility for learning, and ongoing school renewal, does not fall only on the shoulders of the school's administrator or instructional coach. All stakeholders at Ripple Academy will be challenged to value instruction and learning and take action to improve outcomes for students. The school will utilize a comprehensive professional development plan to facilitate the desired growth and improvements in instructional practices.

Research from the Center for Public Education has shown the duration of professional development must be significant and ongoing in order for teachers to learn new strategies and grapple with effective implementation. To that end, Ripple Academy has an early dismissal every Wednesday to provide 90 protected minutes each week for

professional collaboration. During this time the faculty will come together to sustain and strengthen school culture, plan ongoing family engagement activities, engage in data analysis, and deepen their capacity for implementation of the core curriculum through reflection, collaborative inquiry and sharing of instructional practices that develop critical thinkers and problem solvers while ensuring student mastery of grade-level standards.

#### Structures to Support Professional Development

Ripple Academy will utilize a core set of structures to facilitate professional development of faculty and staff as follows:

- **Professional Learning Community** - Ripple Academy will utilize Professional Learning Communities (PLCs) as a core practice for professional development, which have been demonstrated to increase professional collaboration, teacher practice, and student outcomes (DuFour, Eaker, and DuFour, 2005; Schmoker, 2005). While the school as a whole will operate under the tenets of a Professional Learning Community, teachers will be assigned to one of two PLCs for their core professional development work based on grade level, TK - 4 and 5 - 8. Each PLC will be facilitated by a teacher leader using proven protocols, as the group engages in cycles of inquiry that include evaluation of student data, development of action plans, intake and implementation of new approaches and practices, and review. Data sources will be multifaceted including student work artifacts, diagnostic tests, teacher observations, test scores, student surveys, and other measures of assessment as detailed in [Element C](#).
- **External Content Experts** - Each of the publishers of the curricular resources selected offers professional development by content experts that will equip Ripple Academy educators with best practices to ensure successful implementation. Teachers will attend multi-day professional development institutes during the summer, where they will learn best practices and have the opportunity to collaborate with fellow practitioners. To sustain successful implementation, teachers will also receive on-site coaching from trainers who will work to build local capacity and deepening understanding of the curriculum.
- **Peer Coaching** - As part of the peer coaching and PLC practice, all teachers will be expected to conduct one mini-observation of a peer per week. Through this structure, teachers will be afforded the opportunity to share their areas of expertise, learn to incorporate new instructional strategies or methodologies into their repertoires from peers, and search for answers to classroom-related questions. This non-threatening professional development structure will be cultivated and reinforced in PLCs to help refine teaching practices, deepen

collegiality, increase professional dialogue, and help teachers to think more deeply about their work.

- **Mini-Observations and Instructional Rounds** - Ripple Academy will utilize the Mini Observation and Instructional Rounds protocols (also referred to as Walk Throughs and Learning Walks) heralded by educational practitioner and researcher Kim Marshall as a key element for informing Professional Development. The purpose of this approach is two-fold. First, it provides individual teachers and the school administrator frequent opportunities to discuss practice. The administrator visits each teachers classroom for 5 - 15 minutes each, at least once per month and often twice. The visits are designed to provide insight across the teacher's practice: at the beginning, middle, and end of lessons; in different subject areas or classes; and at different times of the day and week. Each observation is then followed promptly by a face-to-face coaching conversation with actionable feedback. Through this process, teachers and the administrator develop a clear picture of current practice and plan of action, including leveraging areas of strength and addressing areas for growth. Second, the practice supports cohesion across the instructional program and a shared understanding of the common program. By sampling multiple classrooms in shorter periods of time, the administrator is able to see areas in which there may be organizational strength and consistency and areas where work must be done to improve program, either as a whole school or within individual classrooms. As teachers engage in the process through peer observations or in conjunction with the administrator through more formal Instructional Rounds, shared ownership for institutional priorities is built.
- **Professional Portfolio** - As an ongoing tool for informing professional development and evaluating practice, teachers will maintain a professional portfolio that documents their learning and ongoing development of mastery. This portfolio will be a compilation of artifacts and reflections that offer a total picture, from beginning to end of school year. Teachers will be expected to select artifacts that directly correlate with, or contribute to, student achievement. These may include teacher tools and student products with reflective teacher commentaries. The commentaries examine the teaching documented in the portfolio and reflect on what the teacher and students learned. Walkthrough feedback from the year, as well as formal observation write-ups, can also be included in the portfolio. Teachers will be challenged to think critically about their own performance and make adjustments as necessary. The student work samples provide concrete examples of the activities that were included in the teacher's lesson plans and can also demonstrate success through student improvement. The portfolio will also include a section for communication with families (conferences, phone logs,

class contracts, email, website, letters, class newsletters) that supported a positive home/school partnership.

Year One Professional Development Schedule and Foci

Ripple Academy will utilize a three-week cycle of inquiry to drive the responsive professional collaboration at the school. In Year One, focal areas are as follows:

- Focus Area One - Sustaining and Strengthening School Culture
- Focus Area Two - Data Analysis
- Focus Area Three - Curriculum Implementation
- Focus Area Four - Family Engagement Planning

The cycles for this inquiry are detailed in **Figure A.10**, with explanatory text for each focal area following the figure.

**Figure A.10 - 2018-19 Professional Development**

Professional Development Cycle	
Week 1	30 minutes: Sustaining and Strengthening School Culture 60 minutes: Data Analysis - NWEA Map/Curriculum Embedded Assessments
Week 2	30 minutes: Sustaining and Strengthening School Culture 60 minutes: Curriculum Implementation - Subject Matter PLC - ELA & Math/Science
Week 3	30 minutes: Sustaining and Strengthening School Culture 60 minutes: Academic Parent Teacher Team/Family Engagement Planning

*Focus Area One - Sustaining and Strengthening School Culture*

Faculty will dedicate the first 30 minutes of each weekly professional collaboration time to ongoing review and refinement of the school-wide practices and policies for developing school culture. During this time, Ripple Academy’s implementation plan for Second Step will be addressed as the professional learning is focused on social emotional learning concepts and restorative practices. Second Step is an evidence-based social-emotional learning (SEL) program that includes bullying prevention and child protection units to support a safe and supportive learning environment. The goal of the Second Step program is to increase students’ school success and decrease problem behaviors by promoting social-emotional competence and self-regulation skills. During the course of the school year, the administration and faculty will use Second Step’s recommended implementation process that centers on



the following task categories: Motivate, Prepare, Train, Support, Validate. **Figure A.11** details the tasks, within each category, the school will focus on in Year One.

**Figure A.11 - 2018-19 Second Step Areas of Focus**

<b>Prepare</b>
<ul style="list-style-type: none"> <li>● Develop an implementation plan: Make short- and long-term plans for how to implement the program, including duration, budget, tasks, roles, and scheduling</li> <li>● Establish communication channels with key stakeholders: Determine a regular schedule and mode for communicating updates and program implementation status to key stakeholders</li> <li>● Develop an evaluation plan: Decide which methods will be used to evaluate the implementation process and program outcomes</li> <li>● Identify roles and clarify responsibilities: Determine who will fill the roles needed to implement the program successfully in your school</li> <li>● Establish a teaching schedule: Work with classroom teachers to determine the best blocks of time to schedule for teaching the program</li> </ul>
<b>Train</b>
<ul style="list-style-type: none"> <li>● Designate and train program coaches: Select as coaches staff who are committed to program goals and motivated to teach others about the program, and, if possible, experienced in teaching and reinforcing the program</li> <li>● Provide a program overview to support staff, parents, and other key stakeholders: Introduce the program and its goals to staff and the wider community to encourage all adults in contact with students to convey the same message about the program</li> </ul>
<b>Support</b>
<ul style="list-style-type: none"> <li>● Provide ongoing coaching: Ensure that all staff and key stakeholders who teach or reinforce the program are supported by a coach</li> <li>● Facilitate peer support: Facilitate peer support and encourage those implementing the program to collaborate and share success stories</li> <li>● Monitor and evaluate implementation: Continually monitor and evaluate program implementation throughout the year and provide feedback to improve the process as needed</li> <li>● Maintain communication with key stakeholders: Regularly communicate program status and updates to key stakeholders</li> </ul>

## Validate

- Develop an evaluation plan: Decide which methods will be used to evaluate the implementation process and program outcomes
- Monitor and evaluate the implementation process: Collect program implementation data that will enable a realistic evaluation of implementation status
- Evaluate program outcomes: Use validated measures that will enable a realistic evaluation of program effectiveness
- Analyze and report evaluation results: Analyze all collected implementation process and program outcome data, then report it to program stakeholders
- Use evaluation results to guide next year's implementation plan: Revise the existing implementation plan based on the evaluation results from the current year

### *Focus Area Two - Data Analysis*

Data analysis is an essential part of the ongoing cycle of instructional improvement at Ripple Academy. All stakeholders embrace a data driven culture where student performance and progress is monitored. Information gleaned from the ongoing analysis is used to make informed decisions about teaching and learning. Collaboration in each step of the data-based inquiry process helps teachers share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better serve students. Teachers also set learning goals that are monitored throughout the school year. Students are taught to examine their own data and set personal learning goals.

NWEA Map will be utilized for progress monitoring at Ripple Academy. During the course of the year, the administration and faculty will complete the MAP Foundation Series which will enable them to gain a deeper understanding of what students know and need to learn. MAP Growth and MAP Skills will help the faculty to more effectively address instructional needs and gaps in skills. The professional learning will provide the basics of for both MAP Growth and MAP Skills, teachers will have opportunities to practice using each one and applying the data within a collaborative environment. They will also learn how to use these assessments together to support goal setting, lesson planning, interventions, and more.

## Navigating the MAP Database

MAP Growth Administration

- How to administer assessments for the first time
- How to access your MAP Growth data
- How to use MAP Growth data to engage students and optimize learning

## Accessing and Utilizing Reports

### Essential Reports for Teachers

- Access, interpret, and apply key MAP Growth reports used by teachers, instructional coaches and the administration
- Meet individual student's needs by identifying targeted instructional groups based on MAP Growth goal area data
- Boost differentiation efforts by connecting groups of students to skills in the Learning Continuum
- Identify which assessments and reports to use for status, growth, and diagnostic data

### Goal Setting and Growth

- Access, interpret, and apply student growth data using the Achievement Status and Growth reports
- Develop student learning goals using growth projections and learning statements
- Engage students in goal setting and build shared ownership of data with students and parents
- School Goal Setting
- Establish a common language for discussing goals

### Investigating Growth

- Gain a deeper understanding of growth and how it's reported through MAP Growth
- Build a framework to better understand growth over time and how it can impact goal setting at all levels
- Analyze longitudinal MAP Growth data more deeply using relevant tools and coaching protocols

### MAP Skills

- Practice assigning and taking missions, such as Skills Locators and/or Mastery Checks
- Explore assessment reports and data, the skills framework, and learning resources

- Apply MAP Skills data to support decision-making
- Investigate and interpret reports and data, including the heat map and progress graph
- Begin to apply MAP Skills missions and data to support your intended instructional use
- Design a plan for how to incorporate MAP Skills into the classroom—including details on logistics, curriculum integration, and communication

### Informing Instruction

#### Differentiating Instruction

- Build a shared understanding of differentiated instruction
- Use MAP Growth reports to gauge student readiness
- Identify instructional resources that can be used to target diverse learning needs

#### Instructional Ladders

- Design tiered, responsive instructional plans by integrating standards, MAP Growth data, and local curriculum
- Engage with topics of interest, such as formative assessment or flexible grouping, to deepen your understanding of instructional planning

#### Assessment Data for RTI

- Define and align current assessment data with appropriate uses
- Identify tools and resources for screening students, monitoring progress, and determining mastery
- Apply MAP Growth and MAP Skills data to key RTI practices

#### *Focus Area Three - Curriculum Implementation*

The Professional Learning Communities (PLCs) at Ripple Academy will work in teams to better understand each student's strengths and challenges, and to meet students' specific learning needs, while strengthening instructional practices. Ripple Academy will utilize a multi-year professional development sequence to help PLCs successfully implement the core curriculum in English Language Arts (Wit & Wisdom), Mathematics (Eureka Math) and Science (Amplify Science). All content teachers will participate in foundation sessions that are offered during the summer months by publishers. These foundational sessions prepare educators to effectively implement the curriculum with fidelity. Sustaining sessions will also be provided during the course of the year to build capacity and deepen the faculty's understanding of the curriculum. On-Site Coaching is

a critical piece to this process. Coaches will model and observe lessons, and also provide opportunities for guided observations for the administration. Finally, Ripple Academy will leverage supplementary sessions to improve educators' knowledge and pedagogy in specific content areas. These sessions will be available in a variety of virtual formats.

#### *Focus Area Four - Ongoing Family Engagement*

Ripple Academy will leverage Academic Parent Teacher Teams (APTT) to:

- Build the capacity of teachers to effectively engage families in student grade level learning goals.
- Build the capacity of families to effectively engage in supporting their child's grade level learning goals.
- Establish a systematic process for school and family partnerships aligned to school improvement goals.
- Build the capacity of administrators to grow and sustain effective family engagement practices.

Through the APTT partnership, Ripple Academy will receive five days of highly interactive professional development over the course of the school year. The APTT coach will also provide ongoing support during teacher planning for APTT meetings, and complete observations of APTT classrooms coupled with feedback and debriefing sessions. The administration and faculty will also be trained on data collection, analysis, evaluation, and goal setting for the APTT process.

In addition to the five professional development days, the faculty will also participate in a series of APTT webinars designed to support achievement of the following objectives:

- Defining and building effective family and school partnerships
- Building school readiness for effective partnership with families
- Introduction to the APTT Model
- Sharing actionable student data with families
- Developing families as thought partners in the school improvement process
- Strategies for effective family outreach
- Embedding family engagement as an essential support for overall school transformation efforts

Ripple Academy will host three APTT Team sessions where foundational grade level skills will be reviewed for parents and student performance data will be shared.

Teachers will model practice activities and families will be provided time to practice the activities which they will later facilitate at home. The sessions will close with the establishment of new SMART goals for the students, each class and the entire school community.

**Student Recruitment and Enrollment**

**Recruitment**

As detailed in Age, Grade, and Student Enrollment, the Charter School’s proposed enrollment plan for the initial charter term is outlined in **Figure A.12**, which will be followed as state and federal funding and parent community needs allow. Should there be definitive parent demand for more seats to be added in grades in advance of this schedule, Ripple Academy will adjust this enrollment plan to meet this demand so long as it is able to do so in a way that maintains strong fiscal standing and strong program. So long as these adjustments do not affect the overall grades served or total enrollment size at full capacity, they shall not be considered material revisions of the charter.

**Figure A.12 - Proposed Enrollment Plan**

School Year						
Grade	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
TK/K	12	24	24	24	24	24
1	12	12	24	24	24	24
2	12	12	20	24	24	24
3	12	12	12	24	24	24
4	12	12	12	20	24	24
5	12	20	20	20	24	26
6	26	26	26	26	26	26
7	0	26	26	26	26	26
8	0	0	26	26	26	26
<b>Total</b>	<b>98</b>	<b>144</b>	<b>190</b>	<b>214</b>	<b>222</b>	<b>224</b>

Please see [Element 7 - Means to Racial and Ethnic Balance](#) for information on student recruitment efforts, including the following:

- Outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure

Please see [Element 8 - Admission Requirements](#) for information on student admission and enrollment processes and procedures, including:

- Recruitment efforts in Year Zero
- Target re-enrollment rate
- Ongoing student recruitment efforts

### **Admission and Enrollment Policies**

Please see [Element 8 - Admission Requirements](#) for information on student admission and enrollment processes and procedures, including specifics around any admission preferences for students, timelines, lottery procedures and policies around waiting lists.

## **Student Engagement and Satisfaction**

### **Introduction**

As detailed in the Educational Philosophy and School Culture sections above, Ripple Academy is dedicated to intentional development of a school culture that nurtures a caring and connected community that in turn positively influences students' social, emotional, and ethical development. Families will be actively engaged in all aspects of the school, partnering with teachers to hold students accountable to the core values and the high expectations set collectively by stakeholders. School-wide practices cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the crux of high levels of student engagement and satisfaction.

### **Proactive Approach**

Ripple Academy believes students are best engaged when rigorous and relevant learning takes place. Students invest more of themselves, work harder, and learn better when the topic being studied is interesting and connected to something that they already know. Toward this end, Ripple Academy has selected curriculum - from Eureka Math to Amplify Science - that have built in real world application. Then, project-based service learning is leveraged in science and social studies to bring learning into the local

community. It is this relevancy that engages and motivates students to make the personal investment required for rigorous work and optimal learning.

Ripple Academy also believes that active learning strategies lead to higher levels of student engagement. For example, cooperative learning strategies in which students are organized into structured discussion groups that analyze problems and seek solutions are more engaging than simply listening to a lecture. As such, varied instructional strategies will be employed at Ripple Academy to increase engagement and peak students' interest.

Finally, student engagement is maximized when strong positive relationships are forged across stakeholders. Students are more likely to make a personal commitment to engage in rigorous learning when they know teachers, their family, and other students care about how well they do. Students witness firsthand how much the adults at Ripple Academy care about them through ongoing community building activities and practices such as morning assembly, daily classroom circle meetings, student/parent/teacher conferences, and APTT meetings. Collectively these activities encourage, support, and assist students. The high levels of support at Ripple Academy helps students fully engage in challenging learning.

The administration and teachers' steadfast commitment to continual improvement and growth helps to strengthen relationships at Ripple Academy. Teachers utilize supportive behaviors, initiatives and structures to improve the quality of relationships that influence student learning and the operation of a school.

### **Regular Attendance**

Ripple Academy actively partners with families to ensure that all students are able to develop the knowledge, skills, and attributes set forth in our graduate profile and measurable pupil outcomes as detailed in **Element B**. These desired outcomes are inextricably connected to student attendance. The faculty and staff recognize the positive correlation between school attendance and academic and socio-emotional success, and strive to cultivate a strong intentional, positive school culture that encourages a high level of student bonding, which in turn leads to increased attendance. The school will utilize a comprehensive attendance plan that is supported by a positive physical and psychological environment marked by respectful and nurturing interactions between adults and students. The following strategies are embedded in the attendance plan's objectives:



- Develop an understanding by parents and families of the importance of attendance and its correlation to academic and life outcomes.
- Leverage school-wide incentives to encourage students to strive for strong attendance.
- Maintain accurate record keeping via a register of attendance to record attendance, absence, tardiness, or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Establish an Attendance Monitoring Team (AMT) made up of the principal, school secretary and three grade level teacher.
  - The AMT will meet monthly to review student attendance and serve as the primary point of contact for students who miss school.
  - The team, in addition to the classroom teacher, will contact parents when students begin missing school, meets with parents to discuss student attendance, and conduct interviews/home visits to identify barriers to regular school attendance, and serve as a resource for other teachers and staff who are dealing with students who fail to attend class regularly.
- Utilize a tiered series of notifications (e.g., meetings between the principal and student, phone calls, letters, etc.) to connect with parents of students who are missing an increasing number of school days.. The communications will occur as students miss two, five, seven, or ten days of school.
  - **Two Days - Phone Call** - Parent will receive a phone call from the school indicating that the student has missed two days of school. The student will be required to meet with the principal or secretary to discuss his or her attendance.
  - **Five Days - Phone Call and Letter** - Parent will receive a phone call and letter from the school explaining that the student has missed five days of school and reminding the parent of the importance of regular school attendance. The parent will be encouraged to meet with the son or daughter's teacher to discuss attendance issues.
  - **Seven Days - Phone Call, Certified Letter, and Meeting** - Parent will receive a phone call from the school informing them that their son or daughter has missed seven days of school. A certified letter will be sent home from the school requiring that the parent meet with the school's principal to discuss supports that can be provided to facilitate improved attendance as part of an attendance contract.
  - **Ten Days - Home Visit** – The school principal or member of the AMT will conduct a home visit to the meet with the student's parents, assess

barriers to school attendance, and develop a plan to improve the student's attendance.

## **Community School: Ongoing Family Involvement and Satisfaction**

Ripple Academy was born out of an expressed need from the community for a small, rigorous TK – 8 school designed to develop confident, solution oriented students who excel academically while actively serving the community around them. Community stakeholders - students, families, community members, and local and national experts - were actively involved in the development of the school program. The Charter School is firmly committed to continuing engagement of its stakeholders in the operation and continued development of the school.

### **Family Engagement**

Parent and family involvement at Ripple Academy is critical to students' academic success. The administration and faculty are committed to actively partnering with parents/guardians who are celebrated as the first educators of their children. To that end, Ripple Academy utilizes research-based best practices to ensure active parent involvement across all grades. The school's family engagement practices align with the National PTA's National Standards for Family-School Partnerships. Core practices are detailed below.

#### Welcoming and Accessible Environment

The school environment at Ripple Academy will be warm and welcoming to all. Visitors will always receive a personal greeting and welcome when visiting the school. An open house will be held prior to school opening at which families can meet their children's teachers, tour the school, and meet other parents. This reinforces the school's emphasis on community. Translators will be present for the annual open house, as they are for all school-sponsored family-involvement activities, ensuring that all families are able to access information being presented and make connections with other community members.

#### Home/School Communication

The administration will uphold an open door policy and welcomes constructive feedback from parents/guardians. This dialogue will be encouraged at the monthly Family Fridays, when families are invited to meet with the school administration for "conversations over coffee." Family Fridays take place the first Friday of every month and provide a space for parents/guardians to hear the latest school information, raise concerns, and have questions answered. A "suggestion or comment" box will also be available in the school office for families to anonymously provide their questions, concerns, and recommendations.

Families will be provided regular access to clear, concise, and easily readable information about their children's school and classroom. The school will utilize a variety of tools to streamline two-way communication between home and school, these collective efforts will be focused on building parents'/guardians' capacity to monitor student progress and support learning at home. Electronic grading will be used and students and families will be provided access to monitor the student's' academic progress in real time. The administration and faculty will make personal contacts with families through email, phone calls and home visits. An automated school messaging system will also be utilized to send periodic alerts via text, email and phone. The weekly bilingual newsletter, which will communicate key information about student progress and school events, will be available in print and electronically to all stakeholders. The school website will include key contact information and, along with the school calendar, will be updated regularly, offering families periodic reminders for upcoming community services and events. Each teacher will also publish a monthly newsletter that celebrates the learning taking place in their respective classrooms.

At the beginning of each year, Ripple Academy will conduct a needs assessment to gather information about the school climate, the services and programs currently offered to parents, and specific needs of parents and families. All families will be strongly encouraged to complete the assessment, as the the data collected will also inform the administration and faculty of the skills, talents and abilities present within the parent/guardian pool. This data will then be leveraged not only to inform program revision, but to design and develop the annual Family Engagement Plan and meaningful family involvement activities/programs throughout the school year.

#### Family Engagement Plan

Ripple Academy will develop a culturally responsive Family Engagement Plan on an annual basis that is mindful of the language background, cultural values and practices of families, as well as families attitudes towards school, teachers and administrators. The plan will be sensitive to the work schedules of families and their childcare needs, providing varied voluntary learning opportunities to meet the needs of families. The administration will partner with local agencies to provide regular parenting workshops that represent the core elements of the engagement plan. These parent education workshops will support student learning, advocate for good nutrition and family recreation, and be responsive to the various needs identified in the annual assessment. Parent leaders will be actively recruited to present talks and/or demonstrations about their specialized knowledge or skills.

### *Academic Parent-Teacher Teams*

An important aspect of Ripple Academy's Family Engagement Plan is the research-based Academic Parent Teacher Teams (APTT) model, a systematic and integrated approach to parent-teacher collaboration that provides families the information, skills, and confidence needed to support grade-level learning goals at home. Each year, classroom teachers will host families for three, 75-minute team meetings and one 30-minute individual session (the student, the teacher, and the student's family). During these APTT meetings, teachers will share student performance data, review grade-level foundational skills, and introduce and demonstrate concrete activities that families can do at home to help students master the previously introduced skills. The families will practice the activities with other families in the class, and each family will set 60-day academic goals for their student. The APTT meetings empower parents, improving both capacity and agency. Through teacher coaching and mentoring, families become genuine partners for academic success.

### *Family Resource Center*

Ripple Academy will have a family resource center that provides materials on issues of concern to parents/guardians, such as child development, health and safety, drug education, and special education. Home & School Connection newsletters will be available here as well. These unique parent involvement newsletters are filled with down-to-earth, easily digestible advice on school success for parents/guardians. Curricular resources and extension activities will be available for all grades and content areas. Reference information about local parenting and social services agencies will also be accessible at the center.

### Family Leadership

The Family Advisory Council will provide an opportunity for families to actively participate on a school governing body at Ripple Academy. The council will meet bi-monthly and provides a forum for parents to meet with the administrator to discuss school initiatives and offer suggestions. These parent representatives offer important advice on parent perspectives throughout the decision-making process for Ripple Academy policies and procedures. Please see **Element D** for additional information on the role of families in governance.

### **Community Involvement**

Community is at the core of the Ripple Academy mission and vision. We seek to embrace the community in the education of the child and to build in the child a deep sense of civic mindedness and service to their community in turn. As such, actively soliciting community involvement will be core to the success of the school.

Members of the community, both individuals and organizations, will be leveraged to:

- Provide insight in the ongoing development of the school, within individual areas of expertise
- Serve as partners for field lessons that build authentic learning experiences for students
- Provide service learning opportunities that strengthen students' citizenship by developing an identity of "we" not "me"
- Engage as experts and mentors, providing students with critical exposure to career paths and connection between curriculum and real world application
- Support members of the Ripple Academy parent/guardian community who want to further their own education through GED and English as a Second Language courses, job training classes (such as computer or entrepreneurship classes), and college courses conducted in partnership with higher education institutions. These opportunities help parents model for their children the importance of education and lifelong learning, develop positive relationships in their neighborhood, build economic and social capital, as well as public support for public education.
- Support learning opportunities that enhance school-day learning and enrich students' academic experience, and occur before, during and after school, during the summer and/or by extending the school day and year. This programming would combine a careful balance of academics, arts, and physical activity, ensuring that students have a chance to practice their academic skills and apply them in a variety of engaging activities such as chess clubs, book clubs, and hands-on projects.
- Welcome community health and human service agencies, dentists, and mental health experts to Ripple Academy to support the needs of school families as well as community residents.

### **Special Populations: Identification, Remediation, Acceleration**

The Charter School believes that all students are able to excel and succeed, and is committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. To do so, the Charter School will support all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications they require to access the curriculum.

The primary vehicle for support is a robust Response to Intervention program (RTI), which is used with all students. This program is detailed in depth below, under “Response to Intervention.” The practices in the RTI program have also been identified to support specific subgroups of students as follows: Students Not Meeting Pupil Outcomes, Students with Special Needs, Students Achieving Above Grade Level/Gifted Students, and English Learners. For English Learners, the integrated and designated language development support structures are aligned with the California English Language Development (ELD) Standards and are detailed fully in that section.

### **Response to Intervention**

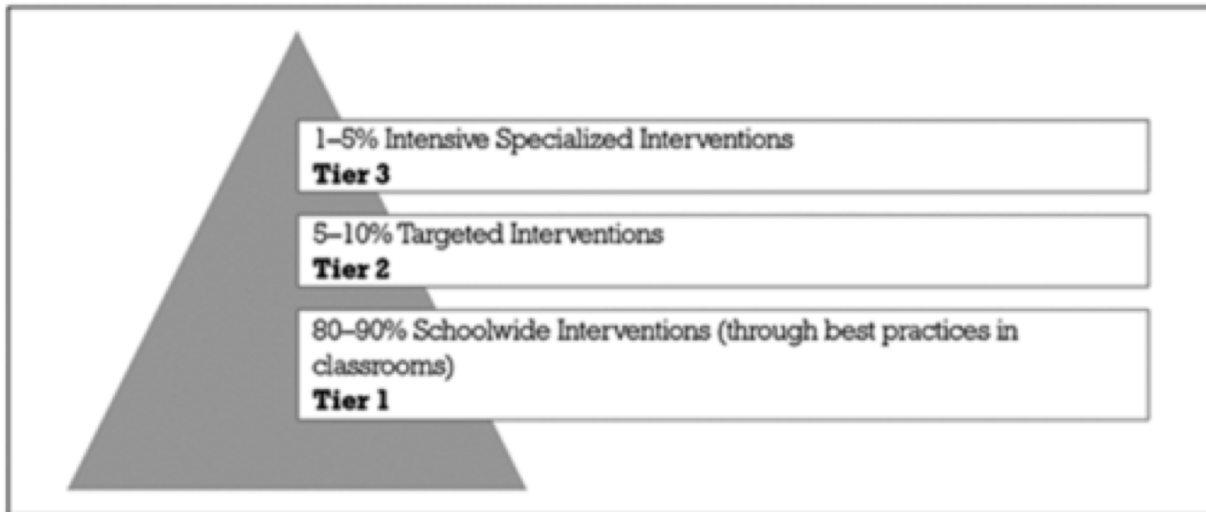
RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators’ decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of academic, social-emotional, and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative outcomes by responding quickly and efficiently to documented academic, social-emotional, and behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of prevention with three levels of intensity, which represent a continuum of supports. As needed, the Charter School will use more than one intervention within a given level of prevention.

- **Primary (Tier 1) Prevention** - High quality core instruction that meets the needs of most students
- **Secondary (Tier 2) Prevention** - Evidence-based intervention(s) of moderate intensity that address the academic, social-emotional, and behavioral challenges of most at-risk students
- **Tertiary (Tier 3) Prevention** - Individualized intervention(s) of increased intensity for students who show minimal response to secondary supports

**Figure A.13** provides an overview of these interventions and the frequency within the student population.

**Figure A.13 - Response to Intervention Tiered Services**



Identification, Parent Notification and Involvement, Supports, and Ongoing Evaluation

The following example illustrates the process for identification, parent notification and involvement, provision of supports, and ongoing evaluation for students within the RTI program.

Tier 1 Example

When a student is identified as not making appropriate growth academically, socio-emotionally, or behaviorally as measured by the school's assessment data or teacher observation, an intervention plan is put in place. The plan identifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include:

- Changing in seat assignments
- Implementing strategic grouping and peer coaching
- Assigning a student mentor
- Increased checking for understanding and cognitive coaching by the classroom teacher
- Small group instruction during workshop time and the differentiation block
- Providing frequent and immediate feedback to the student and sharing the feedback electronically with parent via Class Dojo
- Explicit praising desired behaviors
- Giving fewer, more targeted assignments or problems
- Providing additional resources or tools to complete an assignment (i.e. manipulatives, calculator, computer, translated texts, etc.).

- Establishing student driven SMART goals
- Monitoring daily progress with homework calendar

The student is assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where students are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. The family is informed of these concerns and interventions via the classroom teacher and/or advisor.

### Tier 2 Example

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data, the teacher would then refer the child to the Student Support Team, led by the Principal or Principal designee, to access more of the school's resources for addressing the specific child's challenges. The Principal or Principal designee would convene all necessary stakeholders and allies in the child's learning to ensure the group has a greater understanding of the whole child. This team would include but is not limited to the student's parent/guardian. Notifications of meetings are made by the Principal or Principal designee in a timely manner that supports involvement by all stakeholders, including parents/guardians.

This team conducts a root cause analysis and incorporates any additional available and relevant data, such as data from the after school program, from home, and from other teachers across the school. An intervention plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the core classroom teacher that could supplement the Tier 1 interventions taking place. This may include:

- Front-loading skills that will be introduced at a later time to build schema
- Small group pre-teaching and re-teaching by teachers or instructional aides within the core classrooms, during workshop time or the flexible learning block
- Providing additional practice opportunities that coordinate with identified classroom skills but use different approaches
- Targeted intervention during the flexible learning block, or the extended day program
- Continuous constructive feedback, encouragement, and self-monitoring activities
- Weekly progress monitoring and charting to check growth patterns



The family is informed of these interventions through participation in the meeting, or if unable to attend, by the Principal or Principal designee.

### Tier 3 Example

If the student makes inadequate progress at Tier 2, the team reconvenes after six to eight weeks and the team collects additional data. At this juncture, the team may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by an IEP team to determine eligibility for Special Education services. Parent/guardian notification and participation procedures are the same as detailed above under Tier 2 interventions.

### **Students Who Are Low Achieving**

The Charter School will utilize the Response to Intervention framework, as detailed above, to support students who are low-achieving. As detailed above, the Student Success Team will regularly monitor a diverse set of student data to identify students who may benefit from tiered supports in their academic, socio-emotional, or behavioral development. At Tier One, the initial plan is put in place and communicated to parents by the classroom teacher. At Tiers Two and Three, the Student Success Team is convened and the process is facilitated by the Principal or Principal Designee. The student and family are invited to participate in these meetings and, if unable to attend, are informed of plans by the Principal or Principal Designee. Support plans are set for 6-8 week cycles, then reviewed to determine if students should have intervention service maintained, increased, decreased, or if the student should be exited from tiered interventions.

### **Students Who Are High Achieving**

The Charter School believes that all children have the ability to achieve at high levels. Academically high-achieving students may be identified through teacher observation, report card grades, benchmark and state assessments, and/or other assessment measures as detailed in [Element C](#) of this charter.

As the Charter School believes that full inclusion benefits all learners, it will not offer a formal, separate gifted and talented program. Instead, teachers will leverage tiered supports for students in a similar approach to that used within the RTI process to ensure that high achieving students are learning at their optimal pace and level. This includes Tier 1 modifications, such as extension options for in class assignments, more

challenging texts, and special projects and products. It also includes Tier 2 and 3 modifications, such as advanced instruction in workshop time and the flexible learning block. The classroom teachers are responsible for developing extension plans for students who are high-achieving and communicating these plans with families, via the Student Led Conferences and additional means as needed. The administration and instructional coach will provide classroom teachers with resources they can use for extension plans. Classroom teachers will also leverage enrichment and extension projects that are embedded in the core curricular resources.

### **Students with Special Needs**

The Charter School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Authorizer and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with the Authorizer and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as the Charter School operates as a school of the Authorizer for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of The Charter School and the Authorizer. The language that follows is not meant to preclude alternative arrangements between the Authorizer and the Charter School as agreed upon in the MOU.

Should the Charter School be authorized by OUSD, it is the intent of the Charter School to act as a school of the district for Special Education. Should authorization come from an alternate party, the Charter School is prepared to pursue entry in the El Dorado County of Education SELPA or the Sonoma County Office of Education SELPA.

### SELPA Affiliation

The Charter School shall initially be deemed, by default, a public school of the Authorizer for purposes of special education, pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, the Charter School will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

### *School of the Authorizer*

So long as the Charter School operates as a public school of the Authorizer for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the Authorizer will provide an equitable share of special education services and/or funding for students enrolled at The Charter School, to the extent required by law and in the manner specified in the MOU.

The Charter School agrees to collaborate with the the Authorizer to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

### *LEA for Special Education*

If the Charter School makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the Charter School will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

The Charter School will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. The Charter School agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

### Child Find

The Charter School understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

The Charter School will implement a multi-tiered instructional and support framework, often referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, The Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or The Charter School staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, in order to comply with state and federal Child Find requirements, the Charter School will follow the applicable Authorizer policies and procedures to identify students who may have a disability that qualifies them to receive special education services. The Charter School will collaborate with the Authorizer to ensure timely transfer of Individualized Education Program (IEP) records and will utilize the Authorizer policies, procedures, and forms to appropriately identify and refer students for special education.

### *LEA for Special Education*

If the Charter School becomes an independent LEA for special education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. The Charter School shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

### Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School’s internal method for referral for assessment will be the Student Success Team

(SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

#### *School of the Authorizer*

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, the Charter School shall assist parent/guardian to submit a request in writing. So long as the Charter School operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, the Charter School will notify the Authorizer within 2 days of any such referrals and will work collaboratively with the Authorizer to respond to the request in writing within 15 days.

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

#### *LEA for Special Education*

If the Charter School operates as an independent LEA for special education purposes, then, in the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within 15 days.

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

### Assessment

#### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, the Authorizer will be responsible for conducting special education

assessments in all areas of suspected disability if deemed appropriate by the Authorizer. The Charter School will work collaboratively with the Authorizer to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and the Charter School will work with the Authorizer to provide an interpreter, if needed. The Principal or Principal Designee will be responsible for gathering all pertinent information and sharing such information with the Authorizer, as needed.

#### *LEA for Special Education*

If the Charter School operates an LEA for special education, the Charter School shall be solely responsible for conducting special education assessments deemed necessary and appropriate by The Charter School. The Principal or Principal Designee will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

The Charter School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist

- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

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

#### Development and Implementation of IEP

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

#### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, the Charter School will work with the Authorizer to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with the Authorizer, to provide the necessary placement and/or services.

The Charter School views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with the Authorizer, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School, in cooperation with the Authorizer as agreed upon in the MOU.

#### *LEA for Special Education*

If the Charter School operates an LEA for special education, the Charter School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

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

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Principal or Principal Designee
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:



- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be held according to the following schedule:

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

#### IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP

team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

#### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, the Authorizer shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with the Authorizer policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. The school will work with the Authorizer to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the Authorizer's policies and procedures and using the Authorizer's forms.

#### *LEA for Special Education*

If the Charter School operates as an LEA for special education, the Charter School shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

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

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

## Special Education Strategies for Instruction and Services

### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, the Charter School shall collaborate with the Authorizer to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. The Charter School will deliver this instruction and these services through scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the workshop model, and within the specially designed flex block that provides daily intervention, extension, enrichment and personalized learning opportunities to students based on need. The Charter School reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

### *LEA for Special Education*

If the Charter School operates as an independent LEA for special education purposes, the Charter School will offer a comprehensive inclusion program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the workshop model, and within the specially designed flex block that provides daily intervention, extension, enrichment and personalized learning opportunities to students based on need. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, the Charter School will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

## Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, if a student enrolls at the Charter School with an existing IEP, the Charter School will notify the Authorizer, in accordance with any applicable the Authorizer policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending

agreement on a new IEP, the Charter School shall work with the Authorizer to implement the existing IEP at the Charter School and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

#### *LEA for Special Education*

If the Charter School operates as an independent LEA for special education purposes, the Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.

For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law.

#### Staffing

##### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for purposes of special education, the Authorizer will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. The Charter School is committed to cooperating with the Authorizer to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the charter school and the authorizer.

### *LEA for Special Education*

If the Charter School becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. The Charter School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It would be the goal of the Charter School to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the Principal of the Charter School, would be the primary Charter School representatives tasked with ensuring that all aspects of the IEP and any possible 504 plans are properly implemented.

Pending budgetary availability at full enrollment, the Charter School would seek to employ a Special Education Coordinator that would have the following duties:

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

All teaching staff at the Charter School would also be involved in assuring that all IEPs and 504 plans are properly implemented.

### Professional Development for Charter School Staff

The Charter School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, which may include training sponsored by the the Authorizer and/or SELPA.

### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, the Authorizer agrees to allow the Charter School staff access to all special education related professional development opportunities that are available to other employees of the Authorizer.

### *LEA for Special Education*

If the Charter School operates as an independent LEA for special education, the Charter School shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### Reporting

The Charter School, in collaboration with the Authorizer or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Charter School Principal or Principal Designee. The Principal Designee will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the

implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### Procedural Safeguards

Parents or guardians of students with IEP's at the Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Charter School will utilize the Notice of Procedural Safeguards used by the Authorizer or SELPA in which it is a member.

### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. The Charter School work with the Authorizer to arrange a meeting between the parents/guardians, the school, and the Authorizer staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### *LEA for Special Education*

If the Charter School operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. The Charter School work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### Dispute Resolution

#### *School of the Authorizer*

So long as the Charter School operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the Authorizer and the Charter School shall work together to defend the case.

In the event that the Authorizer determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the

authorizer's choosing. The Authorizer may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if the authorizer determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the authorizer in such a proceeding. The Charter School understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student.

#### *LEA for Special Education*

If the Charter School operates as an LEA for special education purposes, the Charter School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school. The Charter School may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

#### Complaint Procedures

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

#### Section 504 of the Rehabilitation Act

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

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

The Charter School will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal Designee and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504



team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal or Principal Designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **Students Who Are English Learners**

### English Language Development Philosophy

Ripple Academy is committed to meeting the academic needs of all English Learners (ELs) and embraces a balanced approach to English Language Development (ELD) that includes both integrated and designated ELD strategies in alignment with the California ELD Framework and the California ELD Standards. The faculty and administration will leverage these strategies to provide an effective, quality, research-based, instructional program. ELs at Ripple Academy will participate fully in equitable educational experiences that put them on a path to English proficiency and academic success. In addition, Ripple Academy will actively work to bridge the school-home gap with families whose first language is not English.

Ripple Academy will meet all applicable legal requirements for students who are ELs as it pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Ripple Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The program for serving students who are ELs is outlined below and addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with students who are ELs.

### Identification, Designation & Notification

As required by Education Code Section 52164.1, the Charter School will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of first enrollment or within 60 calendar days prior to first enrollment, but not before July 1, the Charter School will assess the English proficiency of all students whose primary home language may not be English as determined by the Home Language Survey and other indicators, including teacher observation and informal/formal assessment. The English Language Proficiency Assessment for California (ELPAC) will be used to assess English Language Proficiency (ELP), as it is expected to be fully operational in 2018-19. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. The Charter School will notify families of the school's responsibility to conduct an annual assessment for English Language proficiency.

Upon completion of initial scoring, students will be designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the guidelines in **Figure A.14** based on the ELPAC as the tool for assessment for English Language proficiency.<sup>8</sup> Should the State of California adjust its recommendations for initial classification of EL and I-FEP after completing the field test of the ELPAC Initial Assessment in 2017-18, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

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<sup>8</sup> Designation criteria based on current State of California Board of Education guidelines as detailed at <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>. These recommendations will be reconsidered by the SBE upon adoption of the specific threshold scores, following completion of the ELPAC Initial Assessment Field Test in 2017-18.

**Figure A.14 - Initial Designation Criteria**

Grade	English Learner (EL)	Initial Fluent-English Proficient (IFEP)
TK - 8th	Overall ELPAC Proficiency Level is level 1 through 3	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4

The administration will notify families their child’s ELPAC results and initial language designation within 30 days of completion of these results, as well as how Ripple Academy will meet the child’s identified language needs and ensure he/she moves forward on the learning continuum in core content areas as well as language proficiency. In addition, Ripple Academy will host an annual information session for families to build understanding of what the assessment is and what it means for their child, to review results in detail, and to discuss ways in which the school and family can partner to support their child’s English language development. Ripple Academy will utilize the state templates for notification letters to families regarding Initial Classification and Redesignation. The school will report the number of EL students attending the school to the county and the state.

Ongoing Assessment, Monitoring, and Reclassification Procedures

Ripple Academy will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the ELPAC Annual Assessment to determine growth in English Language Proficiency (ELP) until they are reclassified. 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 ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Reclassification procedure is detailed in as detailed in **Figure A.15**.<sup>9</sup> Should the State of California Board of Education change its recommendations for reclassification as it completes transition to the ELPAC, the Charter School will adopt the state recommendations and this change will not be considered a material change of the charter.

**Figure A.15 - Reclassification Criteria**

Grade	CELDT	Other
TK - 8th	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4	Teacher Observation Classroom and Benchmark Assessments SBAC in ELA, as applicable Teacher and Parent Consultation

The Charter School will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, Ripple Academy will monitor the academic progress of reclassified students as well as IFEP students periodically to ensure these students are continuing to progress academically.

#### Instructional and Intervention Strategies for Students Who Are ELs

Given that a third of the school’s population is anticipated to be students who are English Learners, the program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. Students who are ELs are enrolled and participate in a regular course of study and use the same instructional materials along with all other

<sup>9</sup> Reclassification criteria based on current State of California Board of Education guidelines as detailed at <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>. These recommendations will be reconsidered by the SBE upon adoption of the specific threshold scores.

students. ELs are held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. This occurs through both Integrated and Designated ELD as described below.

#### Integrated English Language Development

Integrated ELD is designed to make content area curriculum and instruction accessible to students, while supporting students in expressing their understanding of this content. The Integrated ELD program is rooted in strong instructional practices that provide equal opportunity for academic achievement to ensure each student, regardless of their language classification, has access to grade-level content standards.

ELs learn best when they are in heterogeneous classrooms, so ELs at Ripple Academy will be given ample opportunities to have extended interactions with peers of varying English proficiency levels. These activities will provide ELs a range of models for how to use English words or structures appropriately. They will also receive personalized and immediate feedback from their peers and teachers. The core curricular resources will provide explicit structures to scaffold instruction and front load vocabulary and language structures using a variety of graphic organizers, visual aids, collaborative activities, and sentence frames. ELs will be able to actively participate in academic conversations through differentiated sentence frames that provide a language support to ELs at their developmental level (emerging, expanding, bridging). The sentence frames provide scaffolding to access academic concepts, engage in conversation about classroom content, and express understanding.

Building important background information is also embedded in the science and social studies curricular resources. Teachers will skillfully activate students existing knowledge of topics to address language objectives in core content areas. Developing and discussing relevant background allows students to focus more fully on the instructional goals while bridging new knowledge to old knowledge. It also paves the way for extended discussions which is another avenue for ELs to learn new vocabulary in an authentic way.

#### Designated English Language Development

The Designated ELD program provides targeted, explicit, differentiated support that develops English fluency as effectively and efficiently as possible. English Learners will be grouped by assessed proficiency levels for Designated ELD, which will take place during the Flexible Learning Block. This will be determined by multiple sources, such as the ELPAC assessments and analysis of oral and written language use for vocabulary and grammatical knowledge.

Language will be explicitly taught during the Flexible Learning Block. The instruction will emphasize oral language development through structured, purposeful interaction, with substantive written practice to ensure students develop in-depth understanding of how English works, and acquire fluency and an accurate command of all modes of communication.

Teachers will leverage the California ELD Standards and levelled units of study from EL Achieve to develop the critical English language skills, knowledge, and abilities needed for content learning as well as daily communication in English outside of the content areas. Instruction will use a functional language approach organized around essential purposes for communication. Language tasks will be highly applicable to real-world and academic interactions. Instruction will draw students' attention to a variety of aspects of English (e.g., rhythm and cadence, pronunciation, colloquial expressions, formal and informal registers). The benefits extend beyond content instruction, helping ELs navigate everyday interactions with peers, adults and the English speaking world around them.

### ELAC

For as long as there are more than 21 students who are ELs in attendance, as is expected to continue, the Charter School will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the Principal and staff on programs and services for students who are ELs, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

The Charter School will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

### Teacher Qualifications and Professional Development

The Charter School is committed to hiring an instructional staff that can meet the needs of all students, including students who are English Learners. As such, all core teachers at the Charter School will meet requirements of the Every Student Succeeds Act (ESSA) and will be authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, the Charter School will seek to hire teachers who are fluent in Spanish and who are reflective of the student body.

The Charter School will support all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development will be provided to all administrators and teachers, both core and non-core, on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as through ongoing coaching.

Ripple Academy will partner with EL Achieve to integrate a capacity-building model that initially provides intensive services, support, and guidance, while preparing a teacher leader to take charge of the improvement process. EL Achieve will support Ripple Academy through the recursive phases of implementing professional development initiatives. Ripple Academy's administration and instructional leader will attend the 5-day summer institute and participate in core services for building capacity at the school and classroom levels. The Institute will build an awareness of the linguistic needs of English learners via the Blueprint for Serving English Learners and the vision of instruction with examples from Systematic ELD or Constructing Meaning, where teachers effectively infuse language instruction into classroom practice. The Ripple Academy administration team will become familiar with the systems approach for purposeful and sustainable implementation. Guides will be provided for self-reflection, rubrics for developing key teaching skills, and protocols for facilitating collaborative, results-driven discussions. A range of sessions are offered that deepen practice to meet the demands of the state standards and heighten the administration's ability to lead effective implementation across all grade levels.

This train the trainer approach will prepare the leadership team to establish clear and consistent English language development protocols at Ripple Academy. They will help classroom teachers understand the importance of providing English learners with explicit language support. The school based professional development will also focus on structured language practice routines that will be implemented in all classrooms. The leadership team will also complete focused Learning Walks to capture trend data on the implementation levels of targeted skills. The information gathered about teacher practice will be used to identify needed support, provide constructive support on lesson delivery, student engagement, pacing and and plan next steps to continue supporting students' language growth.

#### Monitoring and Evaluation of Program Effectiveness

Ultimately, the Charter School will monitor and evaluate the effectiveness of the program by carefully monitoring and evaluating the performance of the students it



serves. For students who are ELs, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress toward fluency in English. Key assessments in measuring the progress of English Learners will include ELPAC, Classroom-based Assessments, Key Projects and Products, NWEA MAP, SBAC, and the Charter School Data Dashboard.

The results from all the above assessments will be used in the Response to Intervention (RTI) process to track student achievement. Teachers will analyze these results, along with student behavioral data, on six- to eight-week cycles to determine what re-teaching is necessary and to identify which students require targeted intervention. For students who are ELs, this explicitly includes looking at their language needs in alignment with their language level.

For students who exhibit the need for additional support, classroom-based interventions will be implemented, along with supplementary instruction provided through afterschool tutoring and targeted intervention. The Charter School's small size and intervention program enables greater personalization of instruction and improved identification of language needs, allowing for integrated ELD supports and scaffolds as well as designated ELD based on language level and need.

In addition to student level data, the evaluation for the program effectiveness for students who are ELs in the Charter School will include:

- Adhering to the Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- Gathering of qualitative data from students, parents, and teachers during the LCAP process, to gauge its effectiveness at providing instruction to students who are ELs.

The Charter School will continue to refine and improve its measurement systems to monitor program effectiveness over the course of the charter term.

## Measurable Goals of the Educational Program (LCFF Compliance)

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

In accordance with SB 1290, the Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socioeconomic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

The 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 shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 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 section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 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.” (Ed. Code § 47606.5(e).)

The Charter School’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows in **Figure A.16**. The complete LCAP table with these annual goals and measures, as well as actions, are detailed in **Element B** of this charter.

**Figure A.16 - LCAP Goals and Measures**

<b>Goal 1: Strong School Culture</b>	
<b>Goal</b>	<b>Measures</b>
<p>The Ripple Academy school culture will reflect its focus on an other centered perspective where “we” is stressed and not “me.” Students will feel safe - to be themselves, to take risks, and to work hand in hand with their peers.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>• Student Engagement (Priority 5)</li> <li>• School Climate (Priority 6)</li> </ul>	<p>The average student attendance rate as measured by attendance audit will increase by 1% annually until the goal of 95% or higher is met, overall and for each statistically numerically significant subgroups (State Required).</p>
	<p>The chronic absenteeism rate as measured by attendance audit will decrease by -1% annually until the goal of 5% or less is met, overall and for each statistically numerically significant subgroups (OUSD K-8 #8 and #9).</p>
	<p>The suspension rate as measured by discipline audit will decrease by -1% annually until the goal of 5% or less is met, overall and for each statistically numerically significant subgroups (State Required).</p>
	<p>The percent of students who positively rate school safety/culture as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #10).</p>
	<p>The percent of families who positively rate school safety/culture as measured by annual family survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #10).</p>
	<p>The percent of students who positively rate their personal sense of belonging as part of a community as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).</p>
	<p>The percent of students who positively rate the prevalence of trust, respect, and mutual obligation for others within the community as measured by annual student survey will</p>

	increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).
	The percent of students who positively rate teachers ability and actions in developing a strong community for others within the community as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).
	The percent of students who positively rate voice in school decision-making and/or opportunity for feedback as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #12).

**Goal 2: Rigorous Curriculum**

<b>Goal</b>	<b>Measures</b>
<p>Ripple Academy’s curriculum puts students on their paths to college and career readiness. Students are the centers and drivers of their learning experiences, through programming that allows them to take ownership of and build these experiences while teachers facilitate their paths.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>● Quality Teachers,</li> </ul>	The Distance From Met (DFM) in ELA as measured by the SBAC will decrease by 7 points annually on average until the goal is Met, overall and for all statistically significant subgroups.
	The Distance From Met (DFM) in Math as measured by the SBAC will decrease by 5 points annually on average until the goal is Met, overall and for all statistically significant subgroups.
	The percent of students scoring level 3 or level 4 in ELA as measured by the SBAC will increase by 1% annually until the goal of 75% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #1 and #2). <sup>10</sup>
	The percent of students scoring level 3 or level 4 in Math as measured by the SBAC will increase by 1% annually until the goal of 75% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #3 and #4). <sup>11</sup>

<sup>10</sup> Ripple Academy is invested in the new California Schools Dashboard. As such, it has developed measures using “Distance from Met” to align with the dashboard. Additional goals using percent at Level 3 and 4 are included to meet the OUSD Collective MPO requirements. Should OUSD not authorize the petition, it is asked of the authorizer to consider removal of this OUSD specific measure.

<sup>11</sup> Ibid.

<p>Curriculum, and Facilities (Priority 1)</p> <ul style="list-style-type: none"> <li>Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups (Priority 2)</li> <li>Student Achievement (Priority 4)</li> </ul>	<p>The percent of students who increase one grade level or are at grade level in reading as measured by the Fountas and Pinnell Reading Assessment (FPRA) will increase by 1% annually until the goal of 70% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #5 and #6).</p>
	<p>The percent of English Learners who attain annual progress in English fluency as measured by the CELDT/ELPAC will increase by 1% annually until the goal of 75% or higher is met (OUSD K-8 MPO #7).</p>
	<p>The percent of students with special needs who meet or exceed 75% of their IEP goals as measured by audit of annual IEP reports will increase by 1% annually until the goal of 75% or higher is met (Site Specific).</p>
	<p>The percent of students who positively rate academic instruction as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #11).</p>
	<p>The percent of families who positively rate academic instruction as measured by annual family survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #11).</p>

**Goal 3: Engaged Community**

<b>Goal</b>	<b>Measures</b>
<p>Ripple Academy actively engages all stakeholders - students, families, staff and community members - in meeting its mission.</p>	<p>The percent of families who positively rate voice in school decision-making and/or opportunity for feedback will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (OUSD K-8 MPO #12).</p>
<p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>Parental Involvement (Priority 3)</li> <li>Student Engagement (Priority 5)</li> </ul>	<p>The percent of teachers who positively rate voice in school decision-making and/or opportunity for feedback will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (Site Specific).</p>
	<p>The percent of families who attend APTT meetings will increase by 1% annually until the goal of 80% or higher is</p>

<ul style="list-style-type: none"> <li>● School Climate (Priority 6)</li> </ul>	<p>met, overall and for each statistically significant subgroup, as measured by annual family survey (Site Specific).</p>
<ul style="list-style-type: none"> <li>● Student Outcomes (Priority 8)</li> </ul>	<p>The percent of families who attend student led conferences will increase by 1% annually until the goal of 90% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (Site Specific).</p>

**Goal 4: Organizational Strength**

<b>Goal</b>	<b>Measures</b>
<p>Ripple Academy is an operationally-sound organization with the capacity to carry out Goals 1-3.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>● Quality Teachers, Curriculum, and Facilities (Priority 1)</li> </ul>	<ul style="list-style-type: none"> <li>● Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured by LCAP Annual Update submission</li> </ul>

## Element B: Measurable Pupil Outcomes

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

### Graduate Profile

Ripple Academy ("the Charter School") seeks to cultivate strong, self-confident students who positively impact their families, peers and global community. To do so, the Charter School actively develops students to be:

- **Reflective Scholars**, who:
  - Think critically, examine issues from multiple perspectives, and question pre-conceived assumptions
  - Integrate and evaluate information from multiple sources
  - Demonstrate content mastery across all curricular areas and are prepared to transition to a college-preparatory high school
- **Resilient Innovators**, who:
  - Embrace a growth mindset and understand that patience and persistence are beneficial
  - Maintain a solution-oriented approach
  - Never give up in the face of setbacks
- **Collaborative Leaders**, who
  - Exhibit strong interpersonal skills that allow them to listen to, and negotiate with, others while staying focused on the goal at hand
  - Genuinely appreciate and embrace the gifts and skills of their peers
  - Are joyful team players who thrive in collaborative environments
- **Socially Conscious Change Agents**, who:
  - Cultivate their emotional intelligence through life experiences and on-going reflection

- Leverage their creativity and interpersonal/communication skills to advocate for others
- Are justice warriors who translate empathy into action

To reach these long-term goals, the Charter School has set intermediate targets and achievement benchmarks which align to the strategic goals, curriculum, and assessments of the Charter School. These achievement targets and benchmarks ensure that students are on a path to long-term success. The Charter School will regularly collect and analyze benchmark data to inform its program. If student achievement and other data should indicate that the school is not meeting in one or more of its targets and benchmarks, the school will modify its program in that area to improve performance.

### **Outcomes In Alignment With Collective MPOs and LCFF**

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.1** below describes the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in **Element A** of the charter. The Charter School will adjust outcomes and develop additional outcomes as necessary, to maintain alignment with the California School Dashboard as it rolls out. Finally, the Charter School has aligned its outcomes with the Oakland Unified School District's Collective MPOs.

The Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

In accordance with SB 1290, the Charter School's pupil outcomes will be set related to 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 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.

The Charter School's pupil outcomes, related to 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows in **Figure B.1**.



**Figure B.1 Goals, Measures, Actions, and Alignment to State Priorities**

Goal 1: Strong School Culture	
Goal	Measures
<p>The Ripple Academy school culture emphasizes a caring, interdependent community - where kids empathize and connect with one another. Students will feel safe - to be themselves, to take risks, and to work hand in hand with their peers.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>● Student Engagement (Priority 5)</li> <li>● School Climate (Priority 6)</li> </ul>	<p>The average student attendance rate as measured by attendance audit will increase by 1% annually on average until the goal of 95% or higher is met, overall and for each statistically numerically significant subgroups (State Required).</p>
	<p>The chronic absenteeism rate as measured by attendance audit will decrease by -1% annually on average until the goal of 5% or less is met, overall and for each statistically numerically significant subgroups (OUSD K-8 #8 and #9).<sup>12</sup></p>
	<p>The suspension rate as measured by discipline audit will decrease by -0.3% annually until the goal of 3% or less is met, overall and for each statistically numerically significant subgroups (State Required).</p>
	<p>The percent of students who positively rate school safety/culture as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #10).</p>
	<p>The percent of families who positively rate school safety/culture as measured by annual family survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #10).</p>
	<p>The percent of students who positively rate their personal sense of belonging as part of a community as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).</p>
	<p>The percent of students who positively rate the prevalence of trust, respect, and mutual obligation for others within the community as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).</p>

<sup>12</sup> The annual growth and achievement target will be modified to align with the California Schools Dashboard, when those are released by the CDE.

	<p>The percent of students who positively rate teachers ability and actions in developing a strong community for others within the community as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (Site Specific).</p>
	<p>The percent of students who positively rate voice in school decision-making and/or opportunity for feedback as measured by annual student survey will increase by 1% annually until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #12).</p>

**Actions**

- Develop a deliberately **small learning community** where every child is known well through small school size, a continuous TK through 8th grade experience, and structures that build collaboration across grade levels and stakeholder groups to reinforce community
- Actively **monitor student attendance** and support students and families with attendance to maximize learning time
- Nurture a strong **sense of belonging** through structures that support students in developing relationship, including School-Wide Assemblies, Morning Classroom Meetings, and Closing Circles
- Utilize **consistent language** that redirects and reinforces the core values and school culture
- Leverage **restorative practices** to address challenges in student culture when they arise and repair harm when needed
- Develop **students as leaders** through structures that build agency, including student government and service learning
- Create and implement systems for **ongoing reflection** throughout the year for all stakeholders, including Student Led Conferences, Academic Parent Teacher Team meetings, quarterly Graduate Profile Reflections, Learning Portfolios, Expositions, and Stakeholder Surveys

**Goal 2: Rigorous Curriculum**

<b>Goal</b>	<b>Measures</b>
<p>Ripple Academy’s curriculum shall put students on their paths to college and career readiness.</p>	<p>The Distance From Met (DFM) in ELA as measured by the SBAC will decrease by 7 points annually on average until the goal is Met, overall and for all statistically significant subgroups.</p>
	<p>The Distance From Met (DFM) in Math as measured by the SBAC will decrease by 5 points annually on average until</p>

<p>Students are the centers and drivers of their learning experiences, through programming that allows them to take ownership of and build these experiences while teachers facilitate their paths.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>• Quality Teachers, Curriculum, and Facilities (Priority 1)</li> <li>• Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups (Priority 2)</li> <li>• Student Achievement (Priority 4)</li> <li>• Course Access (Priority 7)</li> </ul>	<p>the goal is Met, overall and for all statistically significant subgroups.</p>
	<p>The percent of students scoring level 3 or level 4 in ELA as measured by the SBAC will increase by 1% annually until the goal of 75% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #1 and #2).<sup>13</sup></p>
	<p>The percent of students scoring level 3 or level 4 in Math as measured by the SBAC will increase by 1% annually until the goal of 75% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #3 and #4).<sup>14</sup></p>
	<p>The percent of students who increase one grade level or are at grade level in reading as measured by the Fountas and Pinnell Reading Assessment (FPRA) will increase by 1% annually until the goal of 70% or higher is met, overall and for all statistically significant subgroups (OUSD K-8 MPO #5 and #6).</p>
	<p>The percent of English Learners who attain annual progress in English fluency as measured by the ELPAC will increase by 1.5% annually until the goal of 75% or higher is met (OUSD K-8 MPO #7).</p>
	<p>The percent of students with special needs who meet or exceed 75% of their IEP goals as measured by audit of annual IEP reports will increase by 1% annually on average until the goal of 75% or higher is met (Site Specific).</p>
	<p>The percent of students who positively rate academic instruction as measured by annual student survey will increase by 1% annually on average until the goal of 75% or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #11).</p>
	<p>The percent of families who positively rate academic instruction as measured by annual family survey will increase by 1% annually on average until the goal of 75%</p>

<sup>13</sup> Ripple Academy is invested in the new California Schools Dashboard. As such, it has developed measures using “Distance from Met” to align with the dashboard. Additional goals using percent at Level 3 and 4 are included to meet the OUSD Collective MPO requirements. Should OUSD not authorize the petition, it is asked of the authorizer to consider removal of this OUSD specific measure.

<sup>14</sup> Ibid.

	or higher is met, overall and for each statistically significant subgroup (OUSD K-8 MPO #11).
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**Actions**

- Adopt **rigorous, research-based curriculum** across all core subjects and grade levels to build vertical alignment
- Embed **collaborative inquiry** in instructional practices across all grades and disciplines
- Provide ongoing **professional development for teachers** in expertly implementing curriculum to promote mastery of standards for all students
- Leverage a **robust assessment practice** to provide ongoing data on student mastery to inform instruction and direct professional development
- Provide **differentiation and intervention** to ensure all students are achieving at their optimal pace
- Integrate **service learning** throughout curriculum, providing students with authentic contexts in which to apply their learning and develop leadership

**Goal 3: Engaged Community**

Goal	Measures
Ripple Academy actively engages all stakeholders - students, families, staff and community members - in meeting its mission.	The percent of families who positively rate voice in school decision-making and/or opportunity for feedback will increase by 1% annually on average until the goal of 75% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (OUSD K-8 MPO #12).
Alignment to State Priorities: <ul style="list-style-type: none"> <li>● Parental Involvement (Priority 3)</li> <li>● Student Engagement (Priority 5)</li> <li>● School Climate (Priority 6)</li> <li>● Student Outcomes (Priority 8)</li> </ul>	The percent of teachers who positively rate voice in school decision-making and/or opportunity for feedback will increase by 1% annually on average until the goal of 75% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (Site Specific).
	The percent of families who attend APTT meetings will increase by 1% annually on average until the goal of 80% or higher is met, overall and for each statistically significant subgroup, as measured by annual family survey (Site Specific).
	The percent of families who attend student led conferences will increase by 1% annually on average until the goal of 90% or higher is met, overall and for each statistically significant subgroup, as measured by audit of conference attendance (Site Specific).

**Actions**

- Utilize the **Academic Parent Teacher Team (APTT) model** as a systematic and integrated approach to student-parent-teacher collaboration that provides students and families with the information, skills, and confidence needed to support grade-level learning goals at home
- Employ **student led conferences** to develop student goal setting, agency, and ownership of learning
- Leverage a **variety of communication tools** to build connections with families, including the school website, social media, and newsletters
- Provide **parent education trainings** to build understanding of the school program and support the development of student outcomes
- Actively **partner with community organizations** to enrich and expand learning opportunities for students
- Foster **adult collaboration** through professional development, collaborative planning time, and coaching
- Engage **community partners** to make learning authentic for students, through real-world application and responsive service

**Goal 4: Organizational Strength**

Goal	Measures
<p>Ripple Academy is an operationally-sound organization with the capacity to carry out Goals 1-3.</p> <p>Alignment to State Priorities:</p> <ul style="list-style-type: none"> <li>● Quality Teachers, Curriculum, and Facilities (Priority 1)</li> </ul>	<ul style="list-style-type: none"> <li>● Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured by LCAP Annual Update submission</li> </ul>

**Actions**

- Hire, develop, and retain a **certificated and classified staff** to support implementation of the goals and actions
- Acquire and maintain **books, materials, and supplies** necessary to support classroom instruction and school operations.
- Contract **professional services** to support instructional program, including regular year, extended year, and extended day and to support operations, including student recruitment, records, and annual audit
- Purchase and maintain **equipment** necessary to support program, including furniture, office equipment, hardware, and software.

## Annual Update

By July 1, 2018, and annually thereafter the Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed above, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

## Accountability

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

## Element C: Methods of Assessment

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

### Introduction

Ripple Academy (the “Charter School”) will utilize a robust assessment practice to regularly monitor student progress and support attainment of the identified in **Elements A and B**. Assessment tools will be both formative and summative, in order to both inform instruction and evaluate progress toward mastery. Assessment will take place in all grades and across all subjects in alignment with the California Assessment of Student Progress and Proficiency (CAASPP) system. Pursuant to the transition to California’s Common Core and the CAASPP System, the Charter School will establish baseline performance in the first year of testing administration and will report on progress and growth in performance each year thereafter.<sup>15</sup> The Charter School is invested in and committed to using this assessment system, which it believes will support and provide accountability for the school’s implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and California English Language Development Standards (ELDS). The Charter School will implement additional formative and summative assessments aligned to these standards to provide additional data on progress, as well as growth.

### Additional Assurances

The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, including provisions of AB 484/2012, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

For English Learners (ELs) and Special Needs students, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress

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<sup>15</sup> The OUSD Required text has been modified, to reflect the State requirement to report on growth as opposed to demonstrate growth. While Ripple Academy is firmly committed to achieving annual growth in outcomes for students as they move toward proficiency, it recognizes that growth may stabilize once proficiency is reached.

toward fluency in English and the degree to which learning-disabled students are meeting IEP goals.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B** of this charter, shall be consistent with the way information is reported on the School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

### Data Management Systems

The Charter School will utilize one or more state-approved Student Information Systems (SISs) to support its data practice, including aggregation and disaggregation of data, as well as analysis and dissemination of findings. Pearson’s PowerSchool<sup>16</sup> and Illuminate<sup>17</sup> are two of the SISs currently under consideration.

### Formative and Summative Assessment System

The Charter School will utilize a combination of external and internal assessments to monitor student progress toward mastery of outcomes, inform instruction and professional development needs, and evaluate and adjust the program as needed.

**Figure C.1** provides an overview of these assessments, including the assessment tool, grades and content areas in which it applies, schedule for administration, and minimum performance level. A brief description of each assessment tool follows the table. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the Charter School will modify this continuum to ensure alignment to the state requirements and to meet student need. Such modifications shall not be considered a material revision of the charter.

**Figure C.1 Assessment Scope and Sequence**

Assessment Scope and Sequence				
External Measures of Achievement				
Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
SBAC	3-8	ELA, Math	Final Summative	Proficient

<sup>16</sup> More information available at: <http://www.pearsonschoolsandcolleges.com/products/powerschool/>

<sup>17</sup> More information available at: <https://www.illuminateed.com/products/illuminate-student-information/>



ELPAC	K-12	ELD	Upon enrollment, then annually in Spring until exited	Level 3 or 4, or meeting threshold for annual growth in English fluency
California Science Test (CAST) & California Modified Assessment (CMA)	5, 8	Science	Annually	Proficient
Physical Fitness Test (PFT)	5, 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas
NWEA MAP	K-12	ELA, Math, Science	Three times per year	High performing or high growth

**Internal Measures of Achievement**

<b>Assessment Tool</b>	<b>Grade Level</b>	<b>Subjects</b>	<b>Timeline and Delivery</b>	<b>Minimum Performance Level</b>
Reading Level Assessment	K-8	ELA	Upon enrollment, and three times per year thereafter until exited	At grade level or making one year annual progress; exited at top level
Module Assessments	TK-8	ELA, Math	At the completion of each EngageNY module	Proficient
Unit Assessments	TK-8	Science, Social Studies	At the completion of each Amplify (science) or TCI (social studies) unit	Proficient

Portfolios	TK-8	ELA, Math, Science, Social Studies, Art, Fitness, Graduate Profile	Ongoing, with formal review three times per year during student-led conferences	Proficient in 80% of core standards
Personal Action Plans	TK-8	ELA, Math, Science, Social Studies, Art, Fitness, Graduate Profile	Ongoing, with formal review three times per year during student-led conferences	Proficient in 80% of core standards
Student and Family Surveys	TK-8	School Satisfaction	Annually	Satisfied

**External Assessments**

The Charter School will implement multiple external measures to track student progress toward student mastery, while also being able to evaluate progress as compared to normed data sets.

External assessments include the following:

1. **State assessments and/or other standardized tests** - As mandated by Education Code 47605c(2), the Charter School will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to take each battery of tests. If the Charter School does not administer tests 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. Test results for the prior year, if not provided directly to the District by the State, will be provided by the Charter School to the District no later than 30 days after receipt of said results.<sup>18</sup> These assessments include:

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<sup>18</sup> OUSD Required Text has been modified to provide timely delivery of results, rather than a fixed date of September 1. Ripple Academy is not in control of when it will receive results (for example, 2016-17 results will not be released to schools until after September 1) and therefore cannot commit to this date. This said, the school is firmly committed to sharing data efficiently, effectively, and in a timely manner.

- Smarter Balanced Assessment Consortium (SBAC)
  - California Standards Test (CST)
  - California English Language Development Test (CELDT) / English Language Proficiency Assessment of California (ELPAC)
  - Physical Fitness Test (PFT)
2. **NWEA MAP** - Administered in ELA, Math, and Science the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) is a dynamically adjusting assessment that measures what students know and informs what they're ready to learn next. Reports allow teachers and administrators to analyze student mastery, needs, and pace of growth regardless of whether a student performs on, above, or below grade level.

### **Internal Assessments**

The Charter School will also implement multiple internal measures to track student progress toward student mastery. While many of these assessments are also research-based and developed by external partners, they are internally administered and scored.

Internal assessments include the following:

1. **Developmental Reading Assessment:** All students will be assessed upon entry and then three times annually until exited to determine their independent and instructional reading levels, utilizing a developmental reading assessment (currently the Fountas and Pinnell Reading Assessment).
2. **Module Assessments** - The EngageNY ELA and Math curriculum includes built-in assessments for each module, which will be used to evaluate student mastery and inform remedial as well as future instruction. Problems from the modules may also be used as artifacts in the portfolio.
3. **Unit Assessments** - The Amplify Science and TCI Social Studies curriculums also includes built-in assessments for each unit, which will also be used to evaluate student mastery and inform remedial as well as future instruction. Projects from the units may also be used as artifacts in the portfolio.
4. **Portfolios** - All students will maintain a portfolio of high-quality artifacts that demonstrate mastery of core grade level standards across core disciplines. Through this process, students develop agency and ownership of learning as they evaluate work against rubrics, select artifacts for inclusion, and reflect on ways in which the artifacts demonstrate their growing mastery. Portfolios are then used as evidence of learning during student-led conferences.

5. **Personal Action Plans** - All students will develop and maintain a Personal Action Plan, with specific goals and actions to support their progress in mastery of core content and development of the attributes found in the graduate profile. These action plans will “live” in the classroom and be reviewed and referred to on an ongoing basis, then formally reviewed with families at each student-led conference.
6. **Surveys** - Our scholars are with their teachers hundreds more hours and have greater insight to the day-to-day classroom operations. In his paper titled, *The Influence of Teaching*, Harvard researcher Ronald Ferguson points out, “Students’ perspectives concerning the teaching they experience can be valid and reliable indicators of instructional quality. Their use can enhance how well we define and prioritize goals for instructional improvement.” Student surveys will help Ripple Academy administration understand the impact each teacher is having on a variety of agency related-factors (development of conscientiousness, future orientation, and growth mindset) that help prepare a student for success in school and life. Parents will take similar surveys during each grade-reporting period.

## Data Analysis and Reporting

The Charter School will utilize assessment data to monitor and accelerate student progress, as well as analyze instructional practice and the school program. Assessment data will be shared across stakeholder groups - students, families, staff, and community partners - in order to build collective accountability for achieving the outcomes as detailed in [Elements A](#) and [B](#).

### Student Use of Data

The Charter School believes that students must have ownership of their learning. As such, students will regularly engage in assessment data to reflect on areas of strength, areas of need, and develop action plans for their next steps. This work will take place across time and settings - in daily lessons, unit projects, portfolio development, and student led conferences. Students and families will also have access via a student and family portal to real-time academic, social-emotional, and behavioral data via the SIS portal.

### Family Use of Data

The Charter School is committed to engaging families as full partners in their child’s education. A variety of formal and informal structures will be used to ensure families receive regular communication about their child’s learning and progress. Informal communication with parents will include ongoing access to real-time academic, social-emotional, and behavioral data via the SIS portal, as well as updates for the

school and individual classrooms via a weekly school newsletter and the school website. It may also include face-to-face conversations, phone calls, text messages, written notes, emails, and “push” notifications via Smartphone apps (i.e. Class Dojo). Formal reporting to families includes Academic Parent Teacher Team Meetings, Student Led Conferences, Report Cards, Assessment Reports, and Expositions of Student Work as detailed in **Figure C.2**. All communication with families will be made with the goal of supporting family involvement. Toward this end, all formal reports will be user-friendly and provided in the family’s native language. Parents will have access to student work, Module and Unit Assessments, and Portfolios upon request, at student-led conferences, and at Expositions of student learning.

**Figure C.2 Formal Reporting to Caretakers**

Type	Purpose	Frequency
APTT Meetings	Three, 75-minute team meetings held with families each year and led by the classroom teacher to: <ul style="list-style-type: none"> <li>● Provide families with the information, skills, and confidence needed to support grade-level learning goals at home.</li> <li>● Share student performance data and review grade-level foundational skills</li> <li>● Introduce and demonstrate concrete activities that families can do at home to help students master the previously introduced skills.</li> <li>● Practice the activities with other families in the class</li> <li>● Set 60-day academic goals for their student.</li> </ul>	Quarterly
Student-led Conferences	<ul style="list-style-type: none"> <li>● Develop and revisit academic and personal goals</li> <li>● Review student work and measure progress toward mastery</li> <li>● Share student performance and progress on internal and external assessments</li> <li>● Develop ownership of learning and goal-setting for both the student and family</li> <li>● Develop student presentation skills</li> </ul>	Three times per year
Progress Reports and Report Cards	Provide an overview of progress on: <ul style="list-style-type: none"> <li>● Subject area mastery</li> <li>● Graduate profile progress</li> <li>● Formative and summative assessments</li> <li>● Attendance and behavior</li> </ul>	Three times per year

Expositions of Student Work	<ul style="list-style-type: none"> <li>• Provide an authentic audience for showcasing student learning through key projects and products</li> <li>• Develop student presentation skills and ownership of learning</li> </ul>	Twice Annually
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**School, District, and State Use of Data**

School Staff

Assessment data will be used by classroom teachers and the school administration to monitor growth, determine student needs, and develop plans for differentiated instruction that supports all students in developing at their optimal pace. Teachers also use data to identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see **Element A**). This analysis happens across settings - individually, in content area teams, as a whole staff, and in consultation with a coach or administrator. Progress sharing and goal setting occurs within the Personal Action Plan and during Student-led Conferences.

In addition, the school administration and leadership team uses assessment data to identify the needs of staff, inform professional development, and evaluate the school program and adjust as needed. This analysis also informs the goal setting, development of actions, and allocation of funding under the LCAP process as discussed below.

Governing Bodies

The Charter School governing bodies, including the Board of Directors, School Site Council (SSC), and English Learner Advisory Committee (ELAC) will utilize student achievement data to evaluate the school program and leadership, as well as inform the annual update of the strategic plan and Local Control and Accountability Plan (LCAP). The work of these governing bodies is further detailed in **Element D**.

Local Control Accountability Plan (“LCAP”)

The Charter School will use these multiple forms of data to assess progress toward the goals outlined in **Element B** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2018, and each year thereafter, the Charter School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in **Element B** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The

Charter School shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

### School Accountability Report Card (SARC)

The Charter School will compile data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SSC, ELAC, and the community at large.

## **Grading, Progress Reporting, and Promotion/Retention**

### **Grading Policy**

Ripple Academy is committed to student mastery and will utilize a standards-aligned, mastery-based grading system.

### **Type and Frequency of Progress Reporting**

As detailed above, formal reporting on progress will happen three times per year via Student Led Conferences and Progress Reports/Report Cards.

### **Promotion/Retention Policies and Procedures**

Student promotion to the next grade level will be determined annually pursuant with the Charter School's retention and promotion policies. Student retention and promotion policies will be reviewed and revised on an ongoing basis, as deemed necessary by the Principal and Board of Directors.

Academic proficiency and developmental readiness will be incorporated into all promotion and retention decisions. Academic proficiency is measured against adopted grade level benchmarks demonstrated through student work, projects and products, formative and summative assessments, student portfolios, and teacher observations. Developmental readiness is measured by Student Led Conference data, teacher and family observations, and any relevant social-emotional development record.

At each reporting period, teachers will inform the Principal of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Student Led Conference and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The team will create goals and strategies that directly address their current academic needs of the students
  - A follow up meeting will be scheduled to measure progress toward passing
- The school will collect and maintain both academic and social-emotional data on student.
- The Principal will check-in with the family on a regular basis about student progress.

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Principal, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Principal will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Principal.



## Element D: Governance

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

Ripple Academy (“the Charter School”) is committed to collaboration across stakeholder groups - students, families, staff, Board, and the community-at-large - to ensure success of the school. Its organizational model is derived from best practices in order to ensure that the school meets its stated mission, that adequate resources are deployed in the service of that mission, and that all stakeholders have a voice in the ongoing development of the school.

### Governance Structure

#### Overview and Organizational Chart

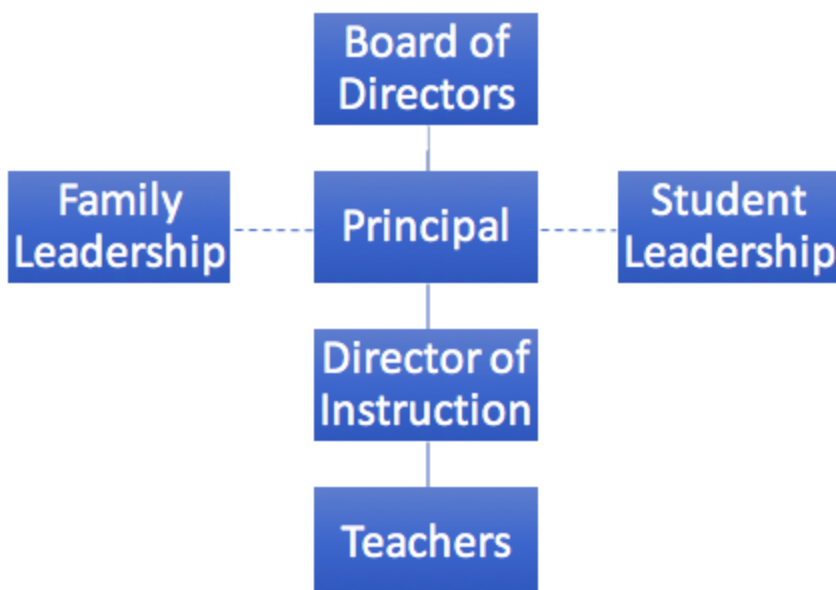
The governance structure of the Charter School has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Directors
- School Site Personnel
  - Principal
  - Director of Instruction
  - Teachers
- Parent Leadership Committee, whose membership may also serve on the:
  - School Site Council
  - English Language Advisory Committee (ELAC), if there are more than 21 English Language Learners
- Student Leadership Team

Within this governance structure, the Board of Directors make decisions and work with the Principal to oversee the school’s development and operation; the Principal oversees school operations, academic program, fundraising, and other related activities with critical input from the Director of Instruction and Teachers; the Parent Advisory Committee works to increase the achievement and engagement of every student through continuous improvement of curriculum, instruction, assessment, and culture; the SSC and ELAC communicate the positions of the parents directly to the Executive

Principal and the Student Leadership Team provides valuable input on the student experience to inform program. [Figure D.1](#) provides a visual representation of the Organizational Structure.

**Figure D.1 Organizational Chart**



#### Non-profit Public Benefit Corporation

The Charter School shall be operated as a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. The Charter School will be governed by the Board of Directors pursuant to its corporate bylaws. The Charter School 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 the governing board and/or nonprofit corporation operating Charter School amends the bylaws, the Charter School shall provide a copy of the amended bylaws to the authorizer within 30 days of adoption.

The Articles of Incorporation, Bylaws, and Conflict of Interest Code for the Charter School operating as a non-profit public benefit corporation are provided in [Appendix 6 - Corporate Documents](#).

#### Board Of Directors

The Charter School Board is a policy-making board which oversees the fundamental aspects of the School. The Board of Directors ensures that the Charter School performs

according to the terms and conditions of its charter. The Board of Directors also works closely with the Principal to oversee the implementation of the school's educational program and long-term strategy.

Members of the Board of Directors are representative of the community the school intends to serve, support the mission and core values of the school, and serves because they believe in its goals.

### *Board Composition*

The Board shall be composed of at least nine (9) and no more than thirteen (13) directors. In addition, the authorizer shall be entitled, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).<sup>19</sup> If the District chooses to do so, the Board shall appoint an additional member to ensure that the Board is maintained with an odd number of directors.

### *Recruitment, Selection, and Development of Board Members*

The Principal works closely with the Board of Directors to ensure that they are representative of the community the school intends to serve, support the mission and core values of the school, and bring with them experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.<sup>20</sup> Not more than 49% of the Board of Directors may be interested persons, as defined by the corporate bylaws.

All directors shall be appointed by the Board, except for the authorizer representative, if any. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been appointed. Board terms will be July 1 through June 30.

Terms for the initial Board of Directors shall be eight (8) seats for a term of either one (1), two (2), or three (3) year(s). The terms of the initial Board of Directors shall be staggered, with three (3) members serving for one (1) year, three (3) members serving for two (2) years, and three (3) members serving for three (3) years. The staggering of the initial directors' terms of service was drawn by lot. [Figure D.2](#) provides the current Names, Titles, Board Positions, and Term Expirations of the Board of Directors. [Figure D.3](#) provides a matrix of expertise for the Board Directors. Additional details on

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<sup>19</sup> Slight modification of OUSD required language, to reflect statement being made by school.

<sup>20</sup> Potential members are not prohibited from serving on the Board if qualified in other areas than those listed.

professional experience of the current members of the Board of Directors are provided in [Appendix 6 - Corporate Documents](#).

**Figure D.2 Board of Directors**

Name and Title	Board Position(s)	Term Expiration*
<b>Rodney Pierre-Antoine</b> Founder, Ripple Academy	Ex Officio	n/a
<b>Kathleen Kelly</b> Interim CFO, CalTrain Former CFO, Bay Area Rapid Transit	Chairman of the Board	3
<b>Steve Burke</b> Retired Lawyer	Director	2
<b>Ellen Davis</b> MA Therapist 1 Alameda County Sheriff's Office, Youth and Family Services Bureau	Director	1
<b>Jose Duarte</b> Information Systems Manager, Alameda County Sheriff's Office	Director	3
<b>Kristina Garrido</b> Executive Communications, Google	Director	2
<b>John Howell</b> Construction Manager, Cordoba Corporation, Education and Facilities Program Management Division	Director	1
<b>Eduardo Jimenez</b> Patient Care Coordinator, Grove Medical Equipment	Director	3
<b>Stefan Matthews</b> Director for Grocery West, Advantage Solutions	Director	3
<b>Laura Page</b> Retired Human Resources Director & Director of Learning and Development, Mandarin Oriental Hotel Group	Director	1



**Figure D.3 Board of Directors**

Functional Expertise of Founding Board								
Member	Educational Program	Finance	Governance & Human Resources	Facility Planning & Acquisition	Fundraising	Community Outreach and Advocacy	School Administration and Operations	Law
Rodney Pierre-Antoine, <i>Ex Officio</i>	X						X	
Kathleen Kelly		X	X					
Steve Burke								X
Ellen Davis						X	X	
Jose Duarte						X	X	
Kristina Garrido					X	X		
John Howell				X				
Eduardo Jimenez						X		
Stefan Matthews			X					
Laura Page			X					

Every board member at the Charter School is required to attend an annual board meeting and/or retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law including but not limited to Conflicts of Interest and the Brown Act. Additional trainings are provided as needed or requested by board members.

The Charter School bylaws, included in [Appendix 6 - Corporate Documents](#), provide additional details on board election, appointment, term, vacancy, and turnover.

***Board Responsibilities***

The governing board’s major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual Local Control Accountability Plan (LCAP) and budget, overseeing the school’s fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established.

## Governance Procedures and Operations

### *Board Meetings*

The Board of Directors will hold an annual meeting at least once a year, at a time and place designated by the Board. In addition to the annual meeting, the Board of Directors may fix by resolution the time and place for holding regular Board meetings and the Board shall strive to hold such regular meetings on at least a quarterly basis. All meetings - including the agenda, time, and place - will be noticed and held in accordance with the Brown Act to support participation of the public on the school website and at the meeting location. The Charter School shall send to the Authorizer 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 Authorizer copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the Charter School's website will satisfy this requirement. The draft Rights of the Public, intended to support public participation in alignment with the Brown Act, are included in [Appendix 6 - Corporate Documents](#).

The Board of Directors will have the following committee which will meet as needed and in accordance with the Brown Act, as applicable, and does not have decision making abilities, but instead makes recommendations to the Board of Directors. The Board of Directors may elect to add or remove committees, or to change their meeting schedule.

- **Finance/Audit Committee** - The Finance/Audit Committee meets monthly and reviews all financial statements as well as reports related to capital projects and fundraising. The Finance/Audit Committee ensures that the organization is operating within board-approved budgets and protocols. The Finance/Audit Committee oversees completion of the annual audit, including selection of auditor.

The Charter School has an adopted Conflict of Interest Code, including annual Form 700 filing requirements, which shall be maintained to comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. As needed, the Conflict of Interest Code will be updated with any charter school-specific conflicts of interest laws and regulations. As noted above, the Conflict of Interest Code is included within [Appendix 6 - Corporate Documents](#).

### Decision Making Procedures

As detailed in the Bylaws, included within [Appendix 6 - Corporate Documents](#), every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation or these Bylaws, or provisions of the Law require a greater percentage or different voting rules for approval of a matter by the Board. A majority of the Board shall constitute a quorum. No business may be conducted by the Board at any meeting at which a quorum is not present, and the only motion which shall be voted on is a motion to adjourn the meeting. If at the beginning of meeting a quorum is present but later a quorum is lost due to the withdrawal or exit of Directors from the meeting, the remaining Directors may continue to conduct business as long as any actions taken thereafter are approved by at least a majority of the required quorum, or such greater percentage as may be required by law.

Any action required or permitted to be taken by the Board under any provision of law may be taken without a meeting if all members of the Board consent in writing to such action. For purposes of this Section only, "all members of the Board," shall not include any "interested Director" as defined in Section 5233 of the California Corporations Code. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors.

### Stakeholder Involvement & Dispute Resolution

#### *Role Of School Personnel In Governance*

##### Principal

The Principal articulates and ensures the organization's fidelity to the goal of cultivating strong, self-confident students who positively impact their families, peers and global community. The Principal is also the academic leader at the School, who spearheads the development of the school program and culture. The key elements of the work of the Principal fall into two categories: Organizational Leadership and School Leadership. In Year Three when a Director of Instruction is added, elements of the School Leadership responsibilities will shift to an oversight role as the Director of Instruction takes on the day to day functions.

- Organizational Leadership
  - Developing and articulating the overall mission for the Charter School, including identifying the target student population



- Designing and implementing all fundraising initiatives to ensure long-term fiscal health and viability of the Charter School
- Handling all Board-related tasks, including reports on school progress and achievement and financial reports
- Providing a liaison between the Authorizer and the Charter School Board of Directors
- Developing and administering the budget of the Charter School in accordance with generally accepted accounting principles
- Negotiating Memoranda of Understanding and other contracts with charter Authorizer, other community partners
- School Leadership
  - Ensuring that all elements of the Charter School are directed at helping the school achieve its mission
  - Creating a culture of achievement and collective responsibility for staff, students, and families
  - Ensuring that all necessary District, County, State, and Federal reporting is completed in an efficient, accurate fashion
  - Recruiting new students and families
  - Ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement

#### Assistant Principal/Instructional Coach

The Assistant Principal/Instructional Coach manages academic program development, professional development activities, and will work with teachers to improve curriculum and instruction. Prior to the addition of this role, the Principal will hold these responsibilities.

- Leading teachers and staff in the development and on-going improvement of a teaching and learning program specifically tailored to the needs of the school's target student
- Supervising, evaluating, and training school staff and teachers based on their ability to help the school succeed in meeting its academic goals and building a cohesive culture
- Guiding the school in its collection, analysis, and programmatic response to student achievement data

## Teachers

In addition to their classroom roles, teachers will be expected to take a leadership role in ongoing school development. Some key elements of teacher leadership at the school include:

- Designing and leading staff development activities in areas of expertise
- Developing a rigorous academic program and supportive school culture that supports the school in meeting its mission
- Engaging in community outreach, including family communication and school events and academic exhibitions
- Participating on key school committees, including the School Site Council (SSC) and IEP committees

## *Role Of Families In Governance*

Families will be involved in a variety of ways in site-based decision-making at the school and in the on-going development and growth of the school, including participation in school-based committees including hiring and family leadership committees.

According to the Charter School academic philosophy, learning best occurs when teachers, students and the community are equally invested in the school's goal of proficiency for all. This commitment is the necessary context for any academic program that succeeds in propelling at-risk students to success in school.

## Parent Leadership Council

A key aspect of this community collaboration is the school's close and transparent relationship with families. While the Charter School has the parent participation structures typical at most schools (Student-Led Parent-Teacher conferences, Parent Committees, Open House, etc.), there are additional school-family joint efforts that are critical to the school's success, including:

- A Parent Leadership Committee where parents collaborate with school leaders to help determine better ways to achieve goals that affect their children, including through the LCAP process and LEA plan development. The Parent Leadership Committee will be seen as an advisory group.
- Monthly Meetings with the Principal, where families and community members can talk to school leaders and ask questions or voice concerns.
- Workshops to encourage families and students to commit to the multi-step process of preparing for college success.

- Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and challenges

#### School Site Council

Ripple Academy will convene a School Site Council (SSC), to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission. The SSC will be composed of all major stakeholders and members will be elected by their respective constituents. This team functions as an idea-generating, consensus-building team that does the following:

- Making site budget recommendations to the Board of Directors;
- Making teaching and learning policies to be ratified by the Board of Directors;
- Making recommendations to the Board of Directors for necessary school functions;
- Reviewing, revising, and tracking progress toward school level goals in Single Plan for Student Achievement, Local Control Accountability Plan, and WASC commitments;
- Developing site-based professional development goals on an annual basis;
- Developing and approving annual school calendar.

#### English Learner Advisory Committee (ELAC)

In addition, for so long as there are more than 21 ELLs in attendance, as is anticipated, the Charter School will have an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC, with parents of ELLs comprising at least the same percentage of the ELAC membership as ELLs constitute of the Charter School's total student population. The ELAC will advise the Principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

#### *Student Role in Governance*

The Charter School will establish a Student Leadership Group, who will collaborate to provide ongoing input to the school leadership. These student leaders will meet regularly to advise the school leadership on:

- How students learn best
- Branding and communication
- Resources needed to succeed

- Best practices with school policies, discipline and operating norms
- Curricular initiatives
- Improvement priorities
- Teacher-student relationship
- Co-curricular activities.

*Dispute Resolution Process*

The Charter School has adopted a Comprehensive Complaint Policy, which includes a Dispute Resolution Process. Please see the section **Element N** for a description of the Dispute Resolution Process and **Appendix 7 - Health, Wellness, and Safety Policies** for the Charter School’s Comprehensive Complaint Policy. Complaint Policies will be available in the Student and Family Handbook, Employee Handbook, on the school website, and at the school site.

Legal Structure

As detailed above, the Charter School shall be operated as a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. The Charter School will be governed by the Board of Directors pursuant to its corporate bylaws, which shall be consistent with this charter.

The Charter School will operate autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services. As an independent charter school, the Charter School, 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. Pursuant to California Education Code Section 47604(c), the Authorizer shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the Authorizer has complied with all oversight responsibilities required by law. All staff are employees of the Charter School. All duties herein applying to the Charter School, as a charter school shall ultimately rest with the Charter School operating as a non-profit public benefit corporation.

**Operating Plans & Procedures**

School Staffing Model and Rollout

The Charter School will grow over time, to serve students in Grades TK - 8th as detailed in **Figure D.4**.

**Figure D.4 Staffing Model and Roll Out**

Staffing						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

<b>Drivers</b>						
Grades	0	TK/K - 6	TK/K - 7	TK/K - 8	TK/K - 8	TK/K - 8
Classes	0	7	8	9	9	9
Students	0	98	144	190	214	220
<b>Administrators</b>						
Principal	1	1	1	1	1	1
Assistant Principal/ Instructional Coach	0	0	0	1	1	1
Office Manager	0.33	1	1	1	1	1
Community Organizer	0.25	0.25	0.25	0.25	0.25	0.25
<b>Instructional Staff</b>						
TK/K	0	0.5	1	1	1	1
1	0	0.5	0.5	1	1	1
2	0	0.5	0.5	1	1	1
3	0	0.5	0.5	0.5	1	1
4	0	0.5	0.5	0.5	1	1
5	0	0.5	1	1	1	1
6	0	1	1	1	1	1
7	0	0	1	1	1	1
8	0	0	0	1	1	1
Instructional Specialist	0	2	2	2	3	3
PE and Health	0	0.5	0.6	.7	1	1
<b>Support Staff</b>						
Meal Service		0.25	0.25	0.25	0.5	0.5
<b>Total FTEs</b>	<b>1.58</b>	<b>9</b>	<b>11.1</b>	<b>14.5</b>	<b>16.5</b>	<b>16.5</b>

Transportation

Please see the section **Miscellaneous** for a description on how the school intends to meet transportation needs for field trips and athletic events.

Nutrition

Please see the section **Element F** for a description on how the school will ensure students' nutritional needs are met during the school day and vendors under consideration.

Insurance

Please see the section **Miscellaneous** for a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include workers' compensation, liability, property, indemnity, directors and officers, and automobile.

Budget/Financial Plan

Please see the section **Miscellaneous** for the Charter School's Financial Plan and **Appendix 2 - Financial Documents** for the Charter School's Budget.

## Element E: Employee Requirements

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

### Introduction

Ripple Academy (“the Charter School”) is committed to a policy of equal treatment for all individuals applying for employment at our school. Toward that end, it makes the following assurances:

- The Charter School shall be nonsectarian in its employment practices and all other operations.
- The Charter School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or gender identity, disability, religion, sexual orientation, marital or parenting status, or any of the characteristics listed in Education Code Section 220.
- The Charter School will be a School of Choice and no employee will be forced to work there.
- The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.
- The Charter School will comply with all State and federal mandates and legal guidelines relative to ESSA
- The Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel
- Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA

### Operations Capacity

As detailed in [Element D](#) and [Appendix 3 - Founding Groups](#), the Ripple Academy Principal and Board of Directors have the collective expertise to implement the educational program and school operations. The Founder and Principal, Rodney Pierre-Antoine, has spent the majority of his career in Oakland serving its students and families, as a teacher and as a Principal in the public and parochial school settings. Through this work, he has developed a rich network of individuals committed to supporting the successful development, launch, and operations of the school. His co-founder, Kathleen Kelly, brings a wealth of experience in financial and strategic

planning and oversight, through her roles as CFO of AC Transit and CalTrain. The Board of Directors bring with them a breadth of applicable and valuable experience - as residents of the neighborhood, parents and grandparents of potential students, and through their extensive work experience across sectors from school facility planning and redevelopment to social services, from communications and marketing to the law. A group of advisors from Charter Management Organizations including Aspire, KIPP, and Education for Change as well as from colleges and universities including Teachers College and St. Mary's are regularly called upon and eager to provide their expert advice in the work. Finally, the school is part of the Educate78 Innovation Fellowship program which has provided a year and a half of coaching through development and will support the school through the first two years of launch. Staff recruitment, professional development, and performance management will be central areas for work supported by Educate78.

In terms of facility, the team has secured a facility for operation pending authorization of this charter and has on its Board an individual who works in the area of school facility development and renovation.

## Staffing and Organization Structure

As detailed in **Element D** above, the Charter School will employ the following staff:

- **Administrative Staff** - Principal, Assistant Principal / Instructional Coach, Office Manager
- **Certificated Staff** - Teachers
- **Instructional Support Staff** - Instructional Aides
- **Classified Staff** - Lunch Service, Custodial

As a small school, the Principal will oversee all staff in Years One and Two. In Year Three, an Assistant Principal will be added who will serve as an instructional coach for teachers..

## Staff Qualifications

Ripple Academy will seek to hire a faculty and staff who possess a steadfast belief that all students can learn and meet high standards. These faculty and staff members will bring with them the knowledge, expertise, passion, and skills to work relentlessly in serving our students and community. This includes an ability to:



- Meet students where they are in terms of social, emotional, and behavioral development, leveraging proactive community building and restorative practices to maintain a safe learning environment for all
- Cultivate positive, culturally responsive partnerships with school families, and the community, through open two-way communication that respects and values students, families and the community.
- Champion an intentional school culture that has clearly defined operating norms, systems, structures and procedures.
- Leverage student achievement and qualitative data as part of an ongoing cycle of improvement while building students' capacity to examine their own data and set/monitor learning goals.
- Contribute to the professional learning community through active participation in professional development opportunities, team teaching, peer observations, collaborative inquiry with colleagues and conversations focused on teaching and learning.

## **Principal**

Primary job qualifications for the Principal include:

- Excellent communication and community-building skills
- Strong work ethic and personal drive, characterized by a relentless pursuit of schoolwide and individual goals
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with underserved students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum 3 years working in urban public schools
- Educational background to include a BA and teaching credential

Preference is given in hiring to holders of an administrative credential and those who have a minimum of conversational Spanish.

## **Assistant Principal / Instructional Coach**

Primary job qualifications for the Assistant Principal / Instructional Coach include:

- Excellent communication and community-building skills
- Knowledge of curriculum development and school design in schools that serve low-achieving students

- A record of classroom success with underserved students
- Experience developing teachers
- Experience in assessment and achievement data analysis
- Experience working in urban public schools
- An entrepreneurial, flexible attitude that celebrates success, responds positively to adversity
- Personal presence and leadership necessary to create and sustain optimistic, ambitious, disciplined school culture for staff, students and families
- Powerful communicator, who can effectively reach and connect with all school constituencies, including students, families and teachers
- Minimum of conversational Spanish highly preferred
- Educational background to include a BA and teaching credential
- 3-5 years of experience working with target students
- At minimum, conversational in Spanish. Fluency in written and spoken Spanish preferred.

Preference is given in hiring to holders of an administrative credential.

### **Office Manager**

Primary job qualifications for the Office Manager shall include, but are not limited to, the following:

- 2-3 years of relevant work experience
- Strong written and interpersonal communication skills; ability to interact professionally and diplomatically with faculty, staff, students, and parents
- Excellent organization skills and attention to detail
- Fluent in written and spoken Spanish strongly preferred.

### **Teachers**

The Charter School shall comply with all applicable credentialing regulations.

#### Transitional Kindergarten

Teachers assigned to a TK classroom, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).

- A child development permit issued by the CTC.

### Core, College Preparatory Teachers

The Charter School hires Core, College Preparatory Teachers for the academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions.

Education Code Section 47605(I), states in pertinent part:

*“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.”*

As such, teachers of core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(I). Teachers of English Learners are required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents are maintained on file at the Charter School and are subject to periodic inspection by the District.

The minimum qualifications for teachers of core, college preparatory subjects are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(I)).

### Non-Core, Non-College Preparatory Teachers

Education Code Section 47605(I) also states,

*“It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”*

In accordance with Education Code Section 47605(I), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member

has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the the Charter School's adopted personnel policies.

The minimum qualification for teachers of non-core, non-college preparatory subjects is to meet one of the following:

- Two years of higher education study
- An associate's degree or higher
- A passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

#### Administrative Support Staff

The Charter School may also hire non-certificated administrative staff who are responsible for administrative duties, including record keeping, office management, and other non-instructional activities. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job descriptions.

#### Services Provided Via Contractors

The Charter School will receive additional services from employees of organizations with which the Charter School contracts. The Charter school will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

## Element F: Health and Safety

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

### Overview

Ripple Academy (“the Charter School”) is committed to protecting the health, wellness, and safety of its students and staff. Toward that end, the Charter School will develop and maintain the following:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A Comprehensive Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and plans will be updated by the Principal or designee as needed, adopted annually by the Board of Directors, maintained on the school site, and available for Authorizer review on an ongoing basis. They will also be incorporated into the Charter School’s Student and Family Handbook and Employee Handbook.

The Charter School will ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see [Appendix 7 - Health, Wellness, and Safety Plans](#) for the Draft Health and Wellness Policies. A Comprehensive School Safety Plan will be developed and final adopted policies will be submitted to the Authorizer no later than 30 days before student occupancy of the building.

## Health and Wellness

### Immunizations

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

### Tuberculosis Risk Assessment And Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### Vision, Hearing, And Scoliosis

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

### Medication In School

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

### Emergency Epinephrine Auto-injectors

The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

### Blood Borne Pathogens

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

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

### Drug, Alcohol, and Smoke-free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Role of Staff as Mandated Child Abuse Reporters

All employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually.

### Nutrition

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines. The Charter School is in the process of evaluating food vendors, including Revolution Foods and Choice Lunch. The school is open to exploring participation on the OUSD food service program as a pay-for-service.

### **Safety**

#### Procedures for Background Checks

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School requires all new employees, including those possessing a valid California Teaching Credential, to submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal or Designee shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Chairman of the Board shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the Charter School:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which are maintained by the Principal or designee in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis clearance

### Comprehensive Anti-discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

### Facility Safety

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

### Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.



## Element G: Racial and Ethnic Balance

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

Ripple Academy (the “Charter School”) is strongly committed to serving the diverse students of Oakland, believing that this diversity is a source of strength for our community.

As such, the Charter School will not discriminate against any individual on the basis of race, ethnicity, national origin, gender, gender expression, gender identity, disability, religion, sexual orientation, or any of the characteristics listed in Education Code Section 220 or that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

The Charter School will utilize recruitment and admissions practices designed to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of OUSD. Because of the school’s location, however, the school’s racial and ethnic balance may more closely resemble that of its bordering regions (Region 4 and 5) than the district as a whole.

### Recruitment Strategy

The Charter School will take specific steps to ensure that students and families from all backgrounds and abilities as set forth above will be recruited into and made to feel welcome within the school community. This includes students and families who have previously attended both public and private schools. These efforts include but are not limited to the following:

- Establishing an enrollment timeline and process that allows for a broad-based recruiting and application process.
- Building a core set of families to conduct one on one outreach, who represent the diversity of the community the school seeks to serve
- Creating and distributing enrollment brochures and forms in various languages such as English, Spanish, and Chinese.

- Advertising by posting flyers and hosting tables at various locations, including local libraries, community centers, parks, businesses, community-based organizations, churches, social and health services centers, pre-schools, and “neighborhood night outs”
- Visiting and speaking at local community based organizations in the surrounding neighborhood, such as Head Start Programs and the Boys and Girls Club
- Speaking at local places of worship to reach a broad base of families, with a focus on Catholic parishes that sponsored recently closed parochial schools
- Partnering with the administration from recently closed parochial schools
- Holding information sessions and sharing information at local elementary schools, to recruit students and families for the middle grades
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media.
- Participating in Enroll Oakland Charters to provide easy access for families across Oakland.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in the Charter School.
- Conducting home visits with prospective students and their families to build understanding of the school program
- Encouraging teacher referrals from closing private school campuses

All Charter School events and promotional materials are bi-lingual. An example of the Recruitment flyer in English and Spanish is provided in [Appendix 8 - Student Recruitment](#).

The Recruitment Plan for attaining racial and ethnic balance will be adjusted annually, as needed.

## Element H: Admission Requirements

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

Ripple Academy (“the Charter School”) is dedicated to serving the students and families of Oakland. As such, it is a free public school that will serve all students who wish to attend, within the limits of its capacity and in alignment with the processes and procedures detailed below.

### Assurances

The Charter School makes the following assurances regarding admissions:

- Open Enrollment and Equal Access
  - The Charter School will enroll all pupils who wish to attend to the extent that space allows.
  - The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
  - The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
  - The 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.

- The 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.
- The 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 has 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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.
- Eligibility
  - The Charter School will comply with all laws establishing minimum and maximum age for public school attendance.
  - Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.
- Transparency of Process
  - The Charter School will ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
  - The Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
- Parent Involvement
  - The Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of

performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **Admission Requirements**

The Charter School intends to participate in Enroll Oakland Charters. The Charter School shall require students who wish to attend the Charter School to complete the Enroll Oakland Charters application form. Applications will be available on-line or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

## **Immunizations**

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015).

## **Public Random Drawing**

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

1. Siblings of current Charter School students
2. Children of Founding Families, not to exceed 10%
3. Children of the Charter School staff, not to exceed 10%
4. District resident students
5. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

## **Admissions and Enrollment Timeline**

**Figure H.1** provides an estimated application, public random drawing, and admission schedule and process in alignment with the Enroll Oakland Charters timeline. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website. It is anticipated that this timeline will remain relatively the same, but it may be amended over time as necessary. Such amendments will not require material revision of the charter so long as changes are communicated to the Authorizer and are posted on the Charter School's website.

**Figure H.1 Proposed Admissions and Enrollment Timeline**

Month	Process
September – June	Recruitment events, bi-lingual information sessions, meetings with family groups, home visits, school tours
November – February	Open Enrollment Period. Application forms available online via Enroll Oakland Charters and in hard copy at school administrative office.
February	Distribution and completion of Intent to Re-enroll Forms (beginning Year Two). Determination of current students who are returning.
Mid-February	Applications due
Second week of March	Public random drawing conducted (if necessary)
Third week of March	Admission status notification distributed to applicants via public mail
Last day of March	Student enrollment confirmations due
April - June	Registration Period
April - June	Enrollment seminars and Community Gatherings to engage accepted families
June - August	Family/Student orientations held

The Charter School will include annual notices of admission procedures in the Student and Family Handbook, as well as information about health care coverage and enrollment options as required by AB 2706.

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## Element I: Financial Audit

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

The Ripple Academy Board of Directors (“Board”) will appoint a Finance Committee, which will select an independent financial auditor and oversee audit requirements. An annual independent fiscal audit of the books and records of Ripple Academy (“the Charter School”) will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the Authorizer, the Alameda County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15<sup>th</sup> of December of each year. The Principal, along with the Finance Committee, will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the Authorizer as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and

deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

### **Financial Reporting to Authorizer**

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

## Element J: Pupil Suspension and Expulsion

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

### Approach To Discipline

At Ripple Academy, establishing positive relationships is central to building and strengthening community. Our proactive and restorative approach to community promotes respectful and trusting relationships in a caring, supportive environment. The faculty and staff partner with parents to teach students how to understand and manage their feelings, control their actions, be aware of others' feelings, and have the skills to problem solve. This integrated approach involves school-wide, family, and community activities that develop social-emotional skills that, like core-content skills, build on each other. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action.

The Charter School recognizes that at times infractions may still result in suspension or expulsion, and has developed the suspension and expulsions procedures detailed below to govern those instances. These procedures are in alignment with Education Code and in no way should be construed as a "Zero Tolerance" policy on the part of the Charter School. As part of its regular data practice and the implementation and annual refinement of the LCAP, the school will analyze and evaluate suspension and expulsion data to ensure that goals are met and that there is not disproportionality based on program participation or ethnicity.

For more information on the proactive work the Charter School engages in to promote positive student behavior, including the use of Restorative Practices, please see the **School Culture** section of **Element A** in this charter.

### Suspension And Expulsion Procedures

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

surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee’s concurrence.



2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k. Knowingly received stolen school property or private property.

- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating,

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal, Executive Director, or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either

determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

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

#### **E. Expulsion Procedures**

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk



that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel

shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Principal, Executive Director, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### **J. Disciplinary Records**

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

#### **K. No Right to Appeal**

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

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

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

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

##### **1. Notification of SELPA**

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

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting  
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
7. Procedures for Students Not Yet Eligible for Special Education Services  
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element K: Employee Retirement Systems

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

### Overview

Ripple Academy (“the Charter School”) will utilize a mix of benefits and compensation, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff. Staff will be employed on an “at will” contract. All employees and applicants will be notified of their compensation and benefits options via the Offer of Employment Letter and the Employee Handbook.

### Retirement

The Charter School participates in the federal Social Security system. Staff will have access to additional school-sponsored retirement plans such as a 401(k) or 403(b) retirement program, as adopted by the Charter School Board of Directors and in alignment with the Charter School’s employment policies.

The Charter School retains the option for its Board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) in the future should it find that participation enables the school to attract and retain high-quality staff. If the school elects to have all qualifying employees participate in the STRS system in the future, then all qualifying employees will do so. If the Charter School should opt to participate in the STRS or PERS systems, the parties will cooperate as necessary to forward and required payroll deductions and related data. The Charter School shall pay the Oakland Unified School District a reasonable fee for provision of such services.

The Principal is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at the Charter School.

### Health

The Charter School employees will have the option of participating in the school’s medical, dental, and vision insurance plan.

## Salary

The Charter School offers wages that are competitive with the Oakland Unified School District salary schedule. Salaries are determined by the Principal. The Board of Directors determines the salary for the Principal. Salaries and stipends, along with standards of professional conduct, are outlined in the annual Offer of Employment Letter presented to each employee and the Employee Handbook.



## Element L: Attendance Alternatives

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code Section 47605(b)(5)(L).*

No student may be required to attend Ripple Academy (“the Charter School”). Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

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## Element M: Employee Return Rights

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. California Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at Ripple Academy (“the Charter School”). 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.

All staff at the Charter School shall be considered employees of the Charter School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in [Element E](#) (Employee Qualifications) and [Element K](#) (Employee Retirement Systems).

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## Element N: Dispute Resolution Process

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

### Intent

The intent of the Charter School Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

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

### Internal Disputes

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members, shall be resolved pursuant to policies and processes developed by the Charter School, including, but not limited to, the adopted Comprehensive Complaint Policies and Procedures of the Charter School, found in [Appendix 7 - Health, Wellness, and Safety](#).

The Charter School has established Comprehensive Complaint Policies and Procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. These Policies and Procedures includes clear information and procedures as required by law, including clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be

issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's Student and Family Handbook or distributed widely.

The Charter School will not, at any time, refer complaints to the District. The District shall not intervene in any such internal disputes without the consent of the Charter School's Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Charter School's Principal for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors has requested the District to intervene in the dispute.

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

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

The Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be

investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

## **Disputes Between the Authorizer and the Charter School**

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The staff and Governing Board members of the Charter School agree to attempt to resolve all disputes between the District and the Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes Not Leading to Revocation: Dispute Resolution**

The Charter School staff and Board of Directors agree to attempt to resolve all disputes between the District and the Charter School regarding this charter pursuant to the terms of this section. As stated above, all will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and the Charter School except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered 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 PM 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 notices shall be addressed as follows:

To: Ripple Academy, c/o Principal:  
Ripple Academy

2620 Pleasant Street  
Oakland, CA 94602

To: Coordinator, Office of Charter Schools:  
Oakland Unified School District  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. 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 5:00 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. The parties agree to schedule a conference to discuss the claim or controversy (“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.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

### **Actions that could lead to Revocation: Charter School Due Process**

In the event that the District determines that the Charter School has engaged in an act that could lead to revocation of the Charter, the District and the Charter School shall have a face-to-face meeting within 10 days of the OUSD designee’s determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the School Principal. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the Charter School outlining the alleged violation and demanding the violation be cured. The Charter School shall have a



reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

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## Element O: School Closure Procedures

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(O)*

### Revocation

The District may revoke the Charter if the Charter School 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 Schools Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- The Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify the Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the OUSD 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 Charter School, either by the governing board of the Charter School or by the OUSD 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## Closure Procedures

Closure of the Charter School will be documented by official action of the Charter School's Board of Directors. The official action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The procedures for the charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, 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 the Charter School, including its nonprofit corporation and governing board.

## Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of the Charter School or the OUSD Board of Education, the governing board of the Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how the Charter School will fund, these activities.

## Notification of Closure Action

Upon the taking of a Closure Action, the Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). The Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of the Charter School, the Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in the Charter School within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). The Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which the Charter School participates. The Charter School shall send written notification of the Closure Action to the SELPA in which the Charter School participates by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the OCS.

5. The retirement systems in which the Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, the Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). The Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. The Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of the Charter School. The Charter School 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. The Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

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 closure of Charter School
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/guardians of all students, and all majority age and emancipated minor students, 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 of all students, and all majority age and emancipated minor 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 closure of Charter School
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 the closure of Charter School, 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 OCS.

## **Records Retention and Transfer**

The Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of the Charter School records, including student records. These requirements include:

1. The Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of the Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. The Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. The Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. 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 Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. The Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. The Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, the Charter 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. The Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. The Charter School shall provide to the responsible person(s) designated by the governing board of the Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **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.

The Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School's annual audit.

The Charter School shall pay for the financial closeout audit of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not OUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay

creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School 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 the 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 the 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. The Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board 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 Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to the Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and the Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.



4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of the Charter School, the corporation shall be dissolved according to its bylaws.

The Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

The Charter School's governing board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the Charter School will make the payments.

Prior to final close-out, the Charter School 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 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end the Charter School's authorization to operate as a charter school or cause the Charter School to cease operation. The Charter School agrees 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 the Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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 sought in any appropriate court.

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## Miscellaneous Charter Elements

### Required Notification To District

The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The Charter School 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, pursuant to Education Code Section 47605(d)(3).

The Charter School shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, the Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

### Facilities

*Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate.  
California Education Code Section 47605(g)*

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School intends to use facilities independent of the district, but retains its right to request facilities under Proposition 39.

## **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, the Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, the Charter School will occupy and use any District facilities, the Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. The Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between the Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of the Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. The Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If the Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon the Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period the Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if the Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, the Charter School shall vacate the District facilities on or before June 30th of said school year.

The Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent the Charter School from conducting its educational programs. If the Charter School will share the use of District facilities with other District user groups, the Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing:** Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program:** Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

- (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

### Non-District-Owned Facilities

- **Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS.

If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

- **Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.
- **Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.
- **Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If the Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If the Charter School moves or expands to another facility during the term of this charter, Charter School]shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the

District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

## Administrative Services

*Governing Law: The manner in which administrative services of the school are to be provided.” California Education Code Section 47605(g).*

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

## District Impact Statement and Civil Liability Effects

### District Impact Statement

The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- The Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,



- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to the Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the Charter School by law or charter provisions.

### **Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. California Education Code Section 47605(g)*

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

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

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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

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

## Financial Matters

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605(g).*

### Financial Plan

Attached, as [Appendix 2 - Financial Documents](#), please find the following documents:

- Five-year Budget and Cash Flow
- Annotated Budget Assumptions
- Draft Financial Policies

These documents are based upon the best data available to the Charter School at this time.

### Financial Reporting

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the Authorizer as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

### **Cash Reserves**

The Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

The Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, the Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Internal Fiscal Controls**

The Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

The Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be

continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, the Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

### **Insurance**

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School’s insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS’ COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

### **Exclusive Public School Employer**

The Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) The Charter School shall

comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

## **Transportation**

The Charter School will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the Charter School in accordance with SELPA policy and the IDEIA as the Charter School operates as its own LEA and a member of a SELPA for purposes of special education. The Charter School does not intend to provide transportation to and from school beyond these requirements.

Transportation to engage in the instructional program, including field work and service learning, will be provided by the Charter School. The Charter School school will be located in proximity to public transportation which the school will leverage to the greatest degree possible. When necessary, the Charter School will contract with transportation services that meet the transportation and safety needs of our children.

## **Charter Oversight**

The MOU between the District and Charter School shall describe: 1) the District's oversight of the Charter School in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

## **Audit And Inspection Of Records**

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## **Charter Renewal**

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

## Conclusion

By approving the renewal of this charter for Ripple Academy, OUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the initial charter shall be July 1, 2018 through June 30, 2023.

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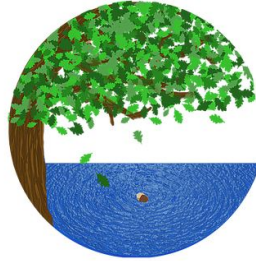
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# Appendix 1



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## OUSD Required Documents

- Appendix 1a - Letter of Intent
- Appendix 1b - OUSD's 5 Pillars of Quality School Development
- Appendix 1c - Certification Statement
- Appendix 1d - Charter School Roster of Key Contacts
- Appendix 1e - Statement of Assurances
- Appendix 1f - Surrounding Schools & Demographic and Performance Data
- Appendix 1g - Instructional Minutes & Days Calculator
- Appendix 1h - State Priorities under LCFF
- Appendix 1i - District & Surrounding School Racial & Ethnic Demographics
- Appendix 1j - Meaningfully Interested Signatures Forms
- Appendix 1k - Due Diligence Questionnaire
- Appendix 1m -

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## Appendix 1a - Letter of Intent

August 18, 2017

Dear Silke and the Staff of the Office of Charter Schools,

On behalf of the Ripple Academy Design Team and Community, it is my pleasure to present the following Letter of Intent to submit a charter petition to the Oakland Unified School District Board of Directors. Information as requested is detailed below. Please do not hesitate to reach out should you have any questions or concerns - we look forward to the opportunity to work with OUSD in serving the children of Oakland.

Sincerely,

Rodney Pierre-Antoine  
Founding Principal,  
Ripple Academy

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Name of proposed school:	<u>Ripple Academy</u>
Lead Petitioner:	<u>Rodney Pierre-Antoine</u>
Full mailing address: (city, state, zip)	<u>2620 Pleasant Street</u> <u>Oakland, CA 94602</u>
Daytime telephone number:	<u>510-590-8458</u>
E-mail address:	<u>rpierre-antoine@ripple-academy.org</u>
Proposed Date of Submission:	<u>September 27, 2017</u>
Proposed date of opening:	<u>August TBD, 2017</u>
Proposed location of school:	<u>2634 Pleasant Street</u> <u>Oakland, CA 94602</u>
Do you plan to request Prop 39 facilities?	<u>No</u>
Composition of petitioner group (e.g. parents, teachers, non-profit organization)	<u>Community members, families,</u> <u>business leaders, social service leaders</u>

Grade levels to be served in year 1	<u>Kindergarten, 6th Grade.</u> <u>(Additional grades in consideration with final configuration to be detailed in petition, based on definitively interested parent demand)</u>
Anticipated enrollment in year 1	<u>48 - 144 (Dependent on definitively interested Parent Demand)</u>
Grade levels to be served at full capacity	<u>TK - 8</u>
Anticipated enrollment at full capacity	<u>216</u>
Target student population (e.g. at-risk youth)	<u>Students and families representative of the Dimond and Fruitvale neighborhoods seeking a small, TK - 8 public education</u>

Brief description of kind of school proposed (e.g. arts-, math-, or science-focused school or use a particular school/curriculum design).

Ripple Academy strives to leverage a mission-centered approach that emphasizes holistic formation in a small TK – 8th Grade school community. The Ripple Academy program is focused on:

- Rigorous, standards-based curriculum thoughtfully implemented by expert teachers
- Collaborative inquiry that pushes students to engage in critical thinking together
- Service learning embedded throughout the curriculum to develop students as resilient, self aware change agents
- Social and emotional learning that ensures students are known well and are part of a safe and nurturing community
- Partnerships with families and the community to maximize student learning inside and outside of the classroom

Brief explanation of proposed charter school. In one or two sentences, provide a clear statement that defines the purpose(s) and nature of your school.

There is an urgent need to embrace alternative models that are both sustainable and accessible to all, while putting the children served on a path to college and career readiness. Our vision at Ripple Academy is to develop a safe and rigorous TK – 8 school that serves a population of confident, solution-oriented students who excel academically while actively serving the community around them.

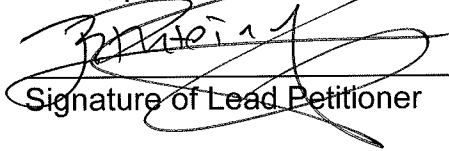


Are you planning to work with a charter management organization (CMO) or education management organization (EMO)?

Yes **No**

If Yes, please circle: CMO / EMO

If Yes, please indicate name of CMO / EMO:

  
Signature of Lead Petitioner

9/27/17  
Date

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## Appendix 1b - OUSD's 5 Pillars of Quality School Development

<p><b>OUSD's 5 Pillars of Quality School Development</b></p>	<p><b>Aspects of petition that align to Pillars.</b> <i>(Bulleted format only)</i></p>
<p>1. <b><u>Educator Development and Pipelines</u></b> – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<ul style="list-style-type: none"> <li>● Founder is Fellow in Educate78 Community of Practice, in partnership with UnboundEd. Includes participation in the Standards Institute, an annual transformative five-day professional development experience, and ongoing professional development that delivers practical, day-to-day strategies that can improve instructional practice and leadership at Ripple Academy.</li> <li>● Teachers work in Professional Learning Community (PLC) teams to analyze student performance data and determine the types of interventions and enrichments to be offered to students during the Flexible Learning Blocks each week.</li> <li>● The leadership team completes focused Learning Walks to capture trend data on the implementation levels of targeted skills. The information gathered about teacher practice is used to identify needed support; provide constructive feedback on lesson delivery, student engagement, and pacing; and plan next steps to continue supporting students' language growth.</li> <li>● Publishers of the curricular resources utilized offer professional development by content experts that equip Ripple Academy educators with best practices to ensure successful implementation.</li> <li>● As part of the peer coaching and PLC practice, all teachers will be expected to conduct one mini-observation of a peer per week. Through this structure, teachers will be afforded the opportunity to share their areas of expertise, learn to incorporate new instructional strategies or methodologies into</li> </ul>

	<p>their repertoires from peers, and search for answers to classroom-related questions.</p>
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<p><b>2. <u>Strong School Culture</u> –</b>  The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and should include restorative practices as a part of the approach to strengthening culture.</p>	<ul style="list-style-type: none"> <li>● Faculty dedicate the first 30 minutes of each weekly professional collaboration time to ongoing review and refinement of the school-wide practices and policies for developing school culture.</li> <li>● Family-School Connections - Activities will invite families into the life of the school, enabling students to learn from the experiences and perspectives of other families and their cultures. This integrated approach involves school-wide, family, and community activities that develop social-emotional skills that, like core-content skills, build on each other.</li> <li>● At Ripple Academy students learn essential empathy and communication skills (collaborative learning, varying perspectives, assertiveness, negotiating, and compromising), emotion management (calming down strategies, coping with stress, and staying in control), goal-setting skills, and leadership development.</li> <li>● Classroom Meetings - Daily morning meetings and closing appreciations in the classroom will cultivate unity, ensure equity of voice, build students’ social skills and commitment to responsibility, helpfulness, and respect.</li> <li>● Buddy Program - Cross-age buddy activities will cultivate respectful, caring relationships between older and younger students, as well as a sense of responsibility and a mentoring relationship.</li> <li>● School Families - Students will meet in cross age groupings as “School Families”</li> <li>● Restorative Practices - Restorative practices for conflict resolution will be used to address misbehavior and harm in a way that strengthens relationships and focuses on the harm done, engage students in collaborative problem solving,</li> </ul>
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	and empower change and growth in all members of the community.
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<p>3. <b>Increased Time on Task</b> – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers’ time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> <li>• The proposed calendar for 2018-2019 includes 180 instructional days, exceeding the requirement for charter schools.</li> <li>• Core Classroom certificated teachers will work from 8:00 am to 4:30 pm, with planning and daily preparation time from 8:00 am - 8:45 am and a duty free lunch from 1:00 - 1:45 pm. Wednesday’s are designated minimum days with dismissal at 2:45 pm for professional learning community collaboration time from 3:00 pm - 4:30 pm.</li> <li>• Ripple Academy will utilize a three-week cycle of inquiry to drive the responsive professional collaboration at the school. In Year One, focal areas are as follows: Focus Area One - Sustaining and Strengthening School Culture; Focus Area Two - Data Analysis; Focus Area Three - Curriculum Implementation; Focus Area Four - Family Engagement Planning</li> <li>• The Professional Learning Communities (PLCs) at Ripple Academy work in teams to meet students’ specific learning needs, while strengthening instructional practices. The administration utilizes a multi-year professional development sequence to help PLCs successfully implement the core curriculum in English Language Arts (Wit &amp; Wisdom), Mathematics (Eureka Math) and Science (Amplify Science). Sustaining sessions are provided throughout the year to build capacity and deepen the faculty’s understanding of the curriculum. On-Site coaches will model and observe lessons, and also provide opportunities for guided observations for the administration.</li> <li>• <b>Professional Portfolio</b> - As an ongoing tool for informing professional development and evaluating practice, teachers will maintain a professional</li> </ul>
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	<p>portfolio that documents their learning and ongoing development of mastery. This portfolio will be a compilation of artifacts and reflections that offer a total picture, from beginning to end of school year. Teachers will be expected to select artifacts that directly correlate with, or contribute to, student achievement. These may include teacher tools and student products with reflective teacher commentaries. The commentaries examine the teaching documented in the portfolio and reflect on what the teacher and students learned. Walkthrough feedback from the year, as well as formal observation write-ups, can also be included in the portfolio. Teachers will be challenged to think critically about their own performance and make adjustments as necessary. The student work samples provide concrete examples of the activities that were included in the teacher's lesson plans and can also demonstrate success through student improvement.</p>
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4. **Rigorous Academics** –

Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.

- The Academic Parent Teacher Teams (APTT) provides families the information, skills, and confidence needed to support grade-level learning goals at home. Classroom teachers host families for three, 75-minute team meetings and one 30-minute individual session (the student, the teacher, and the student’s family). During these APTT meetings, teachers share student performance data, review grade-level foundational skills, and introduce and demonstrate concrete activities that families can do at home to help students master the previously introduced skills.
- Eureka Math connects math to the real world in a way that takes the fear out of math and builds student confidence and understanding of mathematical concepts. Eureka Math is directly aligned with the Common Core and the key shifts of Focus, Coherence and Rigor. These shifts and standards reflect the skills and knowledge our students will need to succeed in college, career, and life.
- Through the Wit & Wisdom curriculum students explore specific topics to develop depth of understanding and inspire curiosity. Each module includes a selection of literary works, informational texts, and visual art. They integrate reading, writing, speaking, listening and language instruction. Core components are as follows: Complex Texts & Academic Vocabulary; Reading, Writing, & Speaking Grounded in Evidence from Texts; Building Knowledge Through Content-Rich Nonfiction
- Problem Solving Group Work - Students will be challenged to collaborate in small groups to work on high-level, problem solving group work projects such as creating a mini-drama about life in the Great Depression and preparing a panel discussion on the democratic ideal. This method of

	<p>cooperative learning effectively involves all students.</p> <ul style="list-style-type: none"><li>● NWEA MAP will be utilized for progress monitoring at Ripple Academy. During the course of the year, the administration and faculty will complete the MAP Foundation Series which will enable them to gain a deeper understanding of what students know and need to learn. MAP Growth and MAP Skills will help the faculty to more effectively address instructional needs and gaps in skills.</li></ul>
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5. Linked/ Personalized Learning –

Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.

- The RTI program at Ripple Academy effectively supports various subgroups of students as follows: Students Not Meeting Pupil Outcomes, Students with Special Needs, Students Achieving Above Grade Level/Gifted Students, and English Learners. For English Learners, the integrated and designated language development support structures are aligned with the California English Language Development (ELD) Standards and are detailed fully in that section.
- Project-based service learning in history-social studies will help students positively impact their community. For example, in exploring issues impacting our local community students may investigate issues of littering in the early grades and homelessness in the middle grades.
- Ripple Scholars will be provided with multiple opportunities to apply Eureka Math's “Read, Draw, Write” (RDW) approach to problem solving through school wide Problems of the Month, an initiative that reinforces our school-wide culture of mathematical thinking. The Problems of the Month are non-routine math problems designed to be used school-wide to promote a problem-solving theme
- A Flexible Learning Block is built into Ripple Academy’s daily schedule that allows students to engage in personalized learning opportunities in which learners progress based on demonstrated mastery. Teachers will work in Professional Learning Community (PLC) teams to analyze student performance data and determine the types of interventions and enrichments to be offered to students during the Flexible Learning Blocks each week. Learning structure: **Intervention** - Small groups of students will work with the teacher on content support, remediation, or proactive support in alignment with assessed needs. ELs will receive

	<p>Designated ELD at their level; <b>Extensions</b> - Teachers may use this time, as appropriate, to extend learning from the core classroom. This extension may be differentiated based on learner need; <b>Enrichments</b> - Project-Based learning activities may be leveraged that go outside of the curriculum to expand experiences and challenge students.</p> <ul style="list-style-type: none"><li>● Interactive Student Notebook - Students will record information about history in engaging ways. As students learn new ideas, they will use several types of writing and innovative graphic techniques to record them. This processing will encourage students to use their critical-thinking skills to organize information. As a result, they become more creative and independent thinkers.</li></ul>
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## Appendix 1c - Certification Statement

Proposed Charter School Name: Ripple Academy

Proposed School Location (City): 2634 Pleasant Street, Oakland, CA 94602

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person: \_\_\_\_\_ Date: \_\_\_\_\_

*(Please label the copy that has original signatures.)*

Print/Type Name: Rodney Pierre-Antoine

Address: 39110 Ebbetts Street, Newark, CA 94560

Phone: 510.590.8458

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## Appendix 1d - Charter School Roster of Key Contacts

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles. *Separate sheets may be used to ensure all relevant contacts are provided.*

Name of School(s):	Ripple Academy
Name of Nonprofit Corporation:	Ripple Academy
Primary Contact Person:	Rodney Pierre-Antoine
Mailing Address:	2620 Pleasant Street, Oakland, CA 94602
Phone:	510-590-8458
Email:	rpierre-antoine@ripple-academy.org

### NONPROFIT BOARD OF DIRECTORS

Position:	Lawyer, Sedgwick Law LLP
Name:	Steven Powers Burke
Mailing Address:	333 Bush Street, 30th Floor, San Francisco, CA 94104-2834
Phone:	415.627.1486
Email:	steve.burke@sedgwicklaw.com

Position:	MA Therapist 1, Alameda County Sheriff's Office
Name:	Ellen Davis
Mailing Address:	3277 Prentiss Street, Oakland, CA 94601
Phone:	510.459.4399
Email:	epdavis@acgov.org

NONPROFIT BOARD OF DIRECTORS continued

Position:	Information Systems Manager, Alameda County Sheriff's Office
Name:	Jose Duarte
Mailing Address:	3925 Field Street, Oakland, CA 94605
Phone:	510.316.0603
Email:	golden_gate@hotmail.com

Position:	Communications Specialist, Google
Name:	Kristina Garrido
Mailing Address:	1699 Villa Street, Mountain View, CA 94041
Phone:	510.290.0727
Email:	kristina.garrido14@gmail.com

Position:	Construction Manager, Cordoba Corporation
Name:	John F. Howell
Mailing Address:	1232 102nd Avenue, Oakland, CA 94603
Phone:	510.501.3399
Email:	johnfhowell@gmail.com

Position:	Patient Care Coordinator, Grove Medical Equipment
Name:	Eduardo Jimenez
Mailing Address:	
Phone:	510.866.7490
Email:	edjimenez22@gmail.com

NONPROFIT BOARD OF DIRECTORS continued

Position:	Owner, Kathleen Kelly Consulting
Name:	Kathleen Kelly
Mailing Address:	5275 Proctor Avenue, Oakland, CA 94618
Phone:	510.774.1086
Email:	kathleenkelly.consulting@gmail.com

Position:	Director, Grocery West for Advantage Solutions
Name:	Stefan Matthews
Mailing Address:	9 Azalea Lane, Oakland, CA 94611
Phone:	510.331.7221
Email:	stefan.l.matthews@gmail.com

Position:	Former Human Resources Director and Director of Learning and Development, Mandarin Oriental Hotel Group
Name:	Laura Page
Mailing Address:	3870 Brighton Avenue, Oakland, CA 94602
Phone:	510.501.4388
Email:	lbpage@comcast.net

SCHOOL PERSONNEL

Business Manager:	Yet to be determined
Mailing Address:	
Phone:	
Email:	

OTHER AS APPLICABLE (school management entity, partner)

Contact Person:	Rodney Pierre-Antoine
Title/Position:	Founder/Principal
Organization:	Ripple Academy
Phone:	510.590.8458
Email:	rpierre-antoine@ripple-academy.org



## Appendix 1e - Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Ripple Academy to be located at 2634 Pleasant Street, Oakland, CA 94602 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f 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.”
14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).
15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and/or other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or

entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

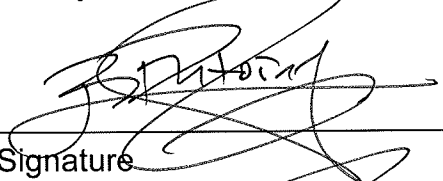
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

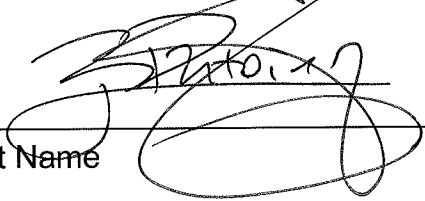
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

  
\_\_\_\_\_  
Signature

9-27-17  
Date

  
\_\_\_\_\_  
Print Name

## Appendix 1f - Surrounding Schools & Demographic and Performance Data

Applicable demographic and performance data as requested is provided in the table below for the ten District schools and charter schools located within a 1.1 mile radius of the location of the proposed charter school. These are the ten schools that Ripple Academy focused on for purposes of the charter petition. As the school is located in a densely populated area, a two-mile radius would include 25 schools. The names of the additional fifteen schools are listed below, however, data tables are included for only the initial ten. As data is public and readily available by OUSD for the additional fifteen schools, we respectfully decline the request to complete data tables for these schools that are not in our immediate proximity.

The ten schools located within a 1.1 mile radius are as follows:

- Allendale Elementary School (1.1 miles)
- Bret Harte Middle School (0.7 miles)
- Edna Brewer Middle School (1.1 miles)
- Fruitvale Elementary School (0.2 miles)
- Lodestar K-12 (0 miles, currently subleasing space)
- Manzanita Community School (0.8 miles)
- Manzanita SEED Elementary School (0.8 miles)
- Sequoia Elementary School (0.6 miles)
- United for Success Middle School (1.1 miles)
- Urban Promise Academy Middle School (1.1 miles)

The additional fifteen schools located within a 1.2 to 2.0 mile radius are as follows:

- Achieve Academy (1.3 miles)
- ASCEND Charter School (1.9 miles)
- Bella Vista Elementary School (1.4 miles)
- Crocker Highlands Elementary School (1.5 miles)
- EPIC Charter School (1.7 miles)
- ERES Academy (1.9 miles)
- Garfield Elementary School (1.7 miles)
- Global Family Elementary School (1.6 miles)
- International Community School (1.5 miles)
- Laurel Elementary School (1.5 miles)
- Lazear Charter School (1.9 miles)
- Learning Without Limits Elementary School (1.5 miles)

- Melrose Leadership Academy (1.8 miles)
- Roosevelt Middle School (1.7 miles)
- Think College Now (1.5 miles)

Data for the ten schools is provided across two tables, with schools listed in alphabetical order. Data Sources are as follows:

- 2016-17 Enrollment by FRPM, EL, and Ethnicity from [www.ed-data.org](http://www.ed-data.org)
- 2016-17 SBAC Proficiency Data Overall and by Ethnicity from <http://caaspp.cde.ca.gov/sb2017/default>

## SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 2634 Pleasant Street, Oakland, CA 94602

### Schools within 1.1 mile Radius - Part One

Data Type	Subgroup	Allendale Elementary School	Bret Harte Middle School	Edna Brewer Middle School	Fruitvale Elementary School	Lodestar K-12
		District	District	District	District	Charter
<b>2016-17 Demographics</b> (% of total enrollment)	Eligible for Free/Reduced Priced Meals (FRPM)	88.1%	81.2%	63.3%	84.4%	70.1%
	English Learners	45.8%	31.4%	8.4%	53.5%	28.2%
	Students with Disabilities/ SPED (if available)	n/a	n/a	n/a	n/a	n/a
	Ethnicity #1	Latino 45%	Latino 33%	Asian 30%	Latino 44%	Latino 65%
	Ethnicity #2	African American 27%	African American 32%	African American 25%	African American 23%	African American 20%
	Ethnicity #3	Asian 15%	Asian 17%	Latino 20%	Asian 16%	White 7%
<b>2016-17 SBAC Performance</b> (% of students meeting or exceeding standards)	ELA					
	Schoolwide	14%	26%	55%	10%	37%
	Asian	6%	38%	69%	15%	n/a

	Black / African-American	5%	15%	37%	3%	n/a
	Filipino	n/a	25%	58%	n/a	n/a
	Hispanic / Latino	17%	20%	41%	13%	23%
	Native American / Alaskan Native	n/a	n/a	n/a	n/a	n/a
	Native Hawaiian / Pacific Islander	n/a	n/a	n/a	n/a	n/a
	White	n/a	58%	72%	n/a	n/a
	Two or More Races	n/a	n/a	74%	n/a	n/a
	English Learners	0%	3%	4%	4%	0%
	Students with Disabilities (SPED)	8%	0%	16%	4%	n/a
	Economically Disadvantaged (FRPM)	14%	19%	49%	12%	23%
MATH						
	Schoolwide	20%	18%	44%	8%	11%
	Asian	11%	31%	64%	15%	n/a
	Black / African-American	10%	3%	20%	13%	n/a
	Filipino	n/a	25%	58%	n/a	n/a
	Hispanic / Latino	23%	17%	28%	5%	11%
	Native American / Alaskan Native	n/a	n/a	n/a	n/a	n/a
	Native Hawaiian / Pacific Islander	n/a	n/a	n/a	n/a	n/a
	White	n/a	45%	62%	n/a	n/a
	Two or More Races	n/a	n/a	57%	n/a	n/a
	English Learners	8%	5%	2%	3%	0%
	Students with Disabilities (SPED)	9%	0%	12%	4%	n/a

	Economically Disadvantaged (FRPM)	21%	12%	38%	9%	10%
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### Schools within 1.1 mile Radius - Part Two

Data Type	Subgroup	Manzanita Community Elementary School	Manzanita SEED Elementary School	Sequoia Elementary School	United for Success Middle School	Urban Promise Academy Middle School
		District	District	District	District	District
<b>2016-17 Demographics</b> (% of total enrollment)	Eligible for Free/Reduced Priced Meals (FRPM)	93.5%	64.7%	38.9%	89.1%	94.6%
	English Learners	44.7%	51.0%	11.0%	38.4%	45.1%
	Students with Disabilities/ SPED (if available)	n/a	n/a	n/a	n/a	n/a
	Ethnicity #1	Latino 45%	Latino 69%	White 29%	Latino 66%	Latino 78%
	Ethnicity #2	African American 30%	White 12%	African American 22%	African American 22%	African American 9%
	Ethnicity #3	Asian 16%	African American 10%	Latino 19%	Asian 7%	Asian 4%
<b>2016-17 SBAC Performance</b> (% of students meeting or exceeding standards)	ELA					
	Schoolwide	10%	36%	49%	13%	25%
	Asian	12%	n/a	30%	23%	57%
	Black / African -American	4%	31%	33%	3%	20%
	Filipino	n/a	n/a	n/a	n/a	n/a
	Hispanic / Latino	10%	25%	50%	12%	23%
	Native American / Alaskan Native	n/a	n/a	n/a	n/a	n/a
	Native Hawaiian / Pacific Islander	n/a	n/a	n/a	n/a	n/a
	White	n/a	88%	74%	n/a	n/a



	Two or More Races	n/a	70%	n/a	n/a	n/a
	English Learners	2%	0%	13%	1%	2%
	Students with Disabilities (SPED)	0%	7%	14%	0%	0%
	Economically Disadvantaged (FRPM)	10%	20%	32%	13%	24%
	MATH					
	Schoolwide	11%	34%	49%	7%	11%
	Asian	21%	n/a	50%	23%	n/a
	Black / African-American	8%	8%	35%	3%	6%
	Filipino	n/a	n/a	n/a	n/a	n/a
	Hispanic / Latino	8%	27%	41%	7%	12%
	Native American / Alaskan Native	n/a	n/a	n/a	n/a	n/a
	Native Hawaiian / Pacific Islander	n/a	n/a	n/a	n/a	n/a
	White	n/a	83%	70%	n/a	n/a
	Two or More Races	n/a	57%	n/a	n/a	n/a
	English Learners	1%	2%	27%	3%	13%
	Students with Disabilities (SPED)	5%	11%	14%	0%	0%
	Economically Disadvantaged (FRPM)	11%	20%	29%	6%	11%

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## Appendix 1g - Instructional Minutes & Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N	137	360	35	285	8	225			180	36000	61095	25095
1	Select Y/N	137	360	35	285	8	225			180	50400	61095	10695
2	Select Y/N	137	360	35	285	8	225			180	50400	61095	10695
3	Select Y/N	137	360	35	285	8	225			180	50400	61095	10695
4	Select Y/N	137	360	35	285	8	225			180	54000	61095	7095
5	Select Y/N	137	360	35	285	8	225			180	54000	61095	7095
6	Select Y/N	137	360	35	285	8	225			180	54000	61095	7095
7	Select Y/N	137	360	35	285	8	225			180	54000	61095	7095
8	Select Y/N	137	360	35	285	8	225			180	54000	61095	7095
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

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## Appendix 1h - State Priorities under LCFF

In addition to the Collective MPOs, the Ripple Academy petition includes in **Element B** a table of goals, measures, and actions that meet the requirements of Education Code § 47605(b)(5)(A)(ii), including:

- Description of the school's annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, in alignment with the eight (8) state priorities identified in Education Code § 52060(d). Please note that goals are inclusive of multiple state priorities rather than developed for each state priority, in accordance with LCAP regulations for charter schools.
- Description of the specific annual actions the school will take to achieve each of the identified annual goals.

These charter petition provisions will be reflected in and consistent with the school's Local Control and Accountability Plan (LCAP) and/or updates to be prepared and submitted pursuant to the requirements of AB 97 (Local Control Funding Formula legislation).

The charter petition has identified additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. California Education Code § 47605(b)(5)(A)(ii)

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## Appendix 1i - District & Surrounding School Racial & Ethnic Demographics

Ripple Academy selected eight comparison schools in the region it proposes to serve. The school has provided the demographic data below for each comparison school, the average across the schools, and for Oakland Unified School District overall.

<b>District &amp; Surrounding School Racial &amp; Ethnic Demographics</b>										
<b>2016-17</b>	Number of Students	American Indian or Alaskan Native	Asian	Black	Filipino	Latino	Native Hawaiian or Pacific Islander	None Reported	Two Races	White
<b>Average for Comparison Schools</b>	<b>462</b>	<b>0%</b>	<b>14%</b>	<b>23%</b>	<b>2%</b>	<b>44%</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>10%</b>
Allendale Elementary	371	1%	15%	27%	4%	45%	1%	1%	2%	4%
Bret Harte Middle School	500	0%	17%	32%	2%	33%	2%	3%	2%	10%
Edna Brewer Middle School	810	1%	30%	25%	2%	20%	0%	1%	6%	15%
Fruitvale Elementary	372	2%	16%	23%	2%	44%	1%	4%	2%	6%
Lodestar	234	0%	1%	20%	1%	65%	0%	0%	6%	7%
Manzanita Community	432	0%	16%	30%	1%	45%	2%	2%	2%	2%
Manzanita SEED	431	0%	5%	10%	0%	69%	0%	1%	2%	12%
Sequoia Elementary	435	0%	12%	22%	2%	19%	2%	2%	13%	29%
United for Success	349	0%	7%	21%	2%	66%	3%	1%	0%	1%
Urban Promise Academy	370	1%	4%	9%	2%	78%	0%	1%	1%	3%
<b>District-wide</b>	<b>49760</b>	<b>0.3%</b>	<b>12.8%</b>	<b>25%</b>	<b>0.9%</b>	<b>44.9%</b>	<b>0.9%</b>	<b>1.6%</b>	<b>3.6%</b>	<b>9.9%</b>
Data Source(s):	2016-17 enrollment data for ten named schools and OUSD, as available on <a href="http://www.ed-data.org">www.ed-data.org</a>									

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**Appendix 1j - Meaningfully Interested Signatures Forms**

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\* The Family listed in line 3 signed another form. We signed another form on the school board. \* Two edits were made to the school board. \* We signed another form on the school board. \* We signed another form on the school board.

**PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER RIPPLE ACADEMY**

Los abajo firmantes, creemos que el **chárter** adjunta para la creación de **Ripple Academy** (la "Escuela Chárter") merece consideración y por el presente solicitamos a la junta directiva del Distrito Escolar Oakland Unified que conceda la aprobación del **chárter** conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al **chárter** necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. Los peticionarios abajo certifican que son **padres significativamente interesados** en inscribir a sus estudiantes en la Escuela Chárter.

NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2018-2019	DISTRITO ESCOLAR	FECHA
1. Veronica Hernandez	<i>Veronica Hernandez</i>	246 Rossmore Ave	510 821 682	1st / 5th	Brookside Fruitvale	8/31
2. America Espaza	<i>America Espaza</i>	3117 Champion Street	510 436-7448	6th	Amante Fruitvale	8/31
3. <del>Xiomara Cardenas</del>	<del><i>Xiomara Cardenas</i></del>	<del>7201 Holiday Ave</del>	<del>510 305-2417</del>	<del>5th</del>	<del>MLK</del>	<del>9/31</del>
4. Martha Higareda	<i>Martha Higareda</i>	2122 High St #7	510 356-8664	5th	Horace Mann Fruitvale	8/31
5. Linda Lopez	<i>Linda Lopez</i>	1538 76th ave Oak-Ca	510 207-3423	2nd	East Oakland	8/31
6. Marcelina Gonzalez	<i>Marcelina Gonzalez</i>	1815 96th Ave Oakland	510 744-6096	6th	Elmhurst/Alliance	8/31
7. Margenta Garcia	<i>Margenta Garcia</i>	1462 83 ave Oakland	510 355 7134	6th	East Oakland Roots	8/31
8. Juliana Marin	<i>Juliana Marin</i>	3231 Beaumont Ave	510 228 9461	5th	Graves in Concrete	8/31
9. Jessica Anik	<i>Jessica Anik</i>	3514 Gilly St	510 933 1313	2nd	Ascend	8/31
10. Brandy Gadsden	<i>Brandy Gadsden</i>	2752 Pleasant St Oak	510 909 2142	2nd	Fruitvale	8/31



**PETITION FOR THE ESTABLISHMENT OF RIPPLE ACADEMY**

We the undersigned believe that the attached charter for the creation of **Ripple Academy** (the "Charter School") merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School.

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Sabina Sandhu		2821 Frazier Ave Oakland CA 94605	510 5433235	S	Grass Valley	9/2
2. Maria Tomo		2728 Fruitvale Ave APT. D Oakland 94601	510 689 96-84	6-1	MANZANITA	9/2
3. Suley Sileraz		2957 Schyller St Oakland CA 94607	510 850-188	5, 2	East Oakland	9/2
4. Sytaur Daniel		7801 Garfield Ave Oakland CA	510 850-188	1	Carl b munce	9/2
5. Pauline Williams		2539 Humboldt Ave Oakland CA 94603	510 830-8229	7	Tech. (a) High / UTS / URA 9/2	9/2
6. Kathleen Oberkane		10825 Acaianes Dr Oakland CA 94603	510 876 6910	3, 4	Sobantelak	9/2
7. Lakesha Ross		1205 DeAnza Ct Suisun City CA 94585	707 450- 6435	3	Out of District	9/2
8. Angelica Mata		246 wistardra Oakland CA 94603	510-508- 6574	K	Brookfield	9/2
9. Tifa Chhath		2828 Abbey St #A Oakland, CA 94619	(510) 362- 5550	K	Alameda	9/2
10. Bethany Smith		245 Brockhurst St Oakland CA 94605	510 832-798 0318	3	Jolly Haver	9/2



\* Edits were made with the school board to sign the school charter with the school board to sign the school charter

**PETITION FOR THE ESTABLISHMENT OF: RIPPLE ACADEMY CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Ripple Academy Charter School (the "Charter School") merits consideration and hereby petition the governing board of the OUSD School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval.

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Alejandra Cruz	<i>Alejandra Cruz</i>	2424 Fruitvale Ave	510 927-5545	3rd	Fruitvale	08/13/17
2. Erika Mendez	<i>Erika Mendez</i>	1880 Lakeshore Ave #212	510 303 5762	3rd	<del>Cleveland</del>	8/13/17
3. Margarita Mendez	<i>Margarita Mendez</i>	1064 Broadway Blvd	510 384-4562		Duff	8-17-17
4. Juana Hernandez	<i>Juana Hernandez</i>	1226 89th Ave Oakland CA 94603	510 931-0896	K / 3rd	<del>Highland</del>	8-17-17
5. Alejandra Moreno	<i>Alejandra Moreno</i>	2019 99th Ave Oakland CA 94602	415 424 9490	1st / 4th	<del>Beach</del>	8/17/17
6. SEMLONI RATHBORN	<i>Semloni Rathborn</i>	2625 PLEASANT ST OAKLAND	510 688 9419	-6	FRUITVALE	8/17/17
7. SHERWIN MACOLIL	<i>Sherwin Macolil</i>	2721 BELLAIR BL OAKLAND	510 502 5278	2nd	Manzanita	8/17/17
8. Raquel Vassquez	<i>Raquel Vassquez</i>	3188 Nicol Ave Oakland CA	510 978-3137	4th	Fruitvale	8/17/17
9. Silvia Fregasso	<i>Silvia Fregasso</i>	5523 Avenal Ave Oakland CA 94605	510 395-5695	6th	<del>FRUITVALE</del>	9/10/17
10. Kennelyn McEntee	<i>Kennelyn McEntee</i>	6846 Hawley Street #201 Oakland, CA 94621	510 402 3825	3rd	<del>Community</del>	9/10/17

United Futures





\* Neighborhood information to school was adjusted to reflect OUSD School Location

**PETITION FOR THE ESTABLISHMENT OF: RIPPLE ACADEMY CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Ripple Academy Charter School (the "Charter School") merits consideration and hereby petition the governing board of the OUSD School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-Substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School.]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
Jose Pava	[Signature]	2612 - 26th Ave Oakland Ca. 94601	(510) 866-7458	6	AFS/URA	8-15-17
11 11	[Signature]	11 11	7			
Maria Gosman	[Signature]	6425 Leethill Blvd Apt 104 94605	(510) 328-9955	6, 3	Fruitvale Markham Fruitvale/MLA	8-15-17
Blanca Aguilar	[Signature]	3314 School St Oakland	1903	6	Fruitvale Pett/Halle	8-17-17
Nadine Oakley	[Signature]	4344 Rilea Way Apt C Oakland, CA 94605	510-333-8131	2nd	Howard Fruitvale	8.17.17
NINA AGUILAR	[Signature]	2957 Bona St, 94601	570	4th	FRUITVALE	8-24-17
MARITA MARAZOZ	[Signature]	3725 HIGH ST. OAKLAND CA 94609	510-304-2941	K 3	Lawel	8-27-17
Esteban Stiner	[Signature]	1721 Bridge Ave Oakland, CA 94601	510-506-666	<del>1</del> 6	AFS/URA Lawel	8-22-17
Claudia Muñoz	[Signature]	7201 Italliday Ave Oakland CA 94605	510-861-8776	5	Markham eastmont	8/31/17
Moby Cardenas	[Signature]	7201 Italliday Ave Oakland, CA 94605	510-356-8664	6	MLA eastmont	8/31/17
VERONICA SANTANA	[Signature]	1915 Montana St. Oakland, CA 94602	906-563-9488	3	Glenview	9/27/17



Guadalupe  
510-692-1772  
Amelia

vangeso75@yahoo.com  
PETITION FOR THE ESTABLISHMENT OF RIPPLE ACADEMY

We the undersigned believe that the attached charter for the creation of **Ripple Academy** (the "Charter School") merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School.

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Anjanja Thompson		1572 MONROE AVE #12 SAN LEONARDO, CA 94528	500586 7480	3	San Leandro Out of District	8/10/17
2. Alona Lauraya		P.O. BOX 14 27281 OAKLAND CA 94602	286-8020 510-606-2759	4	San Leandro Out of District	8/10/17
3. Goba weh		P.O. BOX 427281 OAKLAND CA	510-606-2759	2	San Leandro Out of District	8/10/17
4. Joan Davis-Pinkney		3742 McDevland St OAKLAND CA 94619	510-6899073	3,3,1,8	Oakland, Laurel	8/10/17
5. JASMIN ATTOYO		2625 Pleasant St. Apt. 17 Oakland CA 94602	510-928-4474	5	Fruitvale	8/10/17
6. Eva Salinas		9240 OLIVE ST. OAK. CA 94603	510-568-8855	4	Heach	8/13/17
7. Edith Aguilera		1826. 29th Ave Oakland	510-967-0723		Ascend/Oakland Fruitvale	8/13/17
8. Verónica		1581 7th AVE OAKLAND	510-461-2378	1	East Oakland Fruitvale	8/13/17
9. Olga Avila		3564 Gray St Oakland	510-1938189	1	Ascend/Oakland Fruitvale	8-13-17
10. <del>Jose</del> Trancelia Miller		2536 55th Ave	510-944-7944	2, 3, and 5th	Horace Mann	8-13-17





\* Neighborhood school information was adjusted for 3 families to align with data provided in the CHARTER SCHOOL LOU SP

Bipole Academy

PETITION FOR THE ESTABLISHMENT OF

We the undersigned believe that the attached charter for the creation of Bipole Academy Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Victoria James	<i>Victoria James</i>	3291 Lynden Ave Apt 6 Rose Travel 230 gmail.com 1132 101st Ave 94603	510 688-6183	5th	Fruitvale	8/11/17
2. Rocio Castanon	<i>Rocio Castanon</i>	27 Dorchester Ave San Leandro, CA 94577	510 831-999	5th	Esperanza Out of District	8/12/17
3. Nayeli Manzanita	<i>Nayeli Manzanita</i>	1180 73rd St #3 Oakland CA 94621	510 365-2669	6th	Community Futures Lockwood	8/12/17
4. Rubi Sales	<i>Rubi Sales</i>	1120 107th Ave Oakland, CA 94603	(510) 907-0601	4th/6th	Esperanza	9/10/17
5. Mariela Diaz	<i>Mariela Diaz</i>	2620 Rutherford St. Oakland CA 94601	(510) 345-1378	K/2/5/8th	Manzanita	9/27/17
6. Fabida Ordaz	<i>Fabida Ordaz</i>					
7.						
8.						
9.						
10.						



**PETITION FOR THE ESTABLISHMENT OF: RIPPLE ACADEMY CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Ripple Academy Charter School (the "Charter School") merits consideration and hereby petition the governing board of the OUSD School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-Substantive amendments to the charter necessary to secure approval.

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Angie Lopez	<i>Angie Lopez</i>	5466 Princeton St. Oak	510 301-2561	K, 4, 8	Hoface Mary Frick/MLA	9/14/17
2. Maria A. Gutierrez	<i>Maria A. Gutierrez</i>	2424 Fruitvale Ave	510 809 5161	3rd	Fruitvale	9/14/17
3. Yannel Polanco	<i>Yannel Polanco</i>	1007 Martin Blvd	510 809 5161	7	Out of District	9/14/17
4. Julia Diaz	<i>Julia Diaz</i>	1007 Martin Blvd	510 904 7773	7 <sup>th</sup>	Out of District	9/14/17
5. Rebecca Davis	<i>Rebecca Davis</i>	3277 Prentiss Ct Oakland	510 511 2353	2nd	Fruitvale	
6. FERNANDA CARDENAS	<i>Fernanda Cardenas</i>	2514 Le 3rd Ave Oakland CA	510 924 1081	4th	MARKAM	9/27/17
7.						
8.						
9.						
10.						





**PETITION FOR THE ESTABLISHMENT OF: RIPPLE ACADEMY CHARTER SCHOOL**

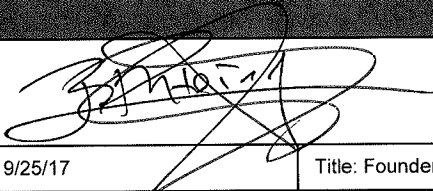
We the undersigned believe that the attached charter for the creation of **Ripple Academy Charter School** (the "Charter School") merits consideration and hereby petition the governing board of the OUSD School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School.

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Rosa Gonzalez	Rosa Gonzalez	3545 Calinda St. Apt C	510-388-5004	4	Ascend/Granger Family	8-31-17
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



## Appendix 1k - Due Diligence Questionnaire

<b>Oakland Unified School District Due Diligence Questionnaire</b>		
<b>Charter Petition Applicant Information</b>		
Name of Applicant (First/Middle/Last): Rodney Pierre-Antoine		
Other Names Used (i.e. Maiden):		
Date of Birth: 11-03-1975		
Current address: 39110 Ebbetts Street		
City: Newark	State: CA	ZIP: 94560
How long at current address? 3 years		
Prior Addresses (Past five years): 1368 Purdue Street, San Leandro, CA 94579		
<b>Background Information (Please Attach Separate Sheets if Necessary)</b>		
Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): N/A		
Education History: Masters of Educational Leadership, University of Notre Dame, BA Communication, UMCP		
Employment History: School Principal, Diocese of Oakland (8yrs); Director Notre Dame ACE Academies (2yrs)		
All Professional Licenses / Credentials Held: California Multiple Subjects Credential		
Professional Affiliations (Corporate Positions, Board Positions, etc.):		
Fictitious Business Name Affiliations:		
Professional References:		
<b>Proposed Charter School</b>		
Charter School name: Ripple Academy		
Address (if available): 2620 Pleasant Street		
City: Oakland	State: CA	ZIP: 94602
Legal Entity Behind Charter School (if available): Ripple Academy		
Other Charter Schools with which Affiliated (prior and current):		
Location of Other Charter Schools:		
<b>Authorization to Release Information</b>		
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:</p> <ul style="list-style-type: none"> <li>• Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.</li> <li>• Releases the Oakland Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.</li> <li>• Is valid during my entire candidacy and during any resulting period of employment or governing board membership with the above-referenced Charter School.</li> <li>• Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review process.</li> <li>• Is an indication of my understanding that any reports generated by the Office of Charter Schools will not be confidential and my knowing and voluntary waiver of any such confidentiality.</li> </ul>		

<b>Signature</b>		
		
Date: 9/25/17	Title: Founder/Principal	
<b>FOR OFFICE USE ONLY</b>		
Charter School Application Processed by:		
Phone: 510-590-8458	Fax:	E-mail: <a href="mailto:rpierre-antoine@ripple-academy.org">rpierre-antoine@ripple-academy.org</a>

## **Appendix 1m - Exclusive Employer Declaration**

Ripple Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 *et seq.*) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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## Appendix 2



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### Financial Documents

Five Year Budget  
Three Year Cash Flow  
FCMAT LCFF Calculator  
Budget Assumptions  
Draft Financial Policies and Procedures





**Ripple Academy**  
 Multiyear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	-	918,129		1,380,040	1,912,863	2,167,960	2,306,838
Federal Revenue	-	74,034		96,342	137,688	168,254	184,685
Other State Revenues	-	108,771		157,418	204,494	240,444	249,630
Local Revenues	-	8,905		13,478	18,703	21,250	22,705
Fundraising and Grants	135,000	142,000		-	-	-	-
<b>Total Revenue</b>	<b>135,000</b>	<b>1,251,840</b>		<b>1,647,279</b>	<b>2,273,747</b>	<b>2,597,908</b>	<b>2,763,858</b>
<b>Expenses</b>							
Compensation and Benefits	85,609	649,636		860,682	1,180,333	1,386,806	1,429,344
Books and Supplies	4,000	151,198		162,626	231,005	245,547	239,163
Services and Other Operating Expenditures	33,896	408,286		572,267	727,929	840,248	920,600
Capital Outlay	-	-		-	-	-	-
<b>Total Expenses</b>	<b>123,504</b>	<b>1,209,121</b>		<b>1,595,575</b>	<b>2,139,267</b>	<b>2,472,601</b>	<b>2,589,107</b>
<b>Operating Income (including Depreciation)</b>	<b>11,496</b>	<b>42,719</b>		<b>51,704</b>	<b>134,480</b>	<b>125,307</b>	<b>174,751</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	-	11,496		54,215	105,919	240,399	365,706
Audit Adjustment	-	-		-	-	-	-
Beginning Balance (Audited)	-	11,496		54,215	105,919	240,399	365,706
Operating Income (including Depreciation)	11,496	42,719		51,704	134,480	125,307	174,751
<b>Ending Fund Balance (including Depreciation)</b>	<b>11,496</b>	<b>54,215</b>		<b>105,919</b>	<b>240,399</b>	<b>365,706</b>	<b>540,457</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>9%</b>	<b>4%</b>		<b>7%</b>	<b>11%</b>	<b>15%</b>	<b>21%</b>

**Ripple Academy**  
 Multiyear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
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Detail	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>Enrollment Summary</b>							
K-3	-	48	-	60	82	96	96
4-6	-	50	-	58	60	66	74
7-8	-	-	-	26	52	52	52
<b>Total Enrolled</b>	-	<b>98</b>	-	<b>144</b>	<b>194</b>	<b>214</b>	<b>222</b>
<b>ADA %</b>							
K-3	95%	95%	-	95%	95%	95%	95%
4-6	95%	95%	-	95%	95%	95%	95%
7-8	95%	95%	-	95%	95%	95%	95%
<b>Average</b>	<b>0%</b>	<b>95%</b>	-	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>ADA</b>							
K-3	0.0	45.6	-	57.0	77.9	91.2	91.2
4-6	0.0	47.5	-	55.1	57.0	62.7	70.3
9-12	0.0	0.0	-	0.0	0.0	0.0	0.0
<b>Total ADA</b>	<b>0.0</b>	<b>93.1</b>	-	<b>136.8</b>	<b>184.3</b>	<b>203.3</b>	<b>210.9</b>
<b>Current Year</b>							
CALPADS Enrollment (for unduplicated % calc)	-	98	-	144	194	214	222
# Unduplicated Count (CALPADS)	-	76	-	112	151	167	173
# Free & Reduced Lunch (FRL) (CALPADS)	-	72	-	105	141	156	162
# ELL (CALPADS)	-	29	-	43	58	64	66
New Students	-	98	-	46	50	20	8

**Ripple Academy**

Multityear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>LCFF Entitlement</b>							
8011	-	686,962	Backfills State Aid	1,040,366	1,455,246	1,663,166	1,783,173
8012	-	18,620	Greater of: \$200 per ADA or 11% of State Aid	27,360	36,860	40,660	42,180
8096	-	212,547	Charter Schools in Lieu of Property Taxes	312,314	420,757	464,134	481,485
	-	918,129	-	1,380,040	1,912,863	2,167,960	2,306,838
<b>SUBTOTAL - LCFF Entitlement</b>							
<b>8100 Federal Revenue</b>							
8220	-	41,913	Child Nutrition Programs	63,434	88,023	100,010	107,309
8291	-	30,905	\$432 per Title I eligible student	31,692	47,880	65,847	74,724
8292	-	1,216	\$17 per Title I eligible student	1,216	1,785	2,397	2,652
8298	-	-	Implementation Grant	-	-	-	-
	-	74,034	-	96,342	137,688	168,254	184,685
<b>SUBTOTAL - Federal Income</b>							
<b>8300 Other State Revenues</b>							
8520	-	2,316	Child Nutrition - State	3,399	4,564	5,050	5,244
8645	-	88,394	\$949.45 per ADA or 0.75 of rent, lesser of the two	126,000	162,000	193,023	200,239
8550	-	-	Mandated Cost Reimbursements	1,480	2,175	2,930	3,232
8560	-	18,061	State Lottery Revenue	26,539	35,754	39,440	40,915
	-	108,771	-	157,418	204,494	240,444	249,630
<b>SUBTOTAL - Other State Income</b>							
<b>8600 Other Local Revenue</b>							
8634	-	8,905	Food Service Sales	13,478	18,703	21,250	22,705
	-	8,905	-	13,478	18,703	21,250	22,705
<b>SUBTOTAL - Local Revenues</b>							
<b>8800 Donations/Fundraising</b>							
8802	-	-	Donations - Private	-	-	-	-
8803	135,000	142,000	Fundraising	-	-	-	-
	135,000	142,000	-	-	-	-	-
<b>SUBTOTAL - Fundraising and Grants</b>							
	135,000	142,000	-	-	-	-	-
<b>TOTAL REVENUE</b>							
	135,000	1,251,840	-	1,647,279	2,273,747	2,597,908	2,763,858

# Ripple Academy

Multyear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
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	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>1000</b>							
Certificated Salaries							
1100 Teachers Salaries	-	240,000	4 FTE	370,800	509,232	590,073	607,775
1101 Teacher - Stipends	-	7,000	0 FTE	-	-	-	-
1111 Teacher - Elective	-	25,000	0.5 FTE	30,900	42,436	54,636	56,275
1300 Certificated Supervisor & Administrator Salaries	50,000	90,000	1 FTE	105,000	108,150	111,395	114,736
1311 Cert Admin - Custom 1	-	-	-	-	71,027	73,158	75,353
<b>SUBTOTAL - Certificated Employees</b>	<b>50,000</b>	<b>362,000</b>		<b>506,700</b>	<b>730,845</b>	<b>829,262</b>	<b>854,139</b>
<b>2000</b>							
Classified Salaries							
2100 Classified Instructional Aide Salaries	-	72,000	2 FTE	74,160	76,385	118,069	121,611
2200 Classified Support Salaries	8,750	9,000	0.25 FTE	9,270	9,548	9,835	10,130
2300 Classified Supervisor & Administrator Salaries	13,333	45,000	1 FTE	46,350	47,741	49,173	50,648
2928 Other Classified - Food	-	9,690	0.25 FTE	13,308	17,134	21,177	21,812
<b>SUBTOTAL - Classified Employees</b>	<b>22,083</b>	<b>135,690</b>		<b>143,088</b>	<b>150,807</b>	<b>198,253</b>	<b>204,201</b>
<b>3000</b>							
Employee Benefits							
3100 STRS	-	58,934		91,865	139,591	158,389	163,141
3200 PERS	-	-		-	-	-	-
3300 OASDI-Medicare-Alternative	5,535	15,713		18,384	22,246	27,317	28,132
3400 Health & Welfare Benefits	5,000	60,000		78,750	107,494	138,915	145,861
3500 Unemployment Insurance	1,260	5,355		6,300	8,190	10,010	8,470
3600 Workers Comp Insurance	1,730	11,945		15,595	21,160	24,660	25,400
<b>SUBTOTAL - Employee Benefits</b>	<b>13,525</b>	<b>151,946</b>		<b>210,894</b>	<b>298,681</b>	<b>359,291</b>	<b>371,004</b>

**Ripple Academy**  
 Multiyear Budget Summary

		2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
		Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	-	17,150	\$175 per New Student	8,292	9,283	3,825	1,576
4200	Books & Other Reference Materials	-	7,350	\$75 per Student	11,124	15,436	17,538	18,740
4315	Custodial Supplies	-	-		-	-	-	-
4320	Educational Software	-	7,350	\$75 per Student	11,124	15,436	17,538	18,740
4325	Instructional Materials & Supplies	-	9,800	\$100 per Student	14,832	20,581	23,384	24,986
4326	Art & Music Supplies	-	1,960	\$20 per Student	2,966	4,116	4,677	4,997
4330	Office Supplies	1,000	4,500	\$500 per FTE	5,717	7,585	9,152	9,426
4335	PE Supplies	-	980	\$10 per Student	1,483	2,058	2,338	2,499
4410	Classroom Furniture, Equipment & Supplies	-	19,600	\$200 per New Student	9,476	10,609	10,000	1,801
4420	Computers (individual items less than \$5k)	3,000	19,600	\$200 per New Student	9,200	10,000	4,000	1,600
4430	Non Classroom Related Furniture, Equipment & Sur	-	5,563	\$750 per FTE	1,622	2,546	2,008	14,139
4710	Student Food Services	-	57,345		86,790	120,434	136,835	125,874
4420	Replacement Tech	-	-		-	12,920	14,252	14,785
<b>SUBTOTAL - Books and Supplies</b>		<b>4,000</b>	<b>151,198</b>		<b>162,626</b>	<b>231,005</b>	<b>245,547</b>	<b>239,163</b>

**Ripple Academy**

Multyear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>Services &amp; Other Operating Expenses</b>							
5210 Conference Fees	-	4,000	\$1000 per Teacher	6,180	8,487	9,835	10,130
5220 Travel and Lodging	-	4,000	\$1000 per Teacher	6,180	8,487	9,835	10,130
5300 Dues & Memberships	-	2,000		2,060	2,122	2,185	2,251
5400 Insurance	-	7,840	\$80 per Student	11,866	16,465	18,707	19,989
5510 Utilities - Gas and Electric	-	13,440	\$1120 per Monthly Rate	13,843	14,258	14,686	15,127
5515 Janitorial, Gardening Services & Supplies	-	18,000	\$1500 per Monthly Rate	24,000	30,000	33,000	33,990
5530 Utilities - Water	-	10,080	\$840 per Monthly Rate	10,382	10,694	11,015	11,345
5610 Rent	-	120,000	\$10000 per Monthly Rate	168,000	216,000	264,000	312,000
5803 Accounting Fees	-	11,500	Non Profit Audit	11,845	12,200	12,566	12,943
5804 WASC	-	-		10,000	-	-	-
5805 Administrative Fees	8,000	-		-	-	-	-
5812 Business Services	6,000	63,402	6.0% of eligible revenues	82,266	102,717	117,401	124,858
5815 Consultants - Design Team	8,000	-		-	-	-	-
5824 District Oversight Fees	-	9,181	1.0% of LCFF General Purpose Grant	13,800	19,129	21,680	23,068
5830 Field Trips Expenses	-	2,940	\$30 per Student	4,450	6,174	7,015	7,496
5836 Fingerprinting	-	675	\$75 per FTE	857	1,138	1,373	1,414
5843 Interest - Loans Less than 1 Year	-	2,450		2,450	1,838	1,225	613
5845 Legal Fees	5,000	5,150		5,305	5,464	5,628	5,796
5851 Marketing and Student Recruiting	2,500	4,900	\$50 per Student	7,416	10,291	11,692	12,493
5857 Payroll Fees	396	2,250	\$250 per FTE	2,858	3,793	4,576	4,713
5860 Printing and Reproduction	-	4,900	\$50 per Student	7,416	10,291	11,692	12,493
5863 Professional Development	-	12,000	\$3000 per Teacher	18,540	25,462	29,504	30,389
5872 Special Education Encroachment	-	86,304	Projected OUSD Rate of \$927 per ADA	130,618	181,251	205,934	220,042
5875 Staff Recruiting	1,000	1,000		1,030	1,061	1,093	1,126
5878 Student Assessment	-	2,940	\$30 per Student	4,450	6,174	7,015	7,496
5880 Student Health Services	-	2,450	\$25 per Student	3,708	5,145	5,846	6,247
5881 Student Information System	-	3,920	\$40 per Student	5,933	8,233	9,354	9,995
5884 Substitutes	-	3,000	\$750 per Teacher	4,635	6,365	7,376	7,597
5887 Technology Services	-	2,450	\$25 per Student	3,708	5,145	5,846	6,247
5910 Communications - Internet / Website Fees	1,500	3,600	\$300 per Monthly Rate	3,708	3,819	3,934	4,052
5915 Postage and Delivery	-	1,514	\$15 per Student	2,292	3,180	3,613	3,860
5920 Communications - Telephone & Fax	1,500	2,400	\$200 per Monthly Rate	2,472	2,546	2,623	2,701
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>33,896</b>	<b>408,286</b>	<b>-</b>	<b>572,267</b>	<b>727,929</b>	<b>840,248</b>	<b>920,600</b>

**Ripple Academy**

Multyear Budget Summary

	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23
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	Start Up Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>6000 Capital Outlay</b>							
6100 Sites & Improvement of Sites	-	-	-	-	-	-	-
6200 Buildings & Improvement of Buildings	-	-	-	-	-	-	-
<b>SUBTOTAL - Capital Outlay</b>	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>123,504</b>	<b>1,209,121</b>	-	<b>1,595,575</b>	<b>2,139,267</b>	<b>2,472,601</b>	<b>2,589,107</b>
<b>6900 Total Depreciation (Includes Prior Years)</b>	-	-	-	-	-	-	-
<b>TOTAL EXPENSES including Depreciation</b>	<b>123,504</b>	<b>1,209,121</b>	-	<b>1,595,575</b>	<b>2,139,267</b>	<b>2,472,601</b>	<b>2,589,107</b>





**Ripple Academy**

Monthly Cash Forecast

As of most recent monthly close

	2018/19												Forecast	AP/AR	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>Beginning Cash</b>	11,496	30,764	220,013	117,063	372,121	293,317	183,449	357,700	277,811	287,693	283,363	280,987			
<b>Revenue</b>															
General Block Grant	-	-	-	332,816	-	-	172,165	-	91,658	89,682	75,717	75,717	916,129	80,372	
Federal Income	-	-	-	-	4,191	4,191	17,040	4,191	4,191	17,040	4,191	4,191	74,034	14,807	
Other State Income	-	-	8,839	8,839	9,071	9,071	9,071	9,071	9,071	9,071	9,071	9,071	108,771	18,525	
Local Revenues	-	-	891	891	891	891	891	891	891	891	891	891	8,905	-	
Fundraising and Grants	71,000	-	-	-	-	71,000	-	-	-	-	-	-	142,000	-	
<b>Total Revenue</b>	71,000	-	9,730	342,548	14,153	14,153	270,167	14,153	105,811	116,683	89,870	89,870	1,251,840	113,703	
<b>Expenses</b>															
Compensation & Benefits	34,459	20,938	61,652	60,046	59,778	59,778	61,920	60,046	60,046	58,658	56,658	53,658	649,636	-	
Books & Supplies	3,125	25,665	25,665	4,377	10,112	10,112	10,112	10,112	10,112	10,112	10,112	10,112	151,198	11,469	
Services & Other Operating Expenses	14,148	14,148	29,363	27,067	27,067	58,130	27,884	27,884	29,771	56,244	27,476	26,771	408,286	39,335	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Expenses</b>	51,731	60,751	116,680	91,490	96,957	128,020	99,916	96,042	99,929	125,014	96,246	93,541	1,209,121	50,804	
<b>Operating Cash Inflow (Outflow)</b>	19,269	(60,751)	(106,950)	251,058	(82,804)	(113,868)	170,251	(83,889)	5,882	(8,330)	(6,376)	(3,671)	42,719	62,899	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	
Loans Payable (Current)	-	250,000	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	30,764	220,013	117,063	372,121	293,317	183,449	357,700	277,811	287,693	283,363	280,987	281,316			

**Ripple Academy**

Monthly Cash Forecast

As of most recent monthly close

	2019/20												Forecast	APIAR
	Projected													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	281,316	240,563	211,214	145,870	194,769	156,503	76,993	139,581	94,034	148,737	164,471	203,885		
<b>Revenue</b>														
General Block Grant	-	47,101	59,854	155,595	78,830	78,830	149,919	67,820	163,305	151,394	140,184	140,184	1,380,040	147,024
Federal Income	-	-	-	-	6,343	6,343	19,507	6,343	6,343	19,507	6,343	6,343	96,342	19,288
Other State Income	-	-	12,748	12,748	13,088	13,088	13,088	17,603	13,088	13,088	17,603	13,088	157,418	18,188
Local Revenues	-	-	1,348	1,348	1,348	1,348	1,348	1,348	1,348	1,348	1,348	1,348	13,478	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	47,101	73,950	169,691	99,609	99,609	183,862	93,115	184,084	185,536	165,478	160,963	1,647,279	184,481
<b>Expenses</b>														
Compensation & Benefits	31,879	24,967	83,116	81,226	80,911	80,911	83,431	81,226	81,226	79,449	79,449	72,887	860,682	-
Books & Supplies	4,072	14,859	14,859	4,672	13,351	13,351	13,351	13,351	13,351	13,351	13,351	13,351	162,626	17,358
Services & Other Operating Expenses	18,772	21,067	37,081	37,081	39,376	80,620	38,317	39,847	40,983	82,983	39,444	39,444	572,267	57,250
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	54,723	60,893	135,057	122,979	133,639	174,863	135,099	134,424	135,561	175,783	132,244	125,681	1,595,575	74,608
<b>Operating Cash Inflow (Outflow)</b>	(54,723)	(13,792)	(61,107)	46,712	(34,029)	(75,273)	48,762	(41,310)	48,523	9,553	33,234	35,282	51,704	109,872
Revenues - Prior Year Accruals	84,795	4,423	-	6,424	-	-	18,061	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(50,804)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(20,000)	(20,000)	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	-	-
Loans Payable (Current)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	240,563	211,214	145,870	194,769	156,503	76,993	139,581	94,034	148,737	164,471	203,885	245,347		

**Ripple Academy**

Monthly Cash Forecast

As of most recent monthly close

	2020/21 Projected												Forecast	AP/AR	
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected			
<b>Beginning Cash</b>	245,347	224,767	201,263	124,083	182,776	159,628	62,527	120,082	77,689	153,121	180,253	240,605			
<b>Revenue</b>															
General Block Grant	-	70,757	89,486	200,256	118,618	118,618	193,200	103,617	222,136	207,211	193,246	193,246	1,912,863	202,461	
Federal Income	-	-	-	-	8,802	8,802	28,668	8,802	8,802	28,668	8,802	8,802	137,688	27,538	
Other State Income	-	-	16,418	16,418	16,874	16,874	16,874	23,509	16,874	16,874	23,509	16,874	204,494	23,397	
Local Revenues	-	-	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	1,870	18,703	-	
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenue</b>	-	70,757	107,784	218,544	146,165	146,165	240,512	137,799	249,683	254,624	227,427	220,793	2,273,747	253,396	
<b>Expenses</b>															
Compensation & Benefits	38,629	36,692	114,121	111,664	111,255	111,255	114,531	111,664	111,664	109,271	109,271	100,313	1,180,333	-	
Books & Supplies	6,723	18,680	18,680	7,388	19,431	19,431	19,431	19,431	19,431	19,431	19,431	19,431	231,005	24,087	
Services & Other Operating Expenses	23,426	23,426	50,233	45,451	45,451	110,650	47,166	47,166	51,642	107,277	46,860	51,642	727,929	77,536	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Expenses</b>	68,779	78,798	183,035	164,503	176,137	241,336	181,128	178,262	182,738	235,979	175,562	171,387	2,139,267	101,623	
<b>Operating Cash Inflow (Outflow)</b>	(68,779)	(8,041)	(75,251)	54,041	(29,973)	(95,172)	59,484	(40,463)	66,945	18,644	51,565	49,406	134,480	151,773	
Revenues - Prior Year Accruals	153,707	15,438	-	6,582	8,754	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(74,608)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(30,900)	(30,900)	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	8,487	-	
Loans Payable (Current)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	224,767	201,263	124,083	182,776	159,628	62,527	120,082	77,689	153,121	180,253	240,605	289,498			



**LCFF Calculator Universal Assumptions**  
Ripple Academy - Ripple Academy

Summary of Funding				
	2013-14	2014-15	2015-16	2016-17
<b>Target Components:</b>				
Base Grant	-	-	-	-
Grade Span Adjustment	-	-	-	-
Supplemental Grant	-	-	-	-
Concentration Grant	-	-	-	-
Add-ons	-	-	-	-
<b>Total Target</b>	-	-	-	-
<b>Transition Components:</b>				
Target	\$ -	\$ -	\$ -	\$ -
Funded Based on Target Formula <i>(based on prior year P-2 certification)</i>	-	-	-	-
Floor	-	-	-	-
<i>Remaining Need after Gap (informational only)</i>	-	-	-	-
Current Year Gap Funding	-	-	-	-
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
<b>Total Phase-In Entitlement</b>	\$ -	\$ -	\$ -	\$ -

Components of LCFF By Object Code					
	2012-13	2013-14	2014-15	2015-16	2016-17
8011 - State Aid	\$ -	\$ -	\$ -	\$ -	\$ -
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	-	-	-
<i>Local Revenue Sources:</i>					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	-	-	-
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-
<b>TOTAL FUNDING</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Basic Aid Status</i>		\$-	\$-	\$-	\$-
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Phase-In Entitlement</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>8012 - EPA Receipts (for budget &amp; cashflow)</i>	\$ -	\$ -	\$ -	\$ -	\$ -

LCFF Calculator Universal Assumptions				
Ripple Academy - Ripple Academy				
Summary of Student Population				
	2013-14	2014-15	2015-16	2016-17
<b>Unduplicated Pupil Population</b>				
Agency Unduplicated Pupil Count	-	-	-	-
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated pupil Count	-	-	-	-
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%
<b>FUNDED ADA</b>				
<b>Adjusted Base Grant ADA</b>				
	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
<b>Total Adjusted Base Grant ADA</b>	-	-	-	-
<b>Necessary Small School ADA</b>				
	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
<b>Total Necessary Small School ADA</b>	-	-	-	-
<b>Total Funded ADA</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>ACTUAL ADA (Current Year Only)</b>				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
<b>Total Actual ADA</b>	-	-	-	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-

LCAP Percentage to Increase or Improve Services				
	2013-14	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	-	\$	-
Current year Percentage to Increase or Improve Services		0.00%	0.00%	0.00%


	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Target Components:</b>					
Base Grant	-	689,324	1,043,417	1,445,437	1,633,544
Grade Span Adjustment	-	34,838	44,574	62,476	75,058
Supplemental Grant	-	112,318	169,052	234,480	266,200
Concentration Grant	-	81,649	122,997	170,470	193,158
Add-ons	-	-	-	-	-
<b>Total Target</b>	-	<b>918,129</b>	<b>1,380,040</b>	<b>1,912,863</b>	<b>2,167,960</b>
<b>Transition Components:</b>					
Target	\$ -	\$ 918,129	\$ 1,380,040	\$ 1,912,863	\$ 2,167,960
Funded Based on Target Formula <i>(based on prior)</i>	-	FALSE	TRUE	TRUE	TRUE
Floor	-	954,998	1,403,263	1,890,507	2,085,405
<i>Remaining Need after Gap (informational only)</i>	-	-	-	-	-
Current Year Gap Funding	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
<b>Total Phase-In Entitlement</b>	<b>\$ -</b>	<b>\$ 918,129</b>	<b>\$ 1,380,040</b>	<b>\$ 1,912,863</b>	<b>\$ 2,167,960</b>

	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ -	\$ 686,962	\$ 1,040,366	\$ 1,455,246	\$ 1,663,166
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	18,620	27,360	36,860	40,660
<i>Local Revenue Sources:</i>					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	212,547	312,314	420,757	464,134
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-
<b>TOTAL FUNDING</b>	<b>\$ -</b>	<b>\$ 918,129</b>	<b>\$ 1,380,040</b>	<b>\$ 1,912,863</b>	<b>\$ 2,167,960</b>
<i>Basic Aid Status</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Phase-In Entitlement</b>	<b>\$ -</b>	<b>\$ 918,129</b>	<b>\$ 1,380,040</b>	<b>\$ 1,912,863</b>	<b>\$ 2,167,960</b>
<i>8012 - EPA Receipts (for budget &amp; cashflow)</i>	\$ -	\$ 18,620	\$ 27,360	\$ 36,860	\$ 40,660

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Unduplicated Pupil Population</b>					
Agency Unduplicated Pupil Count	-	76.00	112.00	151.00	167.00
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated pupil Count	-	76.00	112.00	151.00	167.00
Rolling %, Supplemental Grant	0.0000%	77.5500%	77.6900%	77.7500%	77.9000%
Rolling %, Concentration Grant	0.0000%	77.5500%	77.6100%	77.6100%	77.6100%
<b>FUNDED ADA</b>					
<b>Adjusted Base Grant ADA</b>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	-	45.60	57.00	77.90	91.20
Grades 4-6	-	47.50	55.10	57.00	62.70
Grades 7-8	-	-	24.70	49.40	49.40
Grades 9-12	-	-	-	-	-
<b>Total Adjusted Base Grant ADA</b>	-	<b>93.10</b>	<b>136.80</b>	<b>184.30</b>	<b>203.30</b>
<b>Necessary Small School ADA</b>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>Total Necessary Small School ADA</b>	-	-	-	-	-
<b>Total Funded ADA</b>	<b>0.00</b>	<b>93.10</b>	<b>136.80</b>	<b>184.30</b>	<b>203.30</b>
<b>ACTUAL ADA (Current Year Only)</b>					
Grades TK-3	-	45.60	57.00	77.90	91.20
Grades 4-6	-	47.50	55.10	57.00	62.70
Grades 7-8	-	-	24.70	49.40	49.40
Grades 9-12	-	-	-	-	-
<b>Total Actual ADA</b>	-	<b>93.10</b>	<b>136.80</b>	<b>184.30</b>	<b>203.30</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-

	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concen \$	- \$	128,251 \$	292,049 \$	404,950 \$	459,358
Current year Percentage to Increase or Improve S	0.00%	16.24%	26.84%	26.85%	26.89%



## Ripple Academy

The attached budget projection is based on conservative estimates of the actual costs to implement Ripple Academy’s program as described in the charter. Assumptions that are being used to create the analysis are based on historical financial data and future estimates.

### I. Revenues

Enrollment Assumptions:

Grade Level	2018-19 Year 1	2019-20 Year 2	2020-21 Year 3	2021-22 Year 4	2022-23 Year 5
K-3	48	60	82	96	96
4-6	50	58	60	66	74
7-8	0	26	52	52	52
9-12	0	0	0	0	0
<b>Total</b>	98	144	194	214	222

Average daily attendance is projected at 95%.

Demographic information is based on Oakland Unified demographics:

Unduplicated Percentage: 78%  
Free or Reduced: 73%  
English Learners: 30%

Ripple Academy is using the Local Control Funding Formula to drive the general-purpose entitlements. As a new charter school Ripple Academy’s funding will be based off a combination of the Oakland Unified 2017-18 LCFF rate and their own target rate which reaches \$10,379 by 2020-21. As Ripple Academy’s target rate is lower than the OUSD base rate, Ripple Academy would start its own target rate, which would increase with COLA each year.

The table below shows the implementation schedule of the LCFF from 2018-19 through 2022-23 and the general-purpose rates that are generated over that period. The first three years are based on FCMAT’s LCFF calculator V18.2b. Since there are no LCFF projections for the last two years of the five-year budget projection we have assumed COLA to continue at 2.57%. A full electronic version of the FCMAT calculator is available upon request.

<b>LCFF Implementation</b>	<b>FY 2019 Year 1</b>	<b>FY 2020 Year 2</b>	<b>FY 2021 Year 3</b>	<b>FY 2022 Year 4</b>	<b>FY 2023 Year 5</b>
Annual COLA (DOF)	2.15%	2.35%	2.57%	2.57%	2.57%
LCFF Gap Closed Percentage (DOF)	66.12%	64.92%	100.00%	100.00 %	100.00 %
LCFF Entitlement per ADA	9,862	10,088	10,379	10,664	10,938

To estimate the amount of funding that is coming from local In Lieu Property Taxes, Ripple Academy is using the 2016-17 P2 certification rate of \$2,283 per ADA. The remaining money

would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200 per ADA.

Ripple Academy is projecting funding through Title I of \$432 per eligible student, which is a conservative estimate based off the OUSD preliminary entitlement of \$492 per eligible student of 2017-18. Title II spending is estimated at \$17 per eligible student.

State Lottery revenues for FY19-FY23 are projected at \$194 per ADA based on School Services of California projections. This figure stays consistent for the subsequent four years of the budget projection.

Federal and state nutrition reimbursement have been included and are based on current published rates. The school is also projecting a small amount of revenue for students who do not qualify for free or reduced-price meals, but still wish to purchase a lunch.

Mandated Cost Reimbursements are projected at \$15.90 per PY K-8 ADA. The projections also come from the most recent School Services of California projections. No Mandated Cost Reimbursements are budgeted into Pivot's first year and the school isn't projecting any one-time funding.

Ripple Academy Academy has secured two grants to help fund start up activities in year 0 and year 1. The first is a \$197K grant from Educate 78 that provides \$55,000 in year 0 and an additional \$142,000 in year 1. The second grant is from the Riordan Foundation that provides \$80K in year 0.

In addition to being eligible for more grant funding from the Riordan Foundation in future years, Ripple Academy plans to apply for \$575,000 from the Public Charter School Grant Program as well as pursue other public and private grant opportunities. However, since these funds have not been secured, they have not been included in the budget

## **II. Expenses**

Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Inflation is assumed at 3% each year throughout the budget. Below is a summary of the major expense categories and the underlying assumptions.

### *Salaries and Benefits*

Salaries for teachers are assumed at an average of \$60,000 starting in 2018-19. Ripple Academy is assuming that teachers will have a range of experience with the average being around 6-8 years, which would align with the OUSD salary schedule. Salaries will increase at the same rate as inflation. Ripple Academy will offer health benefits for all full-time staff members. The average expected cost of health benefits is \$7,500 per employee in 2018-19 and grows at 5% each year. The school plans to participate in STRS with the state recommended increases included for all years. All classified employees will participate in Social Security and Medicare.

Below is a table of all projected staff members, salaries and FTE for each year.

Budget Code	Ripple Academy	Average Salary 2018-19	2018-19	2019-20	2020-21	2021-22	2022-23
1100	Teachers	60,000	4	6	8	9	9
1111	Teacher - PE	50,000	0.5	0.6	0.8	1	1
1300	Principal	90,000	1	1	1	1	1
1311	Instructional Coach/Counselor	65,000	0	0	1	1	1
<b>Total Cert</b>			<b>5.5</b>	<b>7.6</b>	<b>10.8</b>	<b>12.0</b>	<b>12.0</b>
2100	Instructional Assistants	36,000	2.00	2.00	2.00	3.00	3.00
2200	Community Organizer	36,000	0.25	0.25	0.25	0.25	0.25
2300	Office Manager	45,000	1.00	1.00	1.00	1.00	1.00
2400	Food Service	17/Hour	0.38	0.50	0.63	0.75	0.75
<b>Total Class</b>			<b>3.6</b>	<b>3.8</b>	<b>3.9</b>	<b>5.0</b>	<b>5.0</b>

### *Books & Supplies*

Detailed expenses assumptions can be found in the note column of the budget, some of the larger expenses included:

- \$175 per new student for textbooks
- \$75 per student for books and reference materials
- \$75 per student for instructional materials
- \$100 per student for instructional materials
- \$200 per new student for classroom furniture
- \$200 per new student for computers and technology

In addition to continuing to purchase technology at a rate of \$200 per new student, Ripple Academy would start replacing technology in year three with an assumed replacement rate of 33% each year.

Ripple Academy will contract with an outside vendor to provide school lunches. For the budget, the assumption is that 85% of students will utilize the school lunch program on any given day and that the cost of the meals will be \$3.82.

### *Services and Operating Expenses*

Ripple Academy is projecting facilities expense for rent and utilities based off current projections that have been provided from the prospective landlord.

Insurance is projected at \$80 per student based on current rates from the CharterSafe JPA.

Ripple Academy will pay 1% of general purpose revenues for oversight.

Ripple Academy will use a back-office service provider to support financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, student data management and assessment analysis. The cost for these services is \$63K in 2018-19 with that amount growing as the school continues to grow. Ripple Academy is projecting \$11,500 for their annual non-profit audit based on current for similar school.

Ripple Academy is assuming being part of the OUSD SELPA for special education services and projecting a cost of \$927 per ADA based on the current OUSD rate plus inflation. All of Ripple

Academy's special education revenues would go directly to the district and Ripple Academy would pay encroachment costs directly to OUSD.

Other budget projections for items such as professional development, field trips, student assessment, printing, phone, internet, recruiting and several others have been included in the budget with calculation detail provided in the notes column.

### *Contingencies and Reserves*

By having a positive operating income throughout the five-year budget, Ripple Academy will grow its fund balance to 21% of its yearly expenses by the end of the fifth year. Ripple Academy has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections or Ripple Academy can secure additional grant funding then additional spending will be considered in future years.

Should revenue sources be less than anticipated, Ripple Academy would reduce discretionary spending or delay any non-essential purchases until future years when the school would have more sufficient reserves.

### *Cash Flow*

All state and federal revenue timing projections are based on the most recent schedules from the CDE and recent experiences of charters schools. Timing for expenses is based on typical timing for similar schools across all categories.

Ripple Academy will maintain cash reserves throughout the term of the charter with an average monthly ending cash balance of \$195K. The school is projecting receipt of the \$250K Charter School Revolving Loan in August of their first year with the loan being paid back over the life of the charter. In the experience of EdTec of 95% of charters have been able to qualify for the revolving loan on their first application, but if Ripple Academy was unable to qualify for funding or funding was delayed the school would seek other financing options like a line of credit or a receivables sale.

## Ripple Academy

### Financial Policies and Procedures

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops and regulations change. The Board of Directors ("Board") should approve these financial policies, and revisit them periodically.

#### I. PURCHASES

A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than **\$10,000**. All other proposed expenditures must be approved by the **Principal** who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).

#### B. Contracts

1. All professional consulting services shall be provided for under a contract.
2. Contracts for other goods and services exceeding **\$10,000** on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding **\$10,000** shall be let after a bidding process of sufficient duration to ensure competition. However, the **Principal** may make a finding to the Board for sole sourcing a contract exceeding **\$10,000**; in this case, the Board may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
3. Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

#### C. Commitments and Purchase Orders

1. Purchase orders under **\$10,000** must be approved by one of the following authorized positions: **President, Treasurer, Principal**.

2. Purchase orders of \$10,000 or more must be approved by the Principal and one of the following authorized positions: Treasurer or President.
- D. Invoices
1. Invoices under \$10,000 must be approved by one of the following authorized positions: President, Treasurer, or Principal.
  2. Invoices for \$10,000 or more must be approved by the Principal and one of the following authorized positions: Treasurer or President.
- E. Accounts Payable: The school shall abide by EdTec accounts payable policies and procedures set forth separately.
- F. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School credit and debit cards shall not be allowed for any School purchase.
- G. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements without the express written consent of the Principal and one of the following authorized positions: Treasurer or President.
- H. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Principal must obtain a Board member's authorization on reimbursement requests payable to the Principal's name.
- I. Petty Cash – Purpose and Usage
1. The purpose of the Petty Cash Checking Account is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, food/meals for teachers doing curriculum work and emergency plumbing repairs. Petty cash shall not be used for teacher reimbursements, employee expense reimbursements, or independent contractor payments.
  2. The Principal and Office Manager shall have access to petty cash not to exceed \$500. Such funds shall be used at the discretion of the Principal and Office Manager, subject to Board oversight and consistent with the approved budget and School rules and regulations. The Principal and Office Manager must

obtain each other's authorization on petty cash checks made payable to their names. Use of petty cash shall require original receipts for all purchases.

- J. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

## II. BANKING

### A. General Checking Account

1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the [Treasurer, President, and Principal](#). Checks above [\\$10,000](#), and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above [\\$10,000](#) from this account shall be the [Treasurer, President and Principal](#).
3. The General Checking Account shall be reconciled monthly by a school staff member or outsourced accountant that does not have the ability to approve expenses or disperse funds from the account. The monthly Bank Reconciliations shall be reviewed and approved by the Board or a representative of the Board that does not have access to the account.

### B. Petty Cash Checking Account – Account Setup and Maintenance

1. The Petty Cash Checking Account shall have a maximum balance of [\\$500](#). The Account shall be funded from the School's business General Checking Account as necessary. A simple ledger shall be maintained by the [insert title, i.e. Office Manager] and reconciled monthly by a staff member or accountant that does not have transactional access to the account. The petty cash bank reconciliations shall be reviewed by a representative of the Board. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process (see EdTec accounts payable policies and procedures set forth separately).

## DRAFT

2. No deposits other than replenishments as stated above shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into the General Checking Account.
  3. Check writing requires signatures from one of the following people: [Treasurer](#), [President](#), or [Principal](#).
- C. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The [Office Manager](#) will open all mail on a daily basis, immediately sort all checks and forward them to the [Office Manager](#). The [Office Manager](#) will immediately endorse the checks to the appropriate school account and prepare appropriate deposits as soon as practical, ideally the same day and in no case later than three working days.

### III. TRAVEL POLICIES

#### A. Employee Mileage Reimbursement

1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

### IV. OTHER PRACTICES

A. Budget Adoption: A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

#### B. Audit

1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the December 15 statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.



2. If the School receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
  3. The audit firm shall be on the State approved list of School auditors.
  4. At the conclusion of the audit, EdTec will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
  5. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.
- C. Board Meetings: The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers and bank reconciliations from the General Checking Account and the Petty Cash Account.
- D. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.
- E. Payroll
1. New Employees: Requests for new employees shall be initiated by the Executive Director or Director/Principal and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work.
  2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.
  3. Timekeeping (for hourly staff)
    - a) The Executive Director or Director/Principal shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
    - b) Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth

separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

- F. Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:
1. The expense is within the approved budget or separately approved by the Board;
  2. The contractor provides proof of adequate insurance and IRS form W-9;
  3. IRS rules are followed regarding classification of staff as contractors versus employees; and
  4. The work is done under contract.

G. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing **\$5,000** or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

H. Disposal of Surplus Property and Donations:

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential recipient organizations shall include: (1) the recipient organization is fully independent of the School, with none of the School's Board members or key personnel involved in the recipient organization; and (2) the recipient organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the recipient organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

*Property Acquired with Federal Grant Funds*

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.



## Appendix 3



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### Founding Groups

Founding Groups Summary

Design Team Meeting Notes - 04-22-16

Student Advisory Focus Group Notes - 02-08-17



# Founding Groups Summary

Ripple Academy is committed to leveraging the expertise of the community it will serve in designing, launching, and successfully running the school. These groups include the following:

- [Design Team](#)
- [Advisory Board](#)
- [Founding Families](#)
- [Student Advisory Group](#)

Members of the Design Team, Advisory Board, and Founding Families used the World Class Schools module to establish the mission, vision, core values, and graduate profile for Ripple Academy over a series of meetings in 2015-16 and 2016-17. Members of each groups then informed development of the educational program based on individual areas of expertise and perspectives. Members of the initial Design Team and Advisory Board now compose the school’s Founding Board of Directors.

## Design Team

The Design Team is composed of the school’s co-founders, parents with school-age children in the Dimond and Fruitvale District, educators, as well community representatives, and experts in finance, construction and infrastructure, and education. The Design Team at Ripple Academy is composed of the following members, with areas of expertise as indicated in the following matrix. Biographies for each member follow the matrix.

Functional Expertise of Design Team								
Member	Educational Program	Finance	Human Resources	Governance	Fundraising	Community Outreach and Advocacy	School Administration and Operations	Technology and Innovation
Rodney Pierre-Antoine	X						X	
Kathleen Kelly		X						
Eduardo Jimenez*								
Darryl Glover		X			X	X	X	X
Erin McGraw	X							
Noah Bradley	X		X			X		
Deonna Smith	X							
Ellen Davis*						X	X	

\* Also a parent/grandparent and Founding Family member.

## **Design Team Biographies**

### **Rodney Pierre-Antoine**

Founder, Ripple Academy

Mr. Pierre-Antoine has been an educator in the Bay Area since 1998. That year he was accepted into Teach For America, after graduating with a BA in Communication from the University of Maryland. Mr. Pierre-Antoine was placed in Oakland where he taught 5th Grade at Hoover Elementary School for 6 years before transitioning to the Oakland Diocese. Since leaving the public sector, Mr. Pierre-Antoine has served in a number of administrative capacities, first as a vice-principal for 2 years, a school principal for 8 years and a network director for 2 years. During this time Mr. Pierre-Antoine earned a Masters in Educational Leadership from the University of Notre Dame.

Mr. Pierre-Antoine firmly believes that learning is maximized when students are actively engaged in the process. He is committed to providing Ripple students an education that forms their minds to be critical thinkers and their hearts to be socially aware and responsive citizens. Mr. Pierre-Antoine is also driven to cultivating a culture of continual improvement for Ripple Academy.

### **Kathleen Kelly**

Interim CFO, CalTrain

Former CFO, Bay Area Rapid Transit

Ms. Kelly worked in the public sector on transportation-related projects for more than 30 years, first in Washington, D.C., with the Congressional Budget Office, and later in the Bay Area, with Muni, BART, and AC Transit. She held executive positions in Finance, Planning and Operations departments, and, as a consultant during the past three years, has served as Interim CFO or CEO at three different public agencies. She holds an undergraduate degree in Economics from the University of Notre Dame, and a Masters in Public Affairs from the LBJ School at the University of Texas.

Five years ago, Ms. Kelly began volunteering several days per week at a K-8 school in the Dimond District of Oakland, and subsequently organized a volunteer program at the school that has grown to approximately 25 volunteers annually. She works with emerging readers in Grades K-2 to increase word recognition and reading fluency. She also served on the school board at the K-8 school that her own two children attended, and served as Board president for two years.

Along with Mr. Pierre-Antoine, Ms. Kelly is a co-founder of Ripple Academy.



**Deonna Smith**

5th Grade Teacher, St. Jarlath Catholic School

Ms. Smith is from Spokane, Washington. Ms. Smith received her B.A. from Gonzaga, University in Political Science, International Relations and Spanish. Following graduation Ms. Smith taught English as a second language in Valparaiso, Chile. In Chile Ms. Smith crafted curriculum for and taught intermediate and advanced English classes to both children and adults. Back in the United States Ms. Smith worked for Community Minded Enterprises as a Benefits Outreach Coordinator, providing job and social service counseling in schools and at community workshops. Ms. Smith came to Oakland by way of the Alliance for Catholic Education. Ms. Smith teaches fifth-grade at St. Jarlath and works with the Parent Association and is pursuing her Masters in Education through the University of Notre Dame.

Noah Bradley

Chief Academic Officer, Education for Change

Mr. Bradley has over 16 years of experience in education. After joining Teach for America in 1997, he taught 2nd and 3rd grades for 13 years in Oakland public schools, receiving OUSD's Teacher of the Year award in 2010. Mr. Bradley went on to serve as a teacher coach, reading interventionist, and most recently Assistant Principal at Think College Now, a high-performing public school in Oakland's Fruitvale district. He has provided strategic consulting for teacher teams, school sites, and districts across the greater bay area. He received his BA from Vanderbilt University and enjoys hiking and playing with his two children.

**Erin McGraw**

Kindergarten/1st Grade Teacher, St. Jarlath Catholic School

Ms. McGraw first took an interest in Education while earning her bachelor's degree in Anthropology and Education from the University of California Berkeley. During this time she completed several literacy based internships. Upon graduation, Ms. McGraw began to substitute for the Alameda Unified School District for a brief period before accepting a long term substitute position at Saint Jarlath as a middle school English and Religion teacher. While substituting at Saint Jarlath, she spent her planning periods working in the Kindergarten and First grade class, fell in love with the job and was hired as the full time teacher for the two subsequent school years. In her first two years of teaching, Ms. McGraw has had the opportunity to develop professionally with the guidance of her Lift-Up Literacy training as well as her participation on the school development team.

Eduardo Jimenez

Administrator, Latino Connection Political Action Committee

Eduardo Jimenez is an Oakland native and a graduate of the Fremont High School Media Academy. He went on to Laney College in Oakland and was admitted to the University of California, Los Angeles in their Latin American Studies Department but decided against attending after receiving an internship with then Speaker of the California Assembly, Antonio Villaraigosa, which led to a position with Sony Pictures Home Entertainment.

After returning back home from Los Angeles, he managed projects for the Port of Oakland through the Bay Area World Trade Center and the Bay Area Rapid Transit (BART) through Cordoba Corporation. He also worked for several successful local political campaigns for various Oakland politicians including City Councilman Ignacio de la Fuente's reelection campaign in 2008 and the Roseann Torres OUSD School Board campaign in 2012: both campaigns were for District 5 which consists largely of the Fruitvale District.

He has served as the Executive Director of the Latino Connection Political Action Committee and was appointed to serve two terms on the Peralta Community Colleges Measure A Citizens' Review Oversight Committee.

He currently works for Grove Medical Equipment as their Patient Care Coordinator and is a Licensed Exemptee through the California Department of Health. He is also a published writer whose writings have appeared on the Pacific News Service, zocalopublicsquare.org, and his personal essay, "My Two Oakland" was republished on the Sacramento Bee Sunday Opinion Section on September 22, 2013.

During his spare time, he has coached his son's basketball team and assisted on his flag football team. He is currently the Athletic Director for St. Jarlath School.

### **Darryl Glover, Pharm.D, MBA**

President & CEO  
LumineGroup, Inc

Dr. Glover is the CEO and Chief Consultant of LumineGroup and a Principal and Chief Clinical Officer (CCO) of iSolve. During his 20+ year career, he has been a frontline healthcare provider, manager, and educator. He has worked internationally in marketing and served as COO and CEO for a Central European Company. Additionally, he has co-founded and served as COO for two tech startups focused on healthcare and general recruiting.

Dr. Glover has authored or co-authored 10 publications, lectured throughout the US and Internationally, and published a children's book. He has an MBA from the University of Chicago Booth School of Business, Pharm.D from the University of the Pacific, and a BA in Biology from the University of California at Berkeley. He is dedicated to ensuring the success of all children and believes the best education

is one that develops creativity, critical reasoning skills, and is in a culturally diverse environment.

### **Ellen Davis, MA Therapist 1**

Alameda County Sheriff's Office  
Youth and Family Services Bureau

Ms. Davis is a coordinating and providing clinical assessment, treatment plans, and case management for families, couples, teenagers, children and individuals through the Alameda County Sheriff's Office. Her work focuses on both treatment of inmates, as well as re-entry plans. She collaborates deeply with Alameda County Social Services Agencies, Alameda County Health, EPSTD, MC/NMC, and other agencies.

Kristina Garrido  
Executive Communications, Google

Ms. Garrido is a communications specialist, supporting Google's SVP & Chief Business Officer, VP of Go to Market Operations, and VP of Global Partnerships. Prior to this role, she worked in partnerships and account strategy for Google Marketing Solutions. Prior to Google, she worked as a Sales and Account Management Intern at SurveyMonkey and as a Data Analytics Intern at the National Institute of Health. Ms. Garrido holds a Bachelor of Arts from Harvard University in Psychology with a Secondary in Global Health and Health Policy, Cum Laude. She was on the Harvard Women's Varsity Soccer Team, winning the Ivy League Championship in 2011 and 2013.

## **Advisory Board**

The Design Team calls upon a group of key advisors to support its work in the development of Ripple Academy. These individuals are **Oakland residents, community advocates, parents and educators and include** experts from St. Mary's College, the Gates Foundation, Teachers College at Columbia University, and senior leadership from KIPP and Aspire Public Schools. They are as follows:

### **Ernest Morrell**

Macy Professor of Education & Director of IUME  
Teachers College, Columbia University

Ernest Morrell is the Macy Professor of English Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also an elected Fellow of the American Educational Research Association, a past-president of the National Council of Teachers of English, and an appointed member of the International Literacy Association's Research Panel. In 2016, Ernest was ranked among the top 100 university-based education scholars in the RHSU Edu-Scholar Public Influence Rankings. His scholarly

interests include: (1) anti-colonial critical theories (2) socially, culturally, and digitally relevant literacy pedagogy, (3) new directions in the Teaching of English (4) education in the African Diaspora, and (5) youth popular culture in the digital age.

Ernest has written more than 75 articles and book chapters and he has authored eight books including *New Directions in Teaching English*, *Doing Youth Participatory Research*, *The Art of Critical Pedagogy*, *Critical Literacy and Urban Youth*, and *Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title for 2014 by Choice Magazine of the American Library Association. Ernest has earned numerous commendations for his university teaching including UCLA's Department of Education's Distinguished Teaching Award. He received his B.A. in English Literature from the University of California at Santa Barbara, and his teaching credential, his M.A. and his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley where he was the recipient of the Outstanding Dissertation award in 2001. Ernest is chair of the Planning and Advisory Committee for the African Diaspora Consortium and he sits on the Executive Boards of LitWorld and the Education for Democracy Institute.

**Steven Powers Burke**  
**Lawyer**

Mr. Burke is a 1972 graduate of Loyola Marymount University in Los Angeles, having obtained a B.A. in English. In 1976 he graduated with a J.D. from Boalt Hall School of Law (University of California Berkeley). An enthusiastic Oakland resident since 1981, Mr. Burke practiced law actively in the Bay Area for some 35 years. He is still an active member of the Bar, but confines his practice to pro bono service.

Mr. Burke has long been interested in K-8 education. He tutored for eight years at St. Martin de Porres in West Oakland. He has also been an active fundraiser for Family Aid to Catholic Schools, an organization that raises approximately \$1.5 million/year to provide tuition support to families that send their children to Catholic schools in the Oakland Diocese. For the past eight years, Mr. Burke has been a Board member of Strive for Change, which raises funds for agencies that support the Working Poor in Alameda and Contra Costa counties.

**John Howell**  
**Senior Construction Manager, Cordoba Corporation**

Mr. Howell is a Construction Manager with Cordoba Corporation in the Education and Facilities Program Management Division, specifically overseeing education bond measure programs and capital improvement projects. Prior to joining Cordoba Corporation, he worked as Project Manager on several local projects

including Health Care: Oakland Kaiser Medical Center Project; Education: Elmhurst Elementary School Auditorium Remodel and La Escuelita Downtown Education Center, Phase II both for Oakland Unified School District. He also performed close out of a \$229M Bond Measure B Program for San Leandro Unified School District.

Mr. Howell brings a unique brand of experience to his current Construction Management career after having spent 14 years in the Financial Services Industry as a Fixed Income Bond Trader in New York, London, UK and Virginia. His professional passion lies not only in transactional business but also development and construction that adds to the betterment of his community. It is because of this, Mr. Howell has rededicated his career to Construction Management and Construction/Project Management Consulting. In addition, Mr. Howell invests his time in his community in various ways including as a volunteer mentor with the Omega Gents Youth Mentorship Program and he sits on the Board of Trustees for the Junior Center of Arts and Sciences.

Mr. Howell earned his Bachelors of Science and Finance with a Minor in Economics from Fisk University in Nashville, TN. Mr. Howell is a native of Oakland who is also passionate about golf, food, music and culture and believes the betterment of your community begins with your involvement in your community

Stefan Matthews  
Director, Grocery West for Advantage Solutions

Stefan Matthews is the Director –Grocery West for Advantage Solutions, a \$2B privately held company. Mr. Matthews joined Advantage in 2015 and is responsible for increasing the organic growth of Advantage Solutions West sales division by leveraging client and customer relationships to acquire new business.

Prior to his current position leading the West Grocery team, Mr. Matthews held the position of General Manager Northern California, where he actively oversaw the implementation of comprehensive services for Northern California grocery clients and customers.

With more than 20 years of experience in the Consumer Goods industry, Mr. Matthews began his career in a variety of managerial roles for the Campbell Soup Company. Before joining Advantage Solutions in 2015, he held the position of Director Strategy and Planning for the Away from Home division at Campbell Soup. An active member of the community, he serves on the board of the Northern California Food Industries Circle which supports the Northern California Chapter of the City of Hope.

Mr. Matthews earned his Bachelors of Science from Hampton University and his M.B.A. from St. Joseph's University. He resides in Oakland, along with his wife and two children.

Laura Page  
Dimond District Resident

Ms. Page has worked in the hospitality industry for more than 40 years. She held various management positions during that time, most notably Human Resources Director and Director of Learning and Development for 14 years in San Francisco with the global, luxury hotel company Mandarin Oriental Hotel Group. During the past eight years Ms. Page has been a consultant to numerous Bay Area corporations and non-profit organizations with a primary focus on anti-discrimination and harassment training. She holds a BA degree in Sociology.

Since 2013, Ms Page has been a classroom volunteer for the K-2 grades in a Dimond District school in Oakland. She works individually with young readers to increase their reading proficiency and comprehension.

## Founding Families

Ripple Academy established a group of Founding Families which met regularly. This group advises the design team on the development of the school's educational model and program formation, serves as ambassadors of the school, and supports community engagement and organizing.

## Student Advisory Group

Ripple Academy established a Student Advisory Group, who collaborate to provide ongoing input to the Ripple Academy design team. These student leaders met regularly with Design Team members Deonna Smith and Erin McGraw during the 2016-17 school year. The Student Advisory group leverages their previous school experiences and feedback from peers to inform the Design Team on:

- how students learn best
- branding and communication
- resources needed to succeed
- best practices with school policies, discipline and operating norms
- curricular initiatives
- improvement priorities
- teacher-student relationship
- co-curricular activities

An example of feedback solicited from students during a Focus Group is included within this appendix.

## Ripple Academy Design Team Meeting

Friday, April 22, 2016

1:00 – 2:30 pm

### Meeting Minutes

#### ❖ Educate78 – School Design Lab Fellowship

- Milestone based funding; up to \$200k
  - Engage & Explore – *we are here*
  - Prototype & Design
  - Ramp & Launch
  - Start Up & Learn
  - Iterate & Build
- Movement from one phase of design to the next is a *competency-based process* determined by high quality *execution of processes & product*

#### ❖ Engage & Explore Outcomes – what’s needed to move to the next phase

- Mission-Vision – *we are here*
- Education Model
- Curriculum-Instruction-Assessment
- Climate & Culture
- Human Capital & Talent
- Operations & Systems
- Governance
- Strategy, Change Management & Leadership

#### ❖ World Class Schools are Mission Driven

- Here we reviewed examples of various school mission statements and videos; some of the comments were:
  - Need training and development, so if key role leaves organization, the program can continue successfully
  - Avoid mission that seems to be owned, designed by one person
  - Home visits, relationship-building
  - Focus on target community, reach
  - Avoid being too wordy, lengthy
  - Avoid being too short, vague
- What is our mission? Open discussion notes:

- What will make us different, special?
- Map what others are doing, who are they serving?
- Physically unique situation (location)
- Culturally diverse and driven which can be a strength
- Serve diverse population; geography
- What does population call for?
- Civic duty; community service will make our program unique
- Appeal beyond geographic limits; how do we market?
- Compare to other missions/visions of local schools
- Understand situation of other failing elementary schools
- CCD attendance high; all the way outside/around Oakland
- "Believe in Yourself" – push kids toward potential
- ELs → open, welcome → bi-lingual is a plus
- Manzanita Dual language school, increases literacy; what about other backgrounds?  
Growing into K-12 versus K-8 for consistency
- Serve and Celebrate diversity, not just 1 day per year
- Respect yourself, others
- Social, Emotional learning; nurturing
- Loving, Welcoming environment
- Academics, expectation of college-bound
- What is academic excellence? No longer "21<sup>st</sup> Century"
- Working with first generation college students
- Knowledge is constantly acquired

#### ❖ Next Steps

- How to engage Community (maybe local alumni?), obtain feedback from parents, obtain feedback from community partners
- Next meeting scheduled for Friday, May 6 at 2 pm
- Mr. PA may reach out to individual team members as needed



# Student Advisory Focus Group

February 8, 2017

## In Attendance:

- Kiana
- Emmanuel
- Lauryn
- Precious
- Gabriel
- Aly
- Matthue
- Tania
- Alonso
- Bailey
- Sam
- Belen
- Ayah
- David

## Feedback on Mission

Mission: Ripple Academy cultivates strong, self-confident students who positively impact their families, neighborhoods and global community.

*What do you think about the Ripple Mission? What qualities are important in a student/person?*

## Qualities that students think are important

- Confident
- Listeners
- Honesty
- Intelligence
- Positive attitude
- Respectful
- Manner
- Independent workers

*What do you think students should be prepared to do once they leave the school?*

- Careers
- Volunteer- giving back with labor

## Feedback on Core Values

### Core Values

Excellence  
Service

Solidarity  
Persistence

Joy  
Dignity

*What would you add to this?*

- Honesty
- Integrity

*What do you value in a person/student?*

- Humor
- Caring
- Trustworthy
- Honest
- Selfless
- Helpful
- Thankful
- Thoughtful
- Kindness
- Supportive
- Positive force

## Feedback on School Logo and Mascot

*What ideas do you have for the school logo?*

- Oak tree for Oakland
- Gabriel likes the idea of the tree and the water. He also thinks a mascot should be in the logo.
- The mascot should be a fish
  - the fish should be jumping out of the water making a ripple
- Lauryn on the logo Mr. PA near the tree throwing a rock making a ripple. Kiana said he should be skipping rocks.
  - Another idea is a skipping rock across water (without PA)

*If you had to choose the school mascot which animal would you choose and why? What qualities does that animal have that you think the school*

- Emmanuel- wolf. Obedient, intelligent
- Tania- Fish. Water theme.
- Layla- Bear- students wrestle with challenges
- Gabriel- Dragon. Strong, overcomes challenges.
- Precious- bird (robin) they could make a nest in the tree. If there are problems they flee.
- Kiana- Lion. "Ward off evil spirits"

## Appendix 4



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### Research

SuperKids Reading - Summary of Effectiveness Study  
Second Step - Research Base  
Bibliography





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# A Summary of Effectiveness Studies

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# Introduction

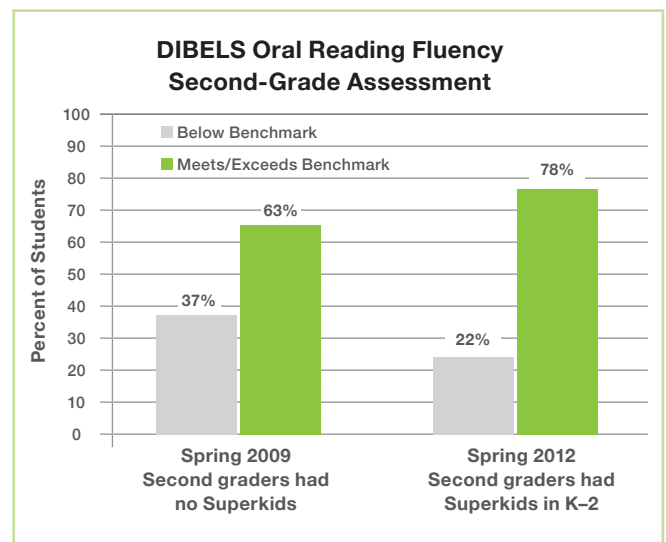
This brochure presents results from ongoing research into the effectiveness of the K–2 Superkids Reading Program and the pre-K program, *Happily Ever After*. To date, Superkids research has been conducted in schools in nearly every region of the United States and with every major student group. This large body of evidence confirms that Superkids is highly effective in improving reading achievement for children of all backgrounds in all types of schools.

## Effectiveness Research

### 1 Four-Year Longitudinal Study: Superkids Prepares Students for Third-Grade Success

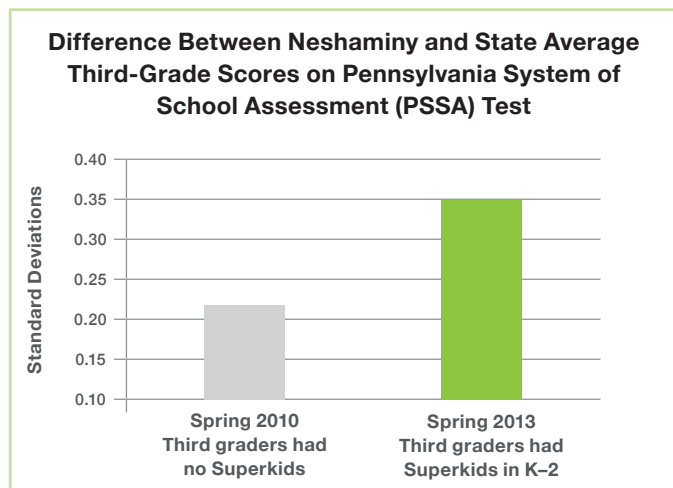
Neshaminy School District in Langhorne, Pennsylvania, near Philadelphia, began using Superkids with about 1,800 students in kindergarten through second grade in the 2009–10 school year. Dr. Jerome D'Agostino, professor of educational policy and leadership at The Ohio State University, analyzed the district's 2007–2012 DIBELS data to measure the impact of Superkids over time. With this data, it was possible to measure the three-year impact of the Superkids program.

Dr. D'Agostino found that the percentage of students meeting benchmark on the DIBELS second-grade Oral Reading Fluency measure increased from 63% before Superkids was implemented to 78% after three years of Superkids. This means that nearly 100 more children in a class of about 610 reached the proficient level of reading fluency. During the same period, the number of students performing below benchmark declined from 37% to 22%.



Continued on page 4

Continued from page 3



grade PSSA scores to the state average, with differences measured in standard deviations. In both spring 2010 and spring 2013, Neshaminy’s third graders scored higher than the state average. But in spring 2013, after three years of Superkids implementation, the gap had increased significantly. Using Superkids, Neshaminy students’ performance on the third-grade PSSA test had improved at a faster rate than the state average. ■

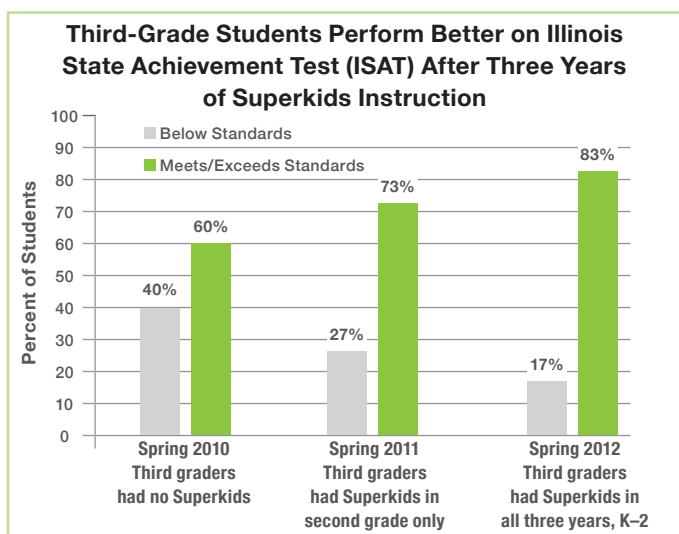
## 2 English Language Learners’ Third-Grade Scores Improve Dramatically After Using Superkids in K-2

Union Ridge School is located in Harwood Heights, Illinois, an inner suburb of Chicago. Thirty percent of the students are English Language Learners. The school began implementing Superkids in kindergarten during the 2008–09 school year. The following year, they implemented Superkids in kindergarten through second grade. The 2011–12 school year was the first in which third graders had been given Superkids instruction in kindergarten through second grade.

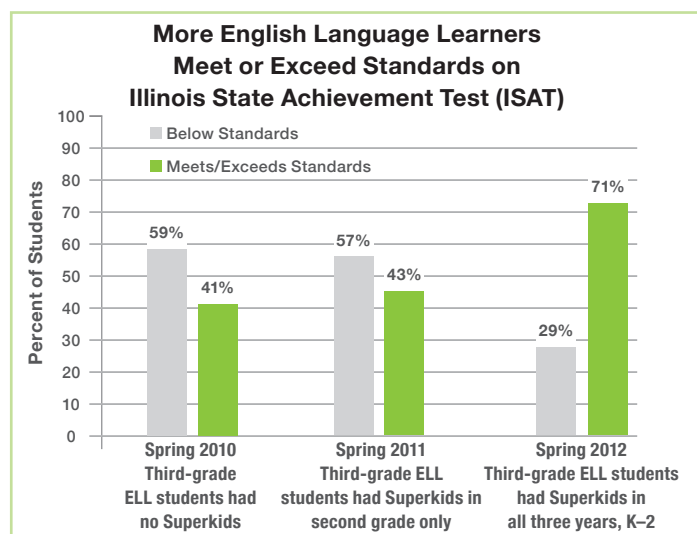
To determine if these findings could be attributed to Superkids, Dr. D’Agostino conducted a quasi-experimental, longitudinal study that employed an analytical method called hierarchical linear modeling. In addition to finding that groups with more Superkids instruction experienced greater growth on DIBELS than groups with less Superkids instruction (with effect sizes as high as .24), his analysis found that the gains were attributable neither to initial differences in student ability nor to teachers’ increased experience teaching the program over time. The most likely explanation for the statistically significant improvement was the Superkids program itself.

Dr. D’Agostino also analyzed Neshaminy’s third-grade data from the Pennsylvania System of School Assessment (PSSA) from 2010 through 2013. He compared the district’s average third-

As third graders had more Superkids instruction, the percentage who met or exceeded standards on the Illinois Standard Achievement Test steadily improved. In spring of 2012, when third graders had been taught with Superkids in K–2, the percentage of students who met or exceeded standards was 23 points higher than in spring 2010, when third graders had no instruction with Superkids. The improvement for ELL students was even more dramatic: the percentage of English Language Learners who met or exceeded standards in spring 2012 was 30 points higher than in spring 2010. ■



Ripple Academy - Charter Petition



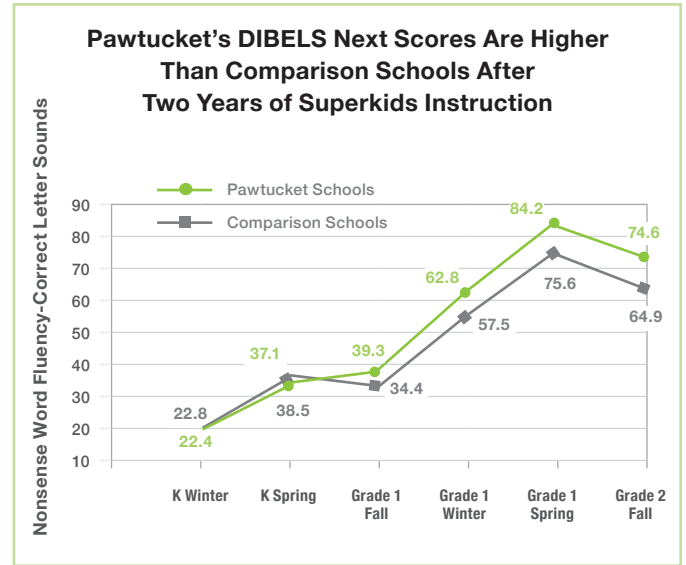
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# 3 Longitudinal Study With Control Group Shows Strong Results After Two Years of Superkids

Dr. Kenneth Wong of Brown University and Magnolia Consulting of Charlottesville, Virginia, were commissioned to conduct a four-year longitudinal study in Pawtucket, Rhode Island, near Providence. The 5,227 students in this study were highly diverse: 39% were Hispanic, 26% were Black, 27% were White, 85% were eligible for free or reduced-price lunch, and 13% were English Language Learners. DIBELS Next data were collected from all ten elementary schools in Pawtucket and from eight similar schools in a nearby district that had adopted a different reading program. In addition, teachers, principals, and parents in Pawtucket were asked to complete surveys.

After two years of Superkids instruction, Pawtucket students scored higher on DIBELS Next Nonsense Word



Fluency than the comparison schools. Nonsense Word Fluency is a key indicator of students' knowledge of the alphabetic principle and their ability to blend letters from left to right. In addition, teachers, principals, and parents reported high satisfaction with the Superkids program. ■

## Key Stakeholders in Pawtucket Are Positive About Superkids

STAKEHOLDER	QUESTION	RESPONSE
Principals (n=8)	Would you recommend the Superkids program to other schools?	100% responded yes
Teachers (n=84)	Would you recommend the Superkids program to other teachers?	79% responded yes
Parents (n=1,043)	Do you think the Superkids program has been effective for your child this year?	85% responded yes

# 4

## Superkids Produces Superior Results in Two Large-Scale Treatment/Control Studies

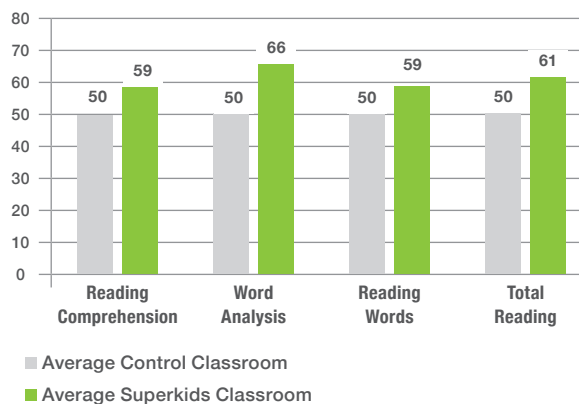
The Superkids program was tested in two large-scale, national quasi-experiments, one by Dr. Geoffrey Borman, professor at the University of Wisconsin, and the other by Dr. Jerome D'Agostino, associate professor at The Ohio State University.

In Dr. Borman's study, 23 kindergarten classrooms that used Superkids as their core reading curriculum were compared to 20 classrooms in the same schools that used traditional basal reading programs. These schools were located in six states in different regions of the country. The demographic characteristics, teachers' experience, and baseline reading achievement of the 390 students in the Superkids classrooms were very similar to those of the 360 students in the control classrooms. The only meaningful difference between the two groups of classrooms was the reading program used. Students were tested at the beginning of the school year and again at the end of the school year with the Stanford Early School Achievement Test (SESAT). Results showed that the Superkids students' performance on the end-of-year test was superior to the control group's in all reading domains tested. Effect sizes ranged from 0.11 to 0.25.\*

"Quantitative studies of published reading programs using such a broad national sample of schools, classrooms, teachers, and students are rare," said Dr. Borman. "These results bear serious consideration by any school seeking to improve its reading program. This study demonstrates the potential for widespread, cost-effective improvement of literacy through the implementation of Superkids."

The study conducted by Dr. D'Agostino also compared Superkids classrooms to control classrooms, but used control classrooms in different schools. His sample consisted of 21 kindergarten classrooms using Superkids

ITBS Percentile Rank of Average Superkids Classroom Compared to Average Control Classroom



in 11 schools and 22 similar classrooms using other reading programs in 11 demographically similar schools. The percentages of low-income students and students of various racial/ethnic groups in the sample were nationally representative. Schools were located in seven states in different regions of the country. The 382 Superkids students and 368 control students were tested at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS).

Results of Dr. D'Agostino's analysis corroborate the results of Dr. Borman's study. At the end of the school year, Superkids students outperformed control students in four measures of reading skills. Effect sizes were greater than in Dr. Borman's study, ranging from 0.23 to 0.41. "These effect sizes are large for whole-classroom programs implemented for a full school year," Dr. D'Agostino said. "The effect sizes mean that the *average classroom* using Superkids performed from 9 to 16 percentiles higher than the average control classroom after one year of the Superkids program." Dr. Borman's study was conducted during the 2006–07 school year. Dr. D'Agostino's study took place in the 2007–08 school year. ■

\* Borman, G. D., & Dowling, N. M. (2009). Student and teacher outcomes of the Superkids quasi-experimental study. *Journal of Education for Students Placed at Risk*, 14, 207–225.

# 5

## Superkids: More Effective, More Efficient, and Less Costly

A number of state and federal programs have proven less effective, less efficient, and more costly than Superkids. Title I is a federal program that has spent hundreds of billions of dollars in funds targeted to low-income children since its beginning in 1965. Tennessee Project STAR (Student-Teacher Achievement Ratio), a well-known four-year experiment that tested the effect of reducing class sizes from 25 students to 15 in grades K–3, cost an estimated \$1,800 per student per year.

### More Cost-Effective Than STAR

In Dr. Geoffrey Borman’s national study (see previous page), he compared Superkids’s effect sizes to those for the above two programs. He found that the Superkids program’s effect sizes, which ranged from 0.11 to 0.25 in his study, were comparable to those from Tennessee Project STAR, which were 0.11 to 0.22. In another national study by Dr. Jerome D’Agostino (see previous page), the Superkids program’s effect sizes (0.23 to 0.41) were larger than Tennessee Project STAR’s. In other words, the Superkids program, with a cost of about \$50 per student per year, produced larger effects on student achievement than Tennessee Project STAR, which cost an estimated \$1,800 per student per year.

### Double the Results of Title I

Dr. Borman also found that the Superkids program’s effect sizes were larger than the average effect (0.11) achieved by Title I programs across 29 years of federal evaluations. In fact, the average effect size from Dr. Borman’s and Dr. D’Agostino’s studies was double that of Title I.

### More Efficient in Less Teaching Time

In addition to test data, Drs. Borman and D’Agostino analyzed teacher-interview responses. Both researchers found that the superior effects of the Superkids program were achieved despite the fact that Superkids teachers reported spending less time per day teaching language arts than control teachers (105 minutes compared to 132 minutes in Dr. Borman’s study and 99 minutes compared to 141 minutes in Dr. D’Agostino’s study). According to Dr. Borman, “Superkids appeared to offer a more efficient overall language arts program in that it produced stronger achievement effects, but demanded less overall time to teach.”

In both studies, Superkids teachers also reported spending a greater proportion of their language arts time teaching Superkids than control teachers spent teaching their core reading programs (79% compared to 44% in Dr. Borman’s study and 91% compared to 49% in Dr. D’Agostino’s study). “Because the Superkids program integrates reading, writing, spelling, and grammar, teachers likely saw less need to supplement Superkids with other literacy materials, and thereby may have realized important savings both in terms of time and money,” said Dr. Borman.

### Greater Teacher Satisfaction

Finally, teachers in both studies reported significantly greater satisfaction with Superkids than control teachers reported with their core reading programs. On a 5-point scale, Superkids teachers in both studies combined reported greater overall satisfaction (4.65 versus 3.85), greater perceived effectiveness (4.74 versus 3.90), greater perceived motivation of students (4.83 versus 3.75), and easier implementation (4.63 versus 3.95) than control teachers.

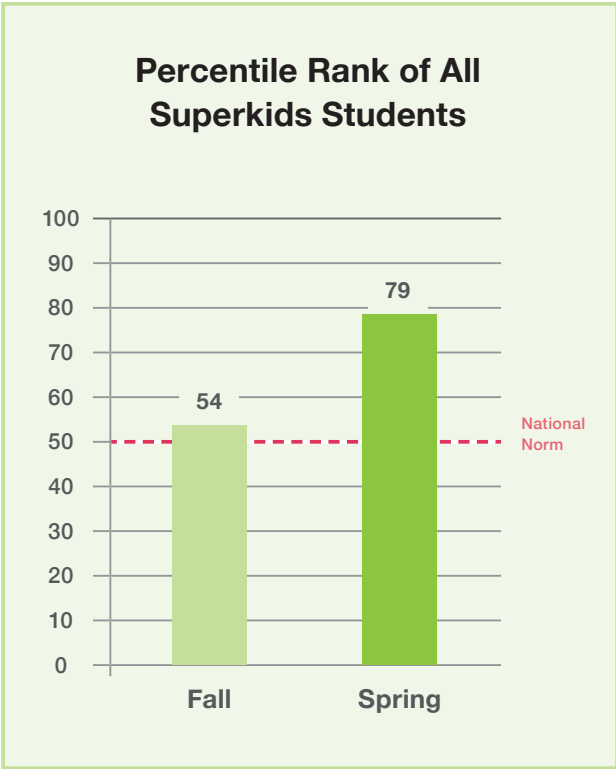
Dr. D’Agostino concluded, “The evidence...indicates that Superkids is a complete program that is easy and efficient to implement, and that produces positive learning outcomes that are most vital for student success.” ■

Throughout this document, student results are often presented as average or median percentile ranks. Such results were calculated by first determining the average or median scale score for the relevant test, then using percentile rank tables provided by the test’s publisher to determine the percentile rank of the average or median scale score.

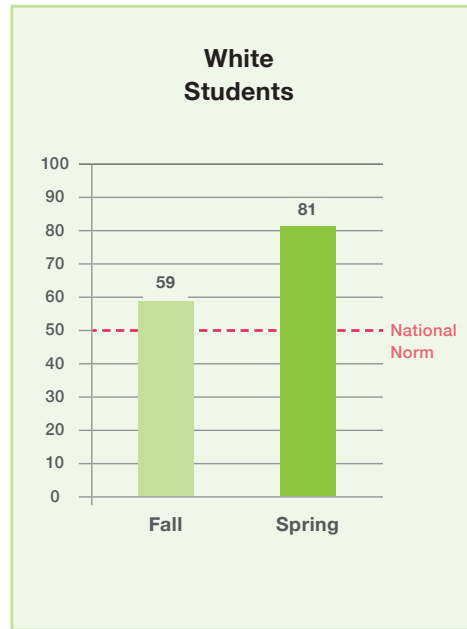
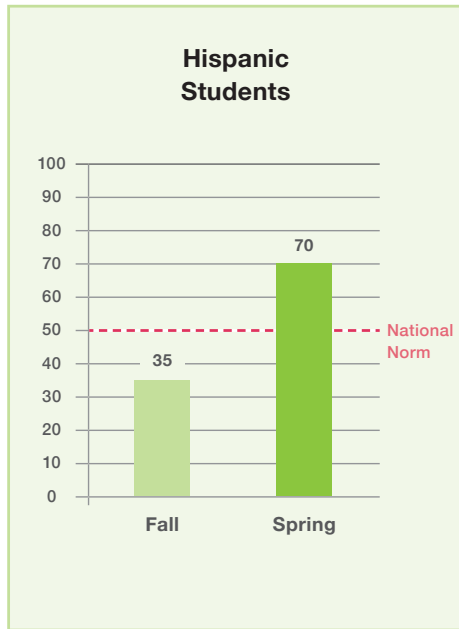
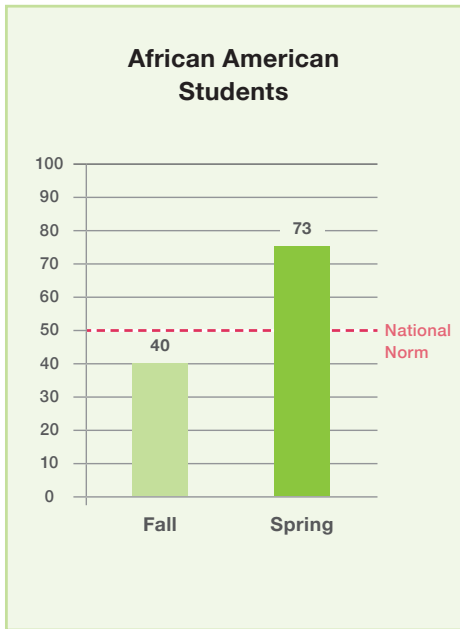
# 6

## 3,200 Students Move From 54<sup>th</sup> to 79<sup>th</sup> Percentile, on Average, in One Year

The Superkids Reading Program was tested in a national trial involving 3,200 kindergarten students in 193 classrooms. These classrooms were in 83 schools in 22 states. The ethnic/racial mix of the student sample (12% African American, 17% Hispanic, 66% White, and 5% other) reflected the nation as a whole. In both years of the study, students took the Stanford Early School Achievement Test (SESAT) in the fall and spring. The results showed that the students started kindergarten on average at the 54<sup>th</sup> percentile in reading compared to children nationally and ended kindergarten on average at the 79<sup>th</sup> percentile—a 25 percentile point gain. If these students had merely kept pace with students nationally, they would have stayed at the 54<sup>th</sup> percentile at the end of kindergarten.

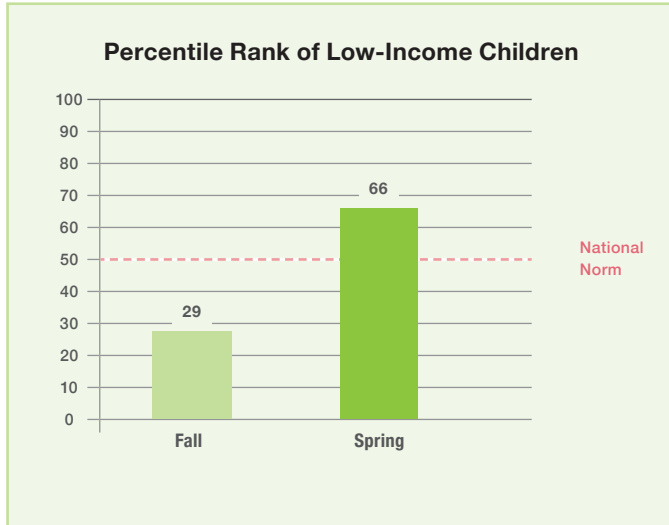


### Percentile Ranks of Student Groups

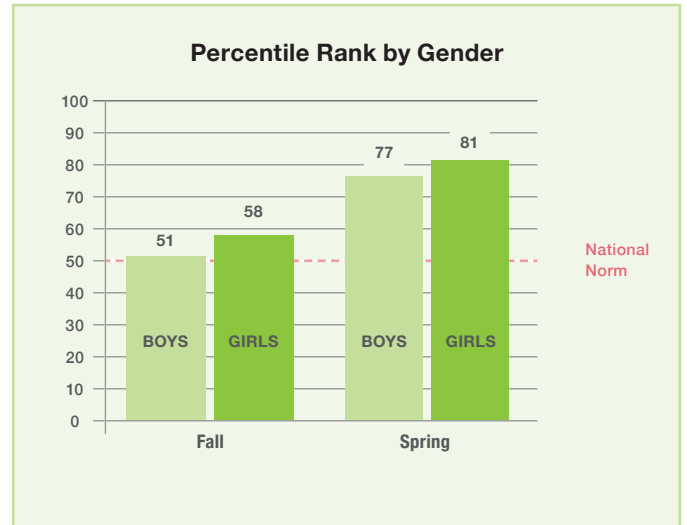


Students of all ethnicities made dramatic progress after one year of Superkids instruction. By spring, averages for all students—African American, Hispanic, and White—were at or above the 70<sup>th</sup> percentile.

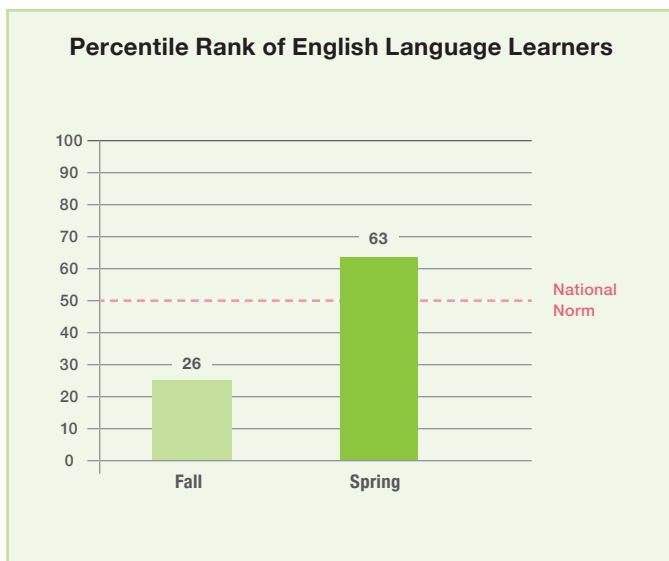
Low-income children scored on average at the 29<sup>th</sup> percentile in the fall. In the spring, this group scored at the 66<sup>th</sup> percentile, well above the national norm and a gain of 37 percentile points. Low-income children made up 29% of the population tested.



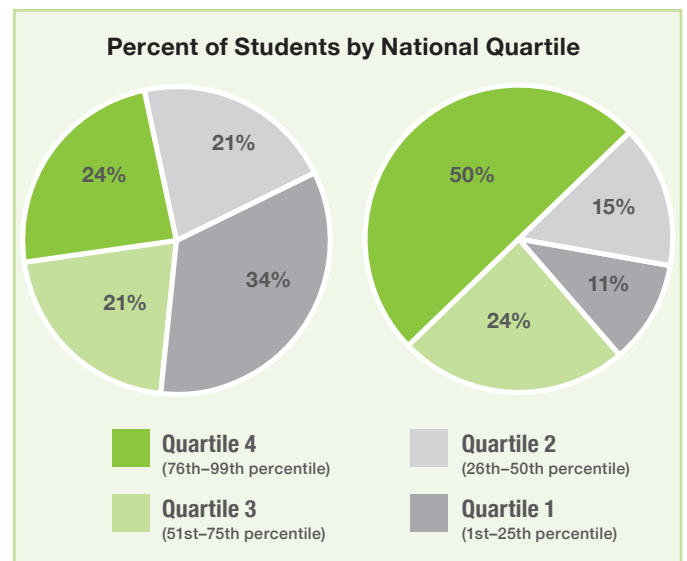
The gender gap between boys' and girls' achievement was reduced by nearly half after one year of Superkids instruction. This gender gap in reading is typically observed in the earliest years of school, and it grows wider over time. Educators increasingly believe that it is critical for boys to get a strong start in reading in the primary grades.



English Language Learners scored on average far below the national norm at the 26<sup>th</sup> percentile in the fall. By spring, this group made striking gains, finishing the year above the national norm at the 63<sup>rd</sup> percentile, a gain of 37 percentile points. English Language Learners made up 8% of the population tested.



Students of all abilities made dramatic gains after only one year of Superkids instruction. On the fall test, 34% of students scored in the lowest quartile. By spring, only 11% of students scored in this quartile. High-achieving students also made gains. By spring, twice as many students—*fully half of all students tested*—scored in the highest quartile. This study was conducted during the 2006–07 and 2007–08 school years. ■



# 7 Two Studies Show Strong Two-Year Impact of Superkids

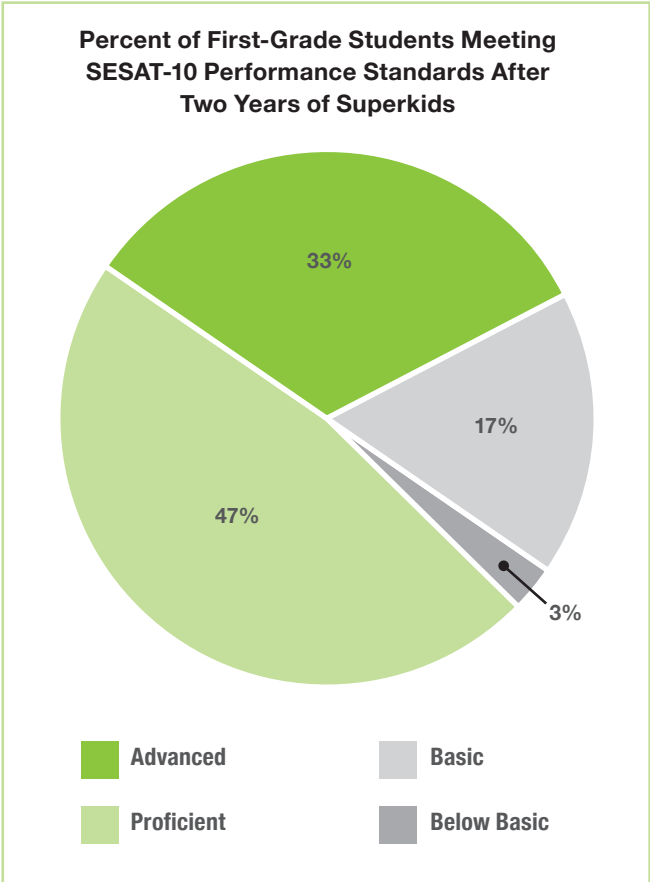
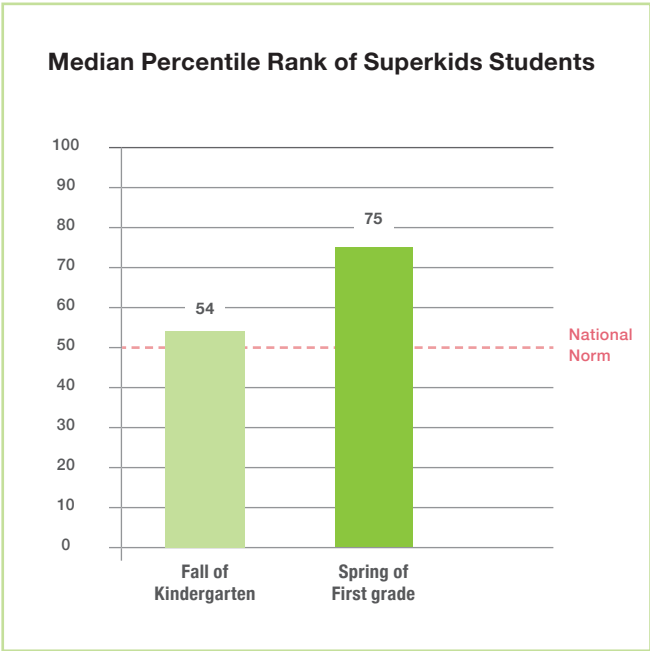
The Superkids Reading Program was tested in a national trial involving more than 400 students during their kindergarten and first-grade years.

These children were enrolled in 36 classrooms in 18 schools located in Florida, Kentucky, Illinois, Massachusetts, Texas, and Wisconsin. Students were given the Stanford Achievement Test, Tenth Edition (SAT-10) in fall and spring of both years. The results showed that students started kindergarten on average at the 54<sup>th</sup> percentile in reading compared to children nationally and ended first grade on average at the 75<sup>th</sup> percentile—a 21-point gain.

If these children had merely progressed at a normal rate, they would have ended first-grade at about the 54<sup>th</sup> percentile. This study was conducted during the 2006–07 and 2007–08 school years.

In a separate study, 370 first-grade students in 10 schools took part in a study of the Superkids Reading Program. Schools were located in Arizona, Illinois, Ohio, Maryland, Missouri, Texas, and Wisconsin. Students were given the Stanford Early School Achievement Test, Tenth Edition (SESAT-10) in fall and spring of the school year. About 90% of the students in the study were taught with Superkids in both kindergarten and first grade.

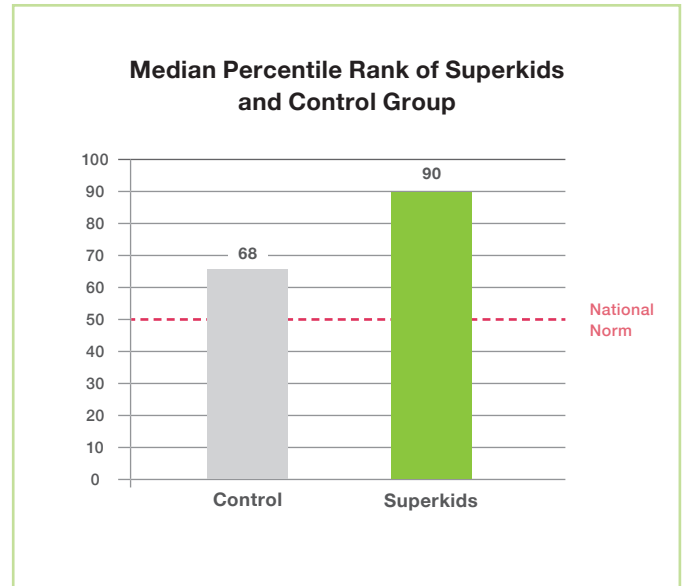
Results of analysis show that, after two years of instruction with the Superkids program, 80% of first graders achieved at the Proficient or Advanced levels of the SESAT-10. This means that the students in this study were well on their way to entering the intermediate grades with a solid foundation. In light of the fact that two-thirds of American fourth graders read below the Proficient level, according to the 2013 Nation’s Report Card from the U.S. Department of Education, these figures are particularly important. Solid literacy instruction in the primary grades is the way to prevent reading failure and ensure academic success in the years beyond. This study was conducted during the 2009–10 school year. ■



# 8

## Treatment/Control Study by CREP Shows “Extremely Positive” Results

The Center for Research on Educational Policy (CREP) at the University of Memphis conducted a quasi-experiment in two Texas schools. The sample consisted of 152 children in eight kindergarten classrooms that used Superkids as their core reading program and 120 similar students in seven kindergarten classrooms that used other reading programs (the control group). At the end of the year, researchers administered the Gates-MacGinitie Reading Test. According to CREP, “The results were extremely positive favoring the Superkids students.” The median percentile rank for the Superkids students was 90, while the median percentile rank of the control group was 68. Effect sizes ranged from 0.27 to 0.46. This study was conducted in the 2005–06 school year. ■



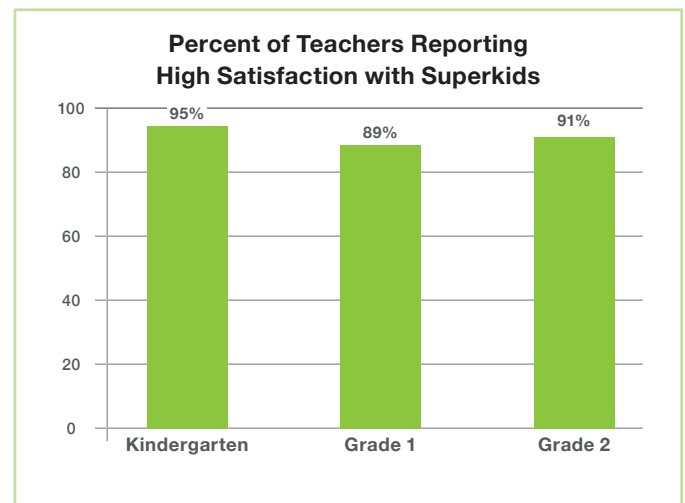
# 9

## Teachers Give Superkids Top Ratings

In May 2011, 691 teachers who used the Superkids program as their core reading curriculum in kindergarten, first grade, or second grade took part in an online survey. Dr. Walter Heinecke of the Curry School of Education at the University of Virginia analyzed the data.

### Key Findings

- 88% of the teachers who reported that they’ve used programs other than Superkids say Superkids is more effective than those programs.
- 96% of respondents said they would recommend Superkids to colleagues.
- On a 5-point scale, with 5 the highest rating, teachers scored Superkids 4.5 on average:



- 4.5 for its effectiveness teaching students how to read



- 4.5 for its effectiveness motivating students to learn



- 4.5 for ease of use

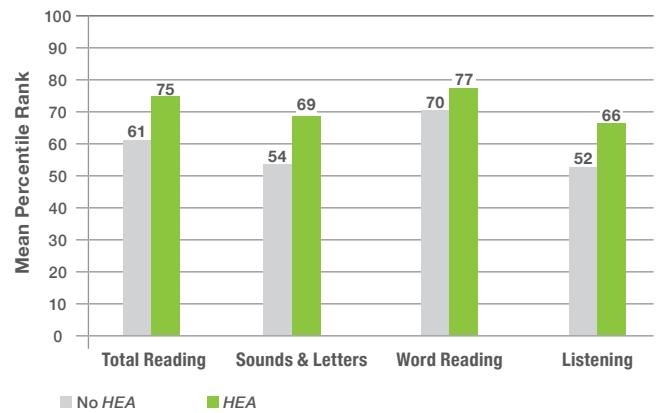


# 10 Two Studies Show the Effectiveness of *Happily Ever After* in Improving Early Literacy Skills

In a national study, 224 kindergarten students were given the Stanford Early School Achievement Test (SESAT) at the beginning of the school year. These students attended six schools in five different states. Of the 224 students, 114 had received instruction the year before in pre-K or transitional-K using *Happily Ever After* (HEA), while the other 110 students did not receive instruction with this program. The SESAT test at the beginning of kindergarten consists of three subtests: Sounds & Letters, Word Reading, and Listening. These three scores produce a composite Total Reading score. The students who had HEA in pre-K scored higher on every subtest. On average, HEA students scored 14 percentile rank points higher on Total Reading, 15 points higher on Sounds & Letters, 7 points higher on Word Reading, and 14 points higher on Listening. This study took place in the 2009–2010 school year.

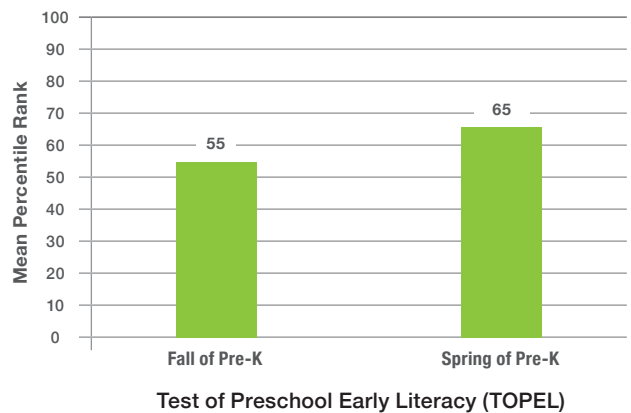
In another study, HEA was used as the main early literacy curriculum in three preschool classrooms in and near Chicago, Illinois. The population of students in these classrooms was 51% White, 37% African American, and 11% Hispanic. Students showed significant growth on the Test of Preschool Early Literacy (TOPEL), gaining ten percentile rank points from fall to spring on average. The difference in average mean scores from fall to spring is statistically significant. These gains indicate that students acquired substantially more pre-reading skills than comparable students did in the national norming group. If they had grown at the same rate as their peers, their average percentile rank would have remained the same. This study took place during the 2008–2009 school year. ■

**Students Who Had HEA in Pre-K Start Kindergarten With Stronger Pre-Reading Skills**



Stanford Early School Achievement Test – Fall 2009

**HEA Produces Accelerated Growth in Early Literacy Skills in Pre-K**



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# Promoting social–emotional competence: An evaluation of the elementary version of Second Step®



Sabina Low<sup>a,\*</sup>, Clayton R. Cook<sup>b</sup>, Keith Smolkowski<sup>c</sup>, Jodie Buntain-Ricklefs<sup>b</sup>

<sup>a</sup> Arizona State University, Phoenix, AZ, United States

<sup>b</sup> University of Washington, Seattle, WA, United States

<sup>c</sup> Oregon Research Institute, Eugene, OR, United States

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## ABSTRACT

Research has consistently linked social–emotional skills to important educational and life outcomes. Many children begin their school careers, however, without the requisite social and emotional skills that facilitate learning, which has prompted schools nationwide to adopt specific curricula to teach students the social–emotional skills that enable them to maintain optimal engagement in the learning process. *Second Step*® is one of the most widely disseminated social–emotional learning (SEL) programs; however, its newly revised version has never been empirically evaluated. The purpose of this study was to conduct a randomized controlled trial investigating the impact of the 4th Edition *Second Step*® on social–behavioral outcomes over a 1-year period when combined with a brief training on proactive classroom management. Participants were kindergarten to 2nd grade students in 61 schools (321 teachers, 7300 students) across six school districts. Hierarchical models (time × condition) suggest that the program had few main effects from teacher-reported social and behavioral indices, with small effect sizes. The majority of significant findings were moderated effects, with 8 out of 11 outcome variables indicating the intervention-produced significant improvements in social–emotional competence and behavior for children who started the school year with skill deficits relative to their peers. All the significant findings were based on teacher-report data highlighting a need for replication using other informants and sources of data. Findings provide program validation and have implications for understanding the reach of SEL programs.

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## 1. Introduction

Although school readiness and success is most often associated with cognitive attributes and academic milestones, there is increasing evidence that social–emotional skills—in the form of understanding emotions of self and other, regulating emotions, controlling attention, problem solving, and engaging in prosocial behaviors—operate alongside and in conjunction with cognitive skills to facilitate school success (Cambourne, 2002; Denham, 2006; Denham, Bassett, & Zinsser, 2012). Social–emotional skills combine to enable social–emotional competence, which represents an overall evaluation of a child's ability to meet the social and emotional demands from the environment (Gresham, 1986; Merrell & Gueldner, 2012). A recent meta-analysis of 213 studies examining the impact of different social–emotional learning (SEL) curricula indicated that such programs are not only associated with significant improvements in students' social–emotional skills, but they were associated with improvements on end-of-the-

\* Corresponding author at: Arizona State University, T. Denny Sanford School of Social and Family Dynamics, P.O. Box 873701, Tempe, AZ, 85287.

E-mail address: [Sabina.low@asu.edu](mailto:Sabina.low@asu.edu) (S. Low).

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year academic achievement (i.e., tests and grades; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Furthermore, research has shown that students' social–emotional skills are a better predictor of future academic performance than is their prior academic performance (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Malecki & Elliot, 2002). This is not altogether surprising, given that many scholars postulate that social interaction (with peers and teachers) is the bridge between instruction and optimized learning (Elias & Haynes, 2008; Zins, Bloodworth, Weissberg, & Walberg, 2007).

It is well documented that there is considerable variation in students' academic readiness when they begin formal schooling (Phillips & Shonkoff, 2000). In a similar vein, students vary widely in their social–emotional readiness (Fantuzzo et al., 2007). Differences in performance upon school entry often do not vanish as students progress through school. Rather, the gaps between students from advantaged and disadvantaged backgrounds tend to increase over time (Brooks-Gunn, Rouse, & McLanahan, 2007; Chatterji, 2006). Indeed, too often, children begin their school careers without the requisite social–emotional competency to facilitate learning (Rimm-Kaufman, Pianta, & Cox, 2000), which may be an increasing liability for socially or cognitively disadvantaged children, given the cumulative benefits of early cognitive–academic supports (Campbell & Ramey, 1995; Ramey & Ramey, 1998). For these reasons, early elementary represents an opportune time to deploy universal prevention efforts that promote early school success (Bernard, 2006). Thus, the focus of the current study was on the implementation of an SEL curriculum for early elementary children (K–2nd grade).

## 2. Second Step® program

One of the most widely disseminated SEL curricula in schools is the *Second Step*® program, which was developed by Committee for Children (CfC), a non-profit organization in Seattle. *Second Step*® is a skills-focused SEL curriculum that emphasizes directly teaching students' skills that strengthen their ability to learn, have empathy, manage emotions, and solve problems. The *Second Step*® logic model (see Fig. 1) stipulates that students who are provided direct instruction in social–emotional skills and opportunities to practice those skills, and receive reinforcement for exhibiting them are likely to experience a range of improved intermediate outcomes, and result in a cascade of positive distal outcomes. Previous studies have found support for the underlying logic model of the original *Second Step*® program, though other smaller or less rigorous studies have found mixed or null effects (see Gottfredson et al., 2010 for review). For example, Grossman et al. (1997) conducted a randomized controlled trial of the *Second Step*® program to examine its impact on aggression and positive social behavior among elementary school students. Findings from this study indicated that physical aggression decreased among students in the *Second Step*® classrooms when compared to students in the control classrooms. This improvement was maintained at a 6-month follow-up assessment. Other studies have shown that students receiving *Second Step*® lessons had improved social skills at posttest when compared to children in control classrooms, based on teacher reports (Holsen, Iversen, & Smith, 2009; Holsen, Smith, & Frey, 2008). However, a recent school randomized trial ( $n = 12$  schools) by Gottfredson et al. (2010; 3rd Edition *Second Step*®) found no positive or negative effects of Second Step on school achievement or positive behaviors. In the case of this study, however, the control schools were, on average, found to be implementing a fairly high level of SEL programming/supports, making it difficult to clearly differentiate dosage between intervention and control schools.

Recently, CfC has developed and released the 4th Edition of the *Second Step*® program (2012). The new *Second Step*® program includes revised content and materials designed to further enhance student success in school. The most significant change to *Second Step*® is the new content related to teaching students *Skills for Learning*. Specifically, three aspects of self-regulation are addressed in the lessons in the first unit at each grade: attention, working memory, and inhibitory control. Attention refers to the ability to direct, focus, and shift attention while screening out or ignoring distractions (Barkley, 1997; Rueda, Rothbart, McCandliss, Saccomanno, & Posner, 2005). Working memory involves the ability to remember and use information, such as a teacher's directions or the instructions for an activity (Demetriou, Christou, Spanoudis, & Platsidou, 2002). Inhibitory control, also referred to as effortful control, helps children stop automatic but inappropriate responses or actions and remember appropriate behaviors such as raising a hand before speaking (Blair, 2002; Rennie, Bull, & Diamond, 2004). These skill domains are assumed to be important contributors to classroom success, but further research is needed to empirically validate these associations.

There are separate curricula for each grade to enable teachers to deliver instruction that is developmentally appropriate and relevant for their students. The program includes scripted, teacher-friendly lesson cards; posters that outline learned skills; DVDs that illustrate particular skills; brain builder games designed to increase retention and use of skills; and a material binder that includes lessons for teaching and reinforcing skills, skills for learning cards, and home links for families. There are a total of 22 lessons that are organized across four units: (a) Skills for Learning, (b) Empathy, (c) Emotion Management, and

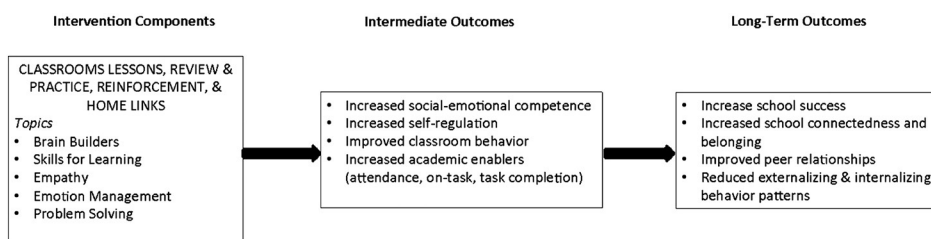


Fig. 1. Logic model for the *Second Step*® program.

(d) Problem Solving. These four units cover a range of skills and behaviors such as being respectful learners, planning to learn, identifying others feelings, showing compassion, making friends, and managing disappointment. Teachers implement the student-focused lessons as part of their normal classroom activities, and each lesson takes roughly 25–40 min, depending on grade level, one time per week.

To date, the newly revised *Second Step*® program has not been evaluated for its ability to produce improved social–emotional and learning outcomes for students. A study evaluating the efficacy of the revised *Second Step*® program is important for a number of reasons. First, schools are increasingly being held accountable to adopt and implement evidence-based programs or interventions (Cook, Tankersley, & Landrum, 2009; Slavin, 2002). Given that *Second Step*® has been purchased by over 25,000 schools, it remains important for schools to know whether they have adopted an efficacious program. Second, although prior research on the original *Second Step*® program has shown its promise for use in schools, evidence has been mixed. Based on the adaptations made to the program, both rigorous and contemporary studies are needed to determine internal and ecological validity on a wider range of targeted outcomes.

### 3. Current study

In line with the above discussion, the purpose of the proposed study was to conduct a rigorous, large-scale trial across geographically and ethnically diverse schools. The primary aim of this study was to evaluate the main effects of *Second Step*® on early elementary students' social–emotional competencies. Researchers have advocated for the examination of moderators of treatment effectiveness in order to better understand for whom and under what conditions particular programs like *Second Step*® may produce effects (Flay et al., 2005). Thus, our secondary aim was to examine heterogeneity in response to the program, based on baseline student competencies, classroom management, and school-level characteristics. Lastly, we examined basic descriptive information about the influence of implementation on outcomes. Implementation factors are getting increasing attention given their influence on program outcomes (Hanson, Dietsch, & Zheng, 2012; Low, Van Ryzin, Brown, Smith, & Haggerty, 2014; Proctor & Brownson, 2012). The student outcomes were assessed through direct observations in students' learning environment as well as teacher ratings (i.e., surveys) of both problem behaviors and strengths/assets. Contextual data on classroom climate was obtained through teacher self-report, and data on classroom management were obtained through direct observation.

#### 3.1. Hypotheses

The specific hypotheses that guided this study were consistent with prior literature on the positive effects of SEL curricula and the anticipated outcomes produced by the *Second Step*® program. Specifically, the hypotheses were predicated on the notion that social–emotional competencies can be taught and enhanced through instruction, modeling, reinforcement, and opportunities for generalization/repetition. Drawing upon Fig. 1, it was hypothesized that early elementary students who participated in *Second Step*® would demonstrate (a) improvements in teacher-reported social–emotional skills and behaviors, and (b) lower levels of observed disruptive behavior.

Although a universal program in delivery, we hypothesized that some children may respond differently to the program. We first hypothesized that children's response to the program may vary depending on their baseline level of competency. We expected larger gains among children with lower skills (relative to same-age peers); conversely, we did not expect large improvement from students that already possess strong social–emotional skills. We also postulated that teachers' ability to manage their classrooms could influence the implementation quality and effectiveness of any classroom-delivered curriculum, including *Second Step*®. In particular, we hypothesized that students in classrooms with better teacher management skills would be more responsive to *Second Step* (i.e., realize more benefits due to broader classroom supports). At the exploratory level, we wanted to rule out any potential moderation of study effects by demographic factors (e.g., state, ethnicity, grade level). Because this study took place in two states, with differing laws and environments, and because schools differed in the proportion of ethnic minorities, we examined both state and ethnicity (i.e., percent of white students in the school) as moderators. Lastly, due to developmental differences in kindergarten, first- and second-grade students, it is possible that the grade level could influence the effects of *Second Step*®, and thus, it is important to rule out potential moderating effects.

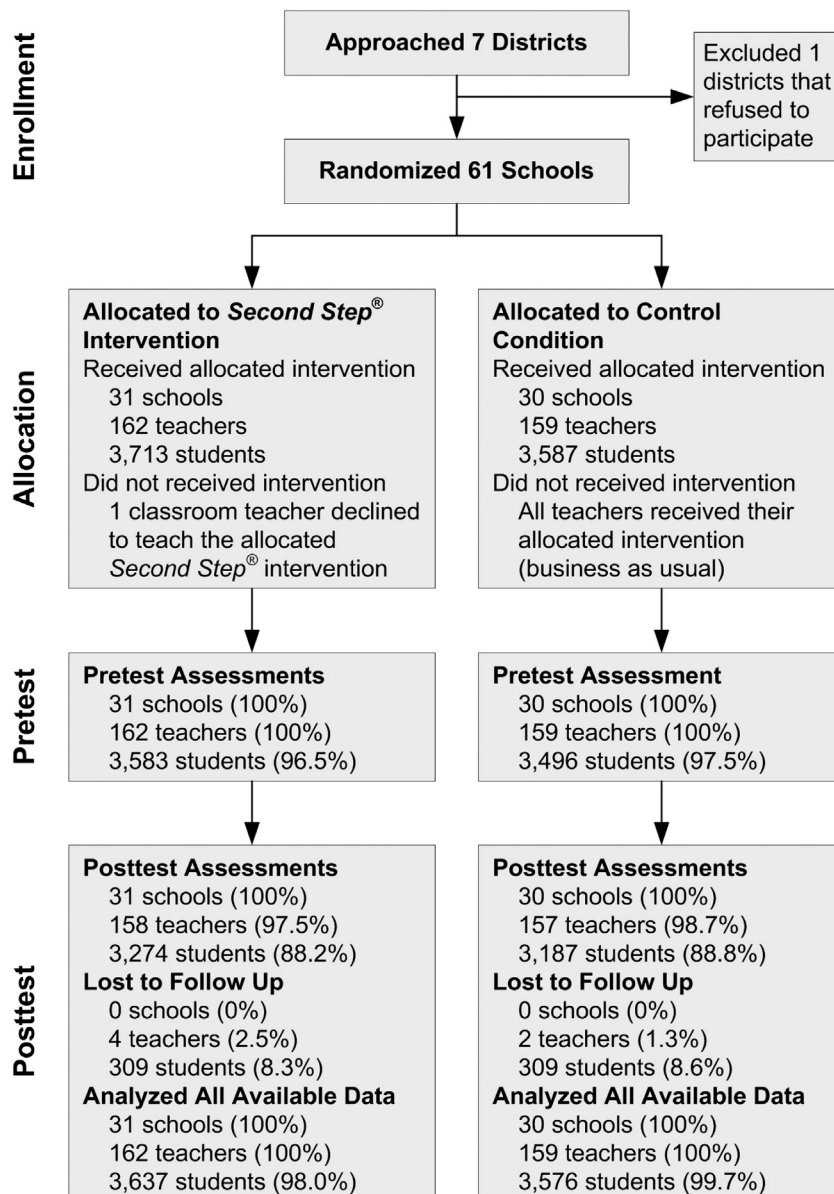
### 4. Method

#### 4.1. Participants

This study included students in kindergarten through second grade enrolled in school districts in both Arizona and Washington state. Five school districts participated in Washington state and one district in Arizona (Mesa). School districts ranged from rural to urban settings and were recruited in the Spring of 2012 after approval from the institutional review boards (IRB). Participating school districts, teachers, and parents of the students provided passive consent—in accordance with IRB procedures and district policies.

##### 4.1.1. Recruitment and retention

The Washington site was able to secure and maintain the participation of 41 schools across five school systems (see Fig. 2). On average, 6 randomly selected classrooms participated in data collection from each school. A total of 224 teachers agreed to



**Fig. 2.** Research design and participant flow for schools, teachers, and students throughout the cluster-randomized evaluation of *Second Step*<sup>®</sup>. Percentages use the sample sizes at allocation as the denominator.

participate and passive parental permission was obtained for 4891 students. The Arizona site was able to secure and maintain participation from 20 schools from the Mesa School District. An average of 5 classrooms per school were randomly selected to participate in data collection, with a total of 97 teachers. Passive parental permission was obtained for 2409 students. Approximately, 1% of parents declined across both sites.

All schools continued in the study from baseline through Spring of 2013, and only two teachers had to suspend participation (health or personal reasons). Specifically, the Washington site was able to maintain the participation of 223 teachers and 4232 students from Fall to Spring data collection across the 41 participating schools, for an overall student attrition rate of 13%. The Arizona site was able to maintain the participation of 96 teachers and 2326 students across 20 schools by end of Year 1, for an average student attrition rate of 3%. Attrition primarily encompassed students who moved out of district or to a non-participating school.

With regard to socioeconomic status, 50% and 78% of participating students in Washington and Arizona, respectively, received free and reduced lunch. The racial and ethnicity breakdown of the students was as follows: 45.8% (WA) and 40.1% (AZ) Caucasian, 18.2% (WA) and 0.3% (AZ) Asian, 8.1% (WA) and 5.9% (AZ) African American, 14.7% (WA) and 47.1% (AZ) Latino/a, 1.6% (WA) and 6.3% (AZ) Native American, 1.7% (WA) and 0.3% (AZ) Native Hawaiian or Pacific Islander, 9.9% (WA) and 0% (AZ) reported more than one race, and 20.4% (WA) and 10.1% (AZ) were unknown. This sample of students was relatively representative of the

ethnicity distribution of school-aged children in the United States (US Census, 2011). Teachers' average age and years teaching experience were 43.78 ( $SD = 12.33$ ) and 15.24 ( $SD = 9.97$ ), respectively, and 88% were Caucasian, 0.6% black or African American, 2.8% Asian, 0.9% Native Hawaiian or Pacific Islander, 0.6% American Indian or Alaska Native, 4.3% more than one race, and 2.2% other. In addition, 6% of teachers reported they were Hispanic or Latino/a.

## 4.2. Procedures and design

### 4.2.1. Overview

The study used a large-scale, matched, randomized-control design with 61 elementary schools randomly assigned within their district to either the early-start (treatment;  $n = 31$ ) or delayed-start (control;  $n = 30$ ) conditions (see Fig. 2). Schools within Washington and Arizona were matched on free and reduced lunch and percent of non-white students for design purposes (Murray, 1998). Results from the matching process indicated that there were no significant differences between treatment and control groups on baseline measures (see results section). The present study includes data from only the fall (T1) and spring (T2) assessments in Year 1.

This study represents the middle of the continuum from efficacy to effectiveness (Flay et al., 2005; Smolkowski, Strycker, & Seeley, 2013). It has some features consistent with an efficacy trial, such as efforts to ensure full delivery of program, efforts to ensure all participating teachers have foundation in proactive classroom management, and bi-weekly implementation tips for *Second Step*® and classroom management. However, consistent with effectiveness research, there was (a) limited involvement from the researchers in the day-to-day implementation of the interventions, and (b) professional development training activities consistent with natural ways in which schools would access the material, receive training in how to implement the intervention, and obtain support during implementation, allowing for greater generalization to real-world educational conditions.

### 4.2.2. Training participation

Two separate, brief trainings were provided to participating early-start schools: the *Second Step*® curriculum (1 h) and Proactive Classroom Management (PCM; 3 h). *Second Step*® was consistent with standard support operations provided by Community for Children, and intended to increase motivation to implement the program, allow teachers to become familiar with the content, and provide specific examples of how to deliver program with fidelity. All early-start schools participated in the training, and all kindergarten, 1st- and 2nd-grade teachers involved in data collection participated in the webinar, as determined by attendance sheets collected by school personnel.

The PCM trainings are not standard practice but were a response to district needs at the time of recruitment. Thus, a very brief overview of classroom strategies were presented so as to meet the needs of schools without providing a sufficiently strong dosage that one would anticipate having a strong impact on classroom behaviors. Specifically, PCM strategies were delivered either via DVD or in-person and focused on skills that would help support, reinforce, and facilitate the engagement in lessons and use of skills covered in *Second Step*®. In particular, the PCM training focused on reviewing and modeling five strategies: (a) positive greetings at the door to precorrect problem behavior, (b) opportunities to respond, (c) effective cueing system to regain attention, (d) strategically and intentionally establishing relationships with all students, and (e) teach, model, and reinforce expected behaviors. These strategies were selected based on prior research demonstrating their efficacy to improve classroom behavior and student engagement (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Sutherland & Wehby, 2001).

The DVD was a recording of an in-person training delivered to Arizona schools by the second author to maintain consistency across the two training options in format and content. All 10 early-start schools in Arizona were offered in-person training by the second author, and 83 teachers participated. A total of 10 early-start schools and 61 teachers in Washington participated in the PCM training by watching the DVD, and 11 early-start schools and 55 teachers participated in an in-person presentation of the PCM training. Every teacher involved in implementation and data collection participated in the PCM training.

### 4.2.3. Program implementation

Teachers were asked to complete weekly self-report ratings of implementation (via computer survey on Datstat) to record adherence to the curriculum, engagement, and dosage. Adherence had two components: adherence to the key lesson components (5 items; yes/no) and adaptations/modifications (4 items on 4-point scale, 0 = *Never* to 3 = *Always*; e.g., "to what extent did you leave out parts of the lesson"). Engagement had two components: ratings of the degree of student engagement (3 items on a 4-point scale, 0 = *Not at All* to 3 = *A Lot*; e.g., "to what extent were students following along with the lesson") and estimated percentage of students who were engaged in the lesson (0–100%). The self-report of implementation was predicated on recommendations from Sanetti and Kratochwill (2011), who have demonstrated that it is possible to develop valid self-report measure of implementation. In addition, teachers were asked how many lessons they completed at the end of the year by school liaisons as an indicator of dosage. Of all indicators of implementation, dosage varied the most within schools. The average number of lessons completed across sites was 17.42 ( $SD = 3.72$ , range = 7–25). The school-level (unconditional) intraclass correlation ( $ICC = .32$ ) suggests that teachers completed lessons at a pace more similarly within schools than between schools. Data suggest that most teachers delivered the program with fidelity: on average, 85% of lesson components were reportedly delivered ( $SD = .17$ ,  $ICC < .01$ ), and most teachers made only a few adaptations, (Sum = 1.92,  $SD = 1.28$ , range = 0.00–6.55,  $ICC = .02$ ). Further, most students were engaged (Sum = 7.78,  $SD = .87$ , range = 4.40–9.00,  $ICC = .12$ ).



#### 4.2.4. Supporting implementation

To support the integrity of implementation of the *Second Step*® curriculum and PCM strategies, monthly tips and reminders were developed and disseminated to teachers. Two tips and reminders were sent per month: one for the *Second Step*® curriculum and the other for PCM strategies. This process began at the beginning of December 2012 and continued until May 2013 and totaled 12 tips and reminders. The tips and reminders were distributed to early-start teachers in two ways: (a) email with attachment and (b) school liaisons putting printed copies in teachers' mailboxes.

#### 4.2.5. Compensation

Participating schools were given a financial stipend for their involvement in the study, and school liaisons were given \$250 a year for their support in communicating with teachers, distributing materials, coordinating data collection times, and tracking implementation. Liaisons served as the point person within each school to coordinate research activities and monitored implementation but did not directly implement the *Second Step*® curriculum. Teachers were compensated \$5 per student per online survey, with a \$25 bonus for completing the survey on all the students within a 3-week window of time. Teachers were also compensated \$75 for completion of implementation logs. Early-start schools were provided the curricula at no-cost, and delayed schools were scheduled to receive the free curricula at the end of data collection.

### 4.3. Measures

The fall data were collected between October 10 and November 6, 2012. Reports indicated that roughly 93% of all teachers across sites completed the online surveys within the allotted time frame. Spring data collection occurred between April 22 and May 31, and reports indicate that 93% of teachers completed the online surveys.

#### 4.3.1. School demographic and archival data

We collected school-level data from publicly available online sources (e.g., NCES website, school district websites) on the type of school (e.g., public vs. private), number of students, racial/ethnic composition of students, and percentage of students receiving free or reduced-price lunch. Administrative data, such as student mobility, disciplinary actions, suspensions, and absenteeism were also collected from participating schools.

#### 4.3.2. Teacher assessment of student behavior

Teachers completed online surveys of student behavior via the Datstat Illume system (DatStat Inc., Seattle, WA). The first was the teacher version of the Devereux Student Strengths Assessment—*Second Step*® Edition (DESSA-SSE; Devereux Center for Resilient Children, 2012). The DESSA-SSE is a 36-item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through the eighth grade and map onto the *Second Step*® program: (a) skills for learning ( $n = 9$ ,  $\alpha = .95$ ), empathy ( $n = 9$ ,  $\alpha = .95$ ), emotion management ( $n = 9$ ,  $\alpha = .91$ ), problem solving ( $n = 9$ ,  $\alpha = .94$ ), and social-emotional composite ( $n = 36$ ,  $\alpha = .98$ ). The DESSA scale from which the DESSA-SSE was derived has been shown to have acceptable reliability and validity evidence (Nickerson & Fishman, 2009).

Teachers also completed the Strengths Difficulties Questionnaire (SDQ; Goodman, 1997). The SDQ is a brief behavior rating scale for 3–16 year olds that assesses functioning in five domains: peer problems ( $n = 5$ ,  $\alpha = .63$ ), hyperactivity ( $n = 5$ ,  $\alpha = .90$ ), conduct problems ( $n = 5$ ,  $\alpha = .77$ ), and prosocial ( $n = 5$ ,  $\alpha = .83$ ) and emotional symptoms ( $n = 5$ ,  $\alpha = .80$ ). Alpha coefficients are calculated based on fall data. Scores for the SDQ range from 0 (*not true*) to 2 (*certainly true*) on a 3-point Likert scale. The SDQ has demonstrated acceptable internal consistency and stability reliability and validity (Goodman, 2001) and has been shown to be at least as good as the Child Behavior Checklist (CBCL; Achenbach, 1991) at detecting conduct and emotional problems (Goodman & Scott, 1999).

#### 4.3.3. Behavioral observation

To record class-wide and individual student behavior, a behavioral observation system was developed based on the Behavioral Observation of Students in Schools (BOSS; Shapiro & Kratochwill, 2000). The three behavioral coding categories consisted of on-task behavior, off-task behavior, and disruptive behavior (DB). The present study focused on one aspect of classroom behavior that is more closely tied to social-emotional competence, DB, defined as behaviors that were disruptive to learning or the classroom environment (e.g., call outs, talking to peers when not permitted, out of seat, behavior that draws peers off-task, playing with an object, etc.). There was some overlap between the behavioral codes, as the coding procedures made it possible for a student to be coded as off-task/non-disruptive or off-task/disruptive.

Observations were conducted in all classrooms (early and delayed start) across both sites by trained graduate students during core academic instruction time in the fall, winter, and spring. Each student was observed for 2 minutes total, divided into 10-s intervals. To obtain class-wide estimates of DB, observers were instructed to begin with an identified student in the front or back of the classroom and systematically move to the next student to the left after each interval. After the observers made their way through all students in the class, they repeated the same process until the observation time elapsed. A minimum of 12 intervals of data per student and roughly 300 total intervals across all students were obtained. This observation system allowed for the calculation of class-wide and individual student estimates.

Prior to conducting the observations, graduate students were trained on the observation system. Before beginning baseline data collection, each student was required to reach at least 90% agreement during practice trials with an identified observer who served as the anchor measure. Inter-observer agreement (IOA) data consisting of two observers conducting the observation at the same time on the same students were collected on roughly 20% of the observation sessions. IOA was calculated using the point-by-point method, which consists of calculating agreement for each and every interval. This method has been shown to be a more accurate estimate of the agreement between raters for direct observation systems with interval recording formats (Shapiro & Kratochwill, 2000). The results revealed that IOA averaged 88% (minimum = 72% and maximum = 100%), which was associated with a kappa value of .71 and is considered to be an acceptable level of inter-rater reliability (Viera & Garrett, 2005).

#### 4.3.4. Proactive classroom management

Data on proactive classroom management were collected using the Proactive Classroom Management Rating Form (PCM-RF; Cook, 2009). Trained graduate students completed a 20-item Proactive Classroom Management Survey based on observed classroom management and proactive behavior management strategies that were included in the PCM training ( $\alpha = .94$ ). Items were rated based on a 4-point Likert scale rating (very untrue to very true), the degree to which PCM strategies were being implemented. Cook and Browning-Wright (2010) found that the PCM-RF was found to have acceptable inter-rater reliability ( $r = .72$ ), as well as evidence in support of its criterion-related validity, with moderate correlations with measures of student academic engaged time and disruptive class behavior (Cook & Browning-Wright, 2010).

#### 4.4. Statistical analysis

We assessed intervention effects on each of the primary outcomes with a mixed-model time  $\times$  condition analysis (Murray, 1998) to account for the intraclass correlation associated with students nested within schools, the unit of assignment. The analysis tests net differences between conditions on change in outcomes from the fall (T1) to spring (T2) with gains for individual students clustered within schools. The test of net differences provides an unbiased and straightforward interpretation of the results (Cribbie & Jamieson, 2000; Fitzmaurice, Laird, & Ware, 2004). The basic statistical model includes time, condition, and the time  $\times$  condition interaction, with time coded 0 at T1 and 1 at T2, and condition coded 0 for control and 1 for intervention. With 61 schools, tests of time  $\times$  condition used 59 degrees of freedom (*df*).

The basic model was expanded to include covariates and to test for a differential response due to student-level and classroom-level variables (moderation). To test moderation, we expanded the model to test interactions. The statistical model included a predictor and its interaction with condition, time, and the time  $\times$  condition term, resulting in a three-way interaction, all corresponding two-way interactions, and individual (conditional) effects. The three-way interaction of the predictor, time, and condition provides an estimate of whether the condition effect varied by the predictor. The analysis included dichotomous and continuous predictors, and we used continuous variables whenever possible.

##### 4.4.1. Model estimation

We fit models to our data with SAS PROC MIXED version 9.2 (SAS Institute, 2009) using restricted maximum likelihood and included all available data, whether or not students' scores were present at both time points. Maximum likelihood estimation with all available data produces potentially unbiased results even in the face of substantial attrition, provided the missing data were missing at random (Schafer & Graham, 2002). In the present study, we did not believe that attrition or other missing data represented a meaningful departure from the missing at random assumption, meaning that missing data likely did not depend on unobserved determinants of the outcomes of interest (Little & Rubin, 2002). Most missing data involved students who were absent on the day of assessment or transferred to a new school.

The models assume independent and normally distributed observations. We addressed the first assumption (van Belle, 2008) by explicitly modeling the multilevel nature of the data. Regression methods have been found quite robust to violations of normality and outliers have a limited influence on the results in a variety of multilevel modeling scenarios (Bloom, Bos, & Lee, 1999; Donner & Klar, 1996; Fitzmaurice et al., 2004; Hannan & Murray, 1996; Murray et al., 2006). Murray et al. (2006) showed that violations of normality at either or both the individual and group levels do not bias results as long as the study is balanced at the group level.

##### 4.4.2. Effect sizes

To ease interpretation, we computed an effect size, Hedges' *g* (Hedges, 1981), for each fixed effect according to the What Works Clearinghouse (WWC, 2014) standards. Hedges' *g* is comparable to Cohen's *d* (Cohen, 1988). Both represent individual-level effect sizes, but we suggest caution during interpretation, as this study is designed for inferences about schools, which do not necessarily apply to individuals (ecological fallacy).

## 5. Results

Table 1 presents descriptive statistics for each measure. Conduct problems represented the largest departure from the normal distribution among the ten survey scales, with skewness index value of 2.09 and kurtosis index value of 4.59. All other scales had skewness and skewness index values between within  $-1$  and  $2$  and kurtosis index values between  $-1$  and  $3.5$ . The observations

**Table 1**  
Descriptive statistics for dependent variables at pretest (T1) and posttest (T2).

		Early start			Delayed start			Percentiles							Percent missing
		Mean	SD	N	Mean	SD	N	Min	5th	25th	50th	75th	95th	Max	
SDQ conduct problems	T1	1.07	1.68	3359	1.05	1.74	3147	0	0	0	0	1	5	10	12
	T2	1.07	1.72	2895	1.10	1.81	2764	0	0	0	0	2	5	10	24
SDQ emotional problems	T1	1.09	1.61	3349	1.03	1.63	3147	0	0	0	0	2	5	9	12
	T2	1.10	1.62	2894	1.19	1.66	2765	0	0	0	0	2	5	10	24
SDQ hyperactivity	T1	3.53	3.10	3368	3.36	3.12	3147	0	0	1	3	5	10	10	12
	T2	3.11	3.00	2913	3.24	3.13	2764	0	0	0	2	5	9	10	23
SDQ peer problems	T1	1.46	1.66	3340	1.41	1.68	3145	0	1	2	2	4	6	10	13
	T2	1.18	1.57	2885	1.25	1.64	2762	0	1	2	2	3	5	9	24
SDQ Prosocial	T1	7.15	2.48	3328	7.01	2.51	3120	0	3	5	7	9	10	10	13
	T2	7.74	2.34	2879	7.66	2.37	2762	0	3	6	8	10	10	10	24
DESSA emotional management	T1	24.12	6.35	3323	23.47	6.54	3086	0	13	20	24	27	35	36	14
	T2	26.60	6.34	2871	25.25	6.66	2741	0	15	22	26	31	36	36	24
DESSA empathy	T1	23.60	7.00	3341	23.15	7.30	3141	0	11	19	24	27	36	36	13
	T2	26.54	6.76	2893	25.31	6.99	2757	0	14	21	27	31	36	36	24
DESSA problem solving	T1	23.77	6.72	3341	23.32	6.93	3135	0	12	19	24	28	35	36	13
	T2	26.30	6.60	2881	25.18	6.91	2758	0	14	21	26	31	36	36	24
DESSA skills learning	T1	24.58	7.16	3359	24.49	7.33	3144	0	12	20	25	29	36	36	12
	T2	26.95	6.89	2914	26.10	7.31	2756	0	13	22	27	33	36	36	24
DESSA social–emotional	T1	96.10	25.57	3320	94.24	26.14	3064	0	51	78	97	111	139	144	14
	T2	106.48	25.10	2864	101.80	26.07	2737	0	60	88	106	124	144	144	25
Observations of disruptive behavior	T1	9.53	15.50	3331	8.81	14.37	3270	0	0	0	0	17	42	100	11
	T2	8.62	14.65	3080	9.60	16.50	2999	0	0	0	0	17	42	100	18

Note. SDQ = Strengths and Difficulties Questionnaire and DESSA = Devereux Student Strengths Assessment.

of disruptive behavior had a skewness index value of 2.15 and kurtosis index value of 5.16. While these values were high for conduct problems, emotional problems, and observations of disruptive behavior, they would not be considered extreme (Kline, 2005). The following sections address attrition, baseline equivalence, tests of efficacy, differential response to the *Second Step*® intervention, and the associated between engagement or dosage and student outcomes.

### 5.1. Attrition

Student attrition was defined as students with data at T1 but missing data at T2, and we examined attrition with respect to the sample of 7244 students, 3594 in comparison schools and 3650 in intervention schools. We experienced 11.0% attrition at T2, with 419 students missing T2 data in comparison schools and 381 students missing T2 data in intervention schools, and attrition rates did not differ between conditions ( $\chi^2 = 2.74$ ,  $df = 1$ ,  $p = .098$ ). Although differential rates of attrition are undesirable, differential scores by condition present a greater threat to validity (Barry, 2005). We conducted an analysis to test whether student scores were differentially affected by attrition across conditions. We examined the effects of condition, attrition status, and the interaction between the two on pretest scores within a mixed-model analysis of variance (Murray, 1998), which nests students' T1 scores within schools and condition. We tested scores for all DESSA and SDQ scales and observations of disruptive behavior. We found no evidence of differential attrition effects for any of our dependent variables:  $p > .149$  for all tests. We also found no evidence of differential attrition effects for students' gender, ethnicity (e.g., white, Hispanic), or special education status or teachers' proactive classroom management.

### 5.2. Baseline equivalence

We tested the difference between conditions at baseline within the models that test efficacy. The condition effect (not crossed by time) shows the difference between conditions at pretest (see Table 2). This difference was not statistically significant for any of the social–emotional competence measures.

### 5.3. Efficacy

Consistent with our hypothesis that *Second Step*® would promote social–emotional competence and reduce disruptive behaviors, we tested whether students in intervention schools would perform better on several social–emotional measures than students in comparison schools. Table 2 presents the results of all tests of main-effect tests of treatment efficacy. The time  $\times$  condition row represents the critical test of condition on gains for each measure from fall to spring, and the bottom two rows in the table shows the effect sizes and  $p$ -values for that critical test. We initially included three pretest covariates: grade level, percent of students who receive free and reduced-price lunch in each school, and proactive classroom management. While the covariates predicted the student outcomes, they did not influence the time  $\times$  condition estimates, so we reported the simpler models without covariates in Table 2. We also report the ICCs for gains in each measure as described by Murray (1998, see p. 301).



**Table 2**

Results from mixed-model time × condition analysis of condition effects on fall-to-spring gains in social-emotional behavior. -, \*, \*\*, \*\*\*

Effect or statistic		SDQ emotional problems	SDQ conduct problems	SDQ hyperactivity	SDQ peer problems	SDQ prosocial	DESSA social-emotional	DESSA skills learning	DESSA empathy	DESSA emotional management	DESSA problem solving	Observations of disruptive behavior
Fixed effects	Intercept	1.03*** (.07)	1.06*** (.06)	3.37*** (.09)	1.42*** (.07)	7.00*** (.12)	94.31*** (1.34)	24.48*** (.30)	23.11*** (.41)	23.50*** (.35)	23.25*** (.35)	8.88*** (.79)
	Time	.17*** (.05)	.09 ~ (.05)	-.05 (.07)	-.15* (.06)	.60*** (.11)	6.71*** (1.18)	1.41*** (.24)	2.04*** (.38)	1.58*** (.32)	1.69*** (.28)	.76 (.97)
	Condition	.07 (.09)	.01 (.09)	.17 (.13)	.04 (.10)	.13 (.17)	1.54 (1.88)	.05 (.42)	.45 (.57)	.56 (.49)	.44 (.49)	.71 (1.11)
	Time × condition	-.17* (.07)	-.07 (.07)	-.33** (.10)	-.11 (.09)	-.04 (.15)	3.19 ~ (1.66)	.81* (.34)	.81 (.54)	.82 ~ (.45)	.72 ~ (.39)	-1.68 (1.36)
Variances	School intercept	.09*** (.02)	.06** (.02)	.12** (.04)	.09*** (.02)	.22*** (.06)	29.07*** (8.25)	1.54*** (.43)	2.50*** (.74)	1.89*** (.56)	2.24*** (.58)	4.37 ~ (2.52)
	School gains	.02** (.01)	.02*** (.01)	.05*** (.01)	.04*** (.01)	.15*** (.03)	18.74*** (3.89)	.73*** (.17)	2.03*** (.41)	1.42*** (.29)	1.01*** (.22)	12.25*** (2.61)
	Student	1.29*** (.04)	1.98*** (.05)	7.13*** (.15)	1.37*** (.04)	3.47*** (.09)	443.31*** (9.81)	35.98*** (.78)	29.05*** (.69)	26.39*** (.61)	31.01*** (.68)	21.55*** (2.99)
	Residual	1.27*** (.02)	.99*** (.02)	2.30*** (.04)	1.22*** (.02)	2.14*** (.04)	179.14*** (3.49)	13.91*** (.27)	16.22*** (.31)	12.60*** (.24)	12.54*** (.24)	195.46*** (3.67)
ICC		.015	.024	.021	.035	.064	.095	.050	.111	.101	.074	.059
Hedges' g	Time × condition	-.104	-.040	-.109	-.067	-.016	.125	.114	.118	.126	.107	-.108
p-value	Time × condition	.0120	.3023	.0014	.2229	.8000	.0587	.0221	.1365	.0755	.0689	.2238

Note. Table entries show parameter estimates with standard errors in parentheses except for intraclass correlations (ICCs), Hedges' g values, and p-values. Tests of fixed effects (first four rows) used 59 df to account for the school as the unit of analysis. DESSA = Devereux Student Strengths Assessment; SDQ = Strengths and Difficulties Questionnaire; ICC = intraclass correlation coefficient. ICCs calculated as per Murray (1998, p. 301).

- ~ p < .10.
- \* p < .05.
- \*\* p < .01.
- \*\*\* p < .001.

Students in schools that implemented *Second Step*® showed greater improvements in DESSA-SSE skills learning ( $p = .022$ ;  $g = .11$ ), as compared to students in control schools, and greater reductions in SDQ emotional problems ( $p = .012$ ;  $g = -.10$ ) and SDQ hyperactivity ( $p = .001$ ;  $g = -.11$ ) over a 1-year period. The effect sizes for the DESSA social-emotional composite and emotional management and problem-solving sub-scales approached or exceeded these in magnitude, with  $g = .13$ ,  $.13$ , and  $.11$ , respectively, but the condition effects were only marginally significant ( $p = .059$ ,  $p = .079$ , and  $p = .069$ ). When we applied the Benjamini–Hochberg procedure to control false discovery rate (Benjamini & Hochberg, 1995), only SDQ hyperactivity was statistically significant, with an adjusted p-value of .015. SDQ emotional problems and DESSA-SSE skills learning had adjusted p-values of .066 and .081, respectively.

5.4. Differential effects

For many students, improvement in social-emotional measures was not likely because students had scored in an acceptable range at pretest. Because we expected little gains from well-adjusted students, tests of efficacy across all students can suppress information about the treatment effects. We therefore tested whether students' response to the *Second Step*® intervention depended on students' pretest scores with a moderation analysis. Table 3 presents the results of the moderation analyses. The critical test of moderation in this table is the time × condition × pretest row.

The time × condition effect was moderated by pretest scores for SDQ conduct problems ( $p = .004$ ), hyperactivity ( $p < .001$ ), peer problems ( $p < .001$ ), and prosocial behaviors ( $p = .003$ ). Moderation effects were also found for the DESSA social-emotional skills ( $p < .001$ ), skills for learning ( $p < .001$ ), emotional management ( $p < .001$ ), and problem solving ( $p < .001$ ) scales. Pretest marginally (but not significantly) moderated the DESSA empathy scale ( $p = .051$ ) and the observations of disruptive behavior ( $p = .061$ ).

To help interpret the results, Fig. 3 provides graphs of condition effects for four scales from the SDQ across the range of pretest scores. Fig. 4 depicts condition effects by pretest scores for four DESSA scales: social-emotional, skills learning, emotion management, and problem solving. Fig. 3A, for example, shows the moderation results for conduct problems. Students with fewer conduct problems (left side of Fig. 3A) did not differ between conditions, which is apparent from the mean difference (center, heavier line) of about zero and 95% confidence bounds (lighter outer lines) that include zero. Moving from left to right, the 95% confidence bounds begin to exclude zero at a pretest score of about 2.3, implying a statistically significant difference between conditions for students who scored 2.3 or higher on conduct problems.

It is important to interpret the moderation effects, however, in the context of the distribution of scores, summarized in Table 1. At least 50% of students scored a 0 and 75% scored a 1 or less on the conduct problems scale. Interpolating from Table 1, we estimate that the differences between conditions are statistically significant for about the highest-scoring 15–20% of the sample.

**Table 3**

Results from mixed-model time × condition × pretest moderation analysis on fall-to-spring gains in social-emotional behavior. -, \*, \*\*, \*\*\*, \*\*\*\*

Effect or statistic		SDQ emotional problems	SDQ conduct problems	SDQ hyperactivity	SDQ peer problems	SDQ prosocial	DESSA social-emotional	DESSA skills learning	DESSA empathy	DESSA emotional management	DESSA problem solving	Observations of disruptive behavior
Fixed effects	Intercept	1.06***	1.06***	3.45***	1.44***	7.08***	95.21***	24.54***	23.38***	23.81***	23.55***	9.17***
		(.04)	(.03)	(.05)	(.04)	(.07)	(.79)	(.17)	(.24)	(.22)	(.19)	(.48)
	Time	.16**	.09*	-.06	-.15*	.57***	6.28***	1.39***	1.92***	1.43***	1.61***	.26
		(.05)	(.05)	(.07)	(.06)	(.10)	(1.13)	(.24)	(.34)	(.31)	(.27)	(.68)
	Condition	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
		(.05)	(.05)	(.07)	(.06)	(.10)	(1.11)	(.23)	(.34)	(.31)	(.27)	(.67)
	Time × condition	-.14 ~	-.06	-.30**	-.09	.03	3.98*	.86*	1.05*	1.10*	.90*	-.79
		(.08)	(.06)	(.10)	(.08)	(.14)	(1.58)	(.33)	(.48)	(.44)	(.38)	(.96)
	Pretest	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***	1.00***
		(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)
Condition × pretest	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	
	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.02)	
Time × pretest	-.48***	-.27***	-.21***	-.43***	-.39***	-.25***	-.25***	-.37***	-.26***	-.26***	-.92***	
	(.02)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)	(.02)	
Time × condition × pretest	-.02	-.07***	-.09***	-.13***	-.06**	-.09***	-.10***	-.04 ~	-.13***	-.09***	.05 ~	
	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.03)	
Variances	School intercept	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
		(.01)	(.00)	(.01)	(.01)	(.02)	(2.47)	(.11)	(.23)	(.19)	(.14)	(.90)
	School gains	.03***	.02***	.06***	.05***	.12***	17.48***	.72***	1.64***	1.36***	.98***	5.95***
		(.01)	(.01)	(.01)	(.01)	(.03)	(3.55)	(.16)	(.33)	(.27)	(.20)	(1.29)
	Student	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
		(.01)	(.01)	(.02)	(.01)	(.02)	(1.72)	(.13)	(.14)	(.12)	(.12)	(1.28)
Residual	.88***	.78***	1.80***	.81***	1.47***	136.55***	10.60***	11.58***	9.54***	9.60***	103.22***	
	(.02)	(.01)	(.03)	(.01)	(.03)	(2.48)	(.19)	(.21)	(.17)	(.17)	(1.84)	

Note. Table entries show parameter estimates with standard errors in parentheses except for intraclass correlations (ICCs), Hedges' *g* values, and *p*-values. Tests of fixed effects (first four rows) used 57 *df* to account for the school as the unit of analysis. DESSA = Devereux Student Strengths Assessment; SDQ = Strengths and Difficulties Questionnaire; ICC = intraclass correlation coefficient. ICC calculated as per Murray (1998, p. 301).

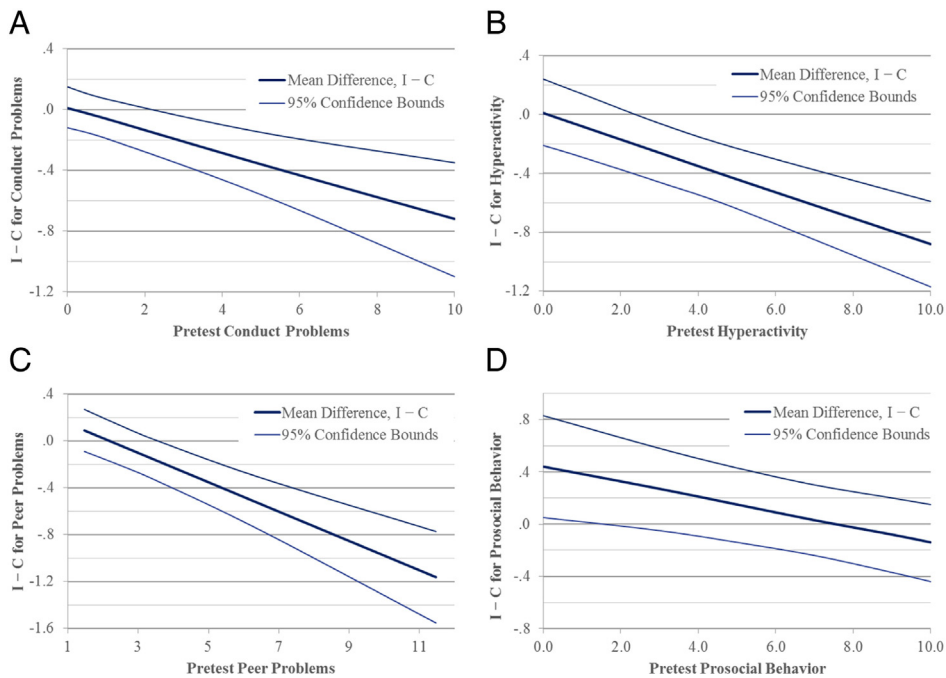
~ *p* < .10.\* *p* < .05.\*\* *p* < .01.\*\*\* *p* < .001.\*\*\*\* *p* < .0001.

The confidence bounds widen toward the right side of the chart because fewer students contributed to the condition effect estimate at higher pretest scores. Most other scales were less skewed and produced differences between conditions for a larger portion of the sample. For social-emotional problems, students with scores below about 100, approximately 60% of the sample, benefitted from *Second Step*®. Similarly, nearly 60% of the students, those with lower scores, improved their problem-solving skills when compared to students in control schools. In every test of moderation, the students with more problems or fewer social skills appeared to benefit from the *Second Step*® intervention, while we found no differences between conditions for those students who scored more positively at pretest.

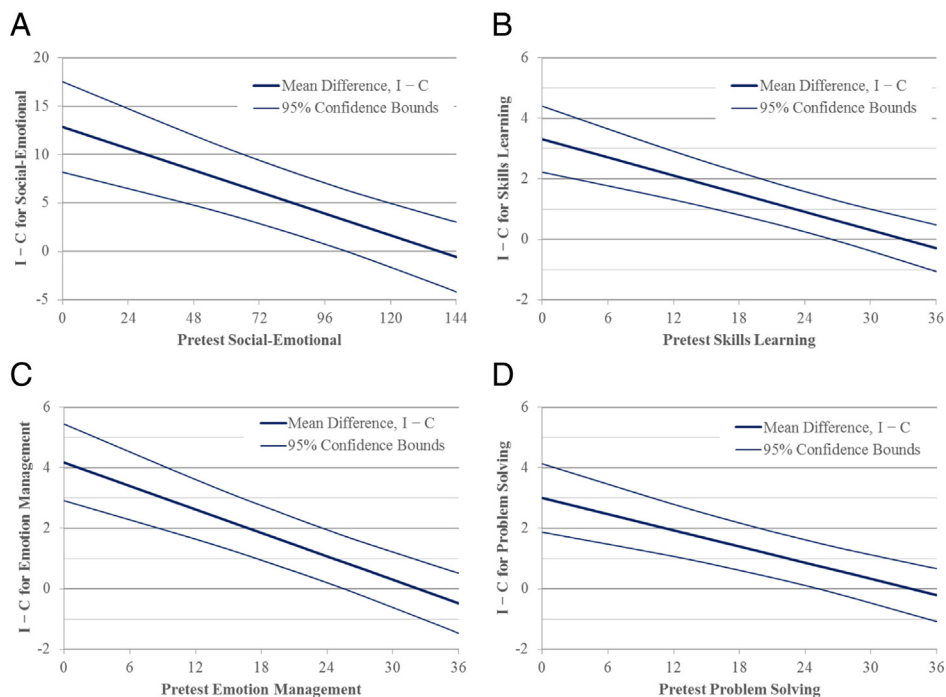
Proactive classroom management conditioned teacher reports of students' peer problems ( $t = -3.45$ ,  $df = 57$ ,  $p = .001$ ) and empathy ( $t = 2.02$ ,  $df = 57$ ,  $p = .049$ ). Teachers with about the highest 60% of proactive classroom management scores reported fewer peer problems in *Second Step*® schools compared to controls. For teachers with roughly the highest 75% of proactive classroom management scores, students exposed to *Second Step*® improved in empathy over controls. We found nonsignificant moderation effects by proactive classroom management for SDQ emotional symptoms ( $t = -1.01$ ,  $df = 57$ ,  $p = .316$ ), conduct problems ( $t = 0.40$ ,  $df = 57$ ,  $p = .692$ ), hyperactivity ( $t = -0.52$ ,  $df = 57$ ,  $p = .607$ ), and prosocial behavior ( $t = 0.10$ ,  $df = 57$ ,  $p = .923$ ) and DESSA social-emotional ( $t = 1.39$ ,  $df = 57$ ,  $p = .170$ ), skills learning ( $t = 1.21$ ,  $df = 57$ ,  $p = .230$ ), emotional management ( $t = 0.84$ ,  $df = 57$ ,  $p = .404$ ), and problem solving ( $t = 0.32$ ,  $df = 57$ ,  $p = .753$ ), and observations of disruptive behavior ( $t = -0.86$ ,  $df = 57$ ,  $p = .392$ ).

We found one statistically significant moderation effect for grade level ( $t = 2.18$ ,  $df = 58$ ,  $p = .034$ ), with students in grade 2 benefitting more on the emotion management scale of the DESSA than students in kindergarten or grade 1. We found nonsignificant moderation effects by grade level for SDQ emotional symptoms ( $t = -1.22$ ,  $df = 57$ ,  $p = .227$ ), conduct problems ( $t = -0.57$ ,  $df = 57$ ,  $p = .571$ ), hyperactivity ( $t = 0.06$ ,  $df = 57$ ,  $p = .953$ ), peer problems ( $t = 0.61$ ,  $df = 57$ ,  $p = .545$ ), and prosocial behavior ( $t = -0.73$ ,  $df = 57$ ,  $p = .467$ ) and DESSA social-emotional ( $t = 1.59$ ,  $df = 57$ ,  $p = .18$ ), skills learning ( $t = 0.63$ ,  $df = 57$ ,  $p = .534$ ), empathy ( $t = 1.91$ ,  $df = 57$ ,  $p = .061$ ), and problem solving ( $t = 0.52$ ,  $df = 57$ ,  $p = .604$ ), and observations of disruptive behavior ( $t = -0.01$ ,  $df = 57$ ,  $p = .992$ ).

We tested for moderation by state and found nonsignificant moderation effects for SDQ emotional symptoms ( $t = -1.08$ ,  $df = 57$ ,  $p = .286$ ), conduct problems ( $t = -0.98$ ,  $df = 57$ ,  $p = .331$ ), hyperactivity ( $t = -1.87$ ,  $df = 57$ ,  $p = .067$ ), peer problems ( $t = -1.51$ ,  $df = 57$ ,  $p = .137$ ), and prosocial behavior ( $t = 1.04$ ,  $df = 57$ ,  $p = .301$ ) and DESSA social-emotional ( $t = 1.52$ ,  $df = 57$ ,  $p = .133$ ), skills learning ( $t = 1.14$ ,  $df = 57$ ,  $p = .259$ ), empathy ( $t = 1.38$ ,  $df = 57$ ,  $p = .174$ ), emotional



**Fig. 3.** Differences between conditions for four scales from the Strengths and Difficulties Questionnaire plotted by pretest scores. The vertical axis shows the difference between conditions (I-C) on gains in each scale across the range of the pretest scores; a gain of zero represents no difference between conditions. The heavy line depicts the mean difference estimate. The two thin, outer lines show the 95% confidence interval around the mean estimate. The confidence intervals exclude zero, indicating a statistically significant difference, at values above 2.3 (81st percentile) for pretest conduct problems, 2.4 (43rd percentile) for pretest hyperactivity, and 3.6 (76th percentile) for pretest peer problems. For prosocial behavior, conditions differ significantly for pretest values of 1.5 (3rd percentile) or less.



**Fig. 4.** Differences between conditions for four scales from the Devereux Student Strengths Assessment plotted by pretest scores. The vertical axis shows the difference between conditions (I-C) on gains in each scale across the range of the pretest scores; a gain of zero represents no difference between conditions. The heavy line depicts the mean difference estimate. The two thin, outer lines show the 95% confidence interval around the mean estimate. The confidence intervals exclude zero, indicating a statistically significant difference between conditions, for values below 103 (62nd percentile) for the pretest social-emotional scale, 26 (59th percentile) for pretest skills learning, 26 (62nd percentile) for pretest emotion management, and 25 (57th percentile) for pretest problem solving.

management ( $t = 1.62$ ,  $df = 57$ ,  $p = .110$ ), and problem solving ( $t = 1.50$ ,  $df = 57$ ,  $p = .139$ ), and observations of disruptive behavior ( $t = 1.40$ ,  $df = 57$ ,  $p = .166$ ).

Finally, we tested moderation by the proportion of white students and found nonsignificant moderation effects for SDQ emotional symptoms ( $t = 1.17$ ,  $df = 57$ ,  $p = .248$ ), conduct problems ( $t = 1.18$ ,  $df = 57$ ,  $p = .243$ ), hyperactivity ( $t = 1.42$ ,  $df = 57$ ,  $p = .163$ ), peer problems ( $t = 0.01$ ,  $df = 57$ ,  $p = .993$ ), and prosocial behavior ( $t = -0.12$ ,  $df = 57$ ,  $p = .908$ ) and DESSA social-emotional ( $t = 0.60$ ,  $df = 57$ ,  $p = .554$ ), skills learning ( $t = 1.10$ ,  $df = 57$ ,  $p = .278$ ), empathy ( $t = 0.30$ ,  $df = 57$ ,  $p = .763$ ), emotional management ( $t = 0.65$ ,  $df = 57$ ,  $p = .518$ ), and problem solving ( $t = 0.55$ ,  $df = 57$ ,  $p = .584$ ), and observations of disruptive behavior ( $t = 0.88$ ,  $df = 57$ ,  $p = .384$ ).

### 5.5. Engagement and dosage

We next predicted each of the student posttest measures, controlling for their pretest values, with two measures of implementation: the number of lessons completed and engagement in *Second Step*®, given that adherence had little variability. The number of completed lessons and engagement were available only within the intervention schools, which prohibited a formal mediation analysis. The statistically significant associations between these two implementation measures, however, offer some evidence that *Second Step*® activities likely produced the differences observed between conditions. We fit these data to multilevel models and report standardized regression estimates ( $\beta$ ).

The number of lessons completed and engagement, respectively, predicted SDQ emotional problems ( $\beta = -.02$ ,  $p = .265$ ;  $\beta = -.13$ ,  $p < .000$ ), conduct problems ( $\beta = -.06$ ,  $p = .0025$ ;  $\beta = -.12$ ,  $p < .000$ ), hyperactivity ( $\beta = -.03$ ,  $p = .089$ ;  $\beta = -.03$ ,  $p = .046$ ), peer problems ( $\beta = -.02$ ,  $p = .332$ ;  $\beta = -.15$ ,  $p < .000$ ), prosocial ( $\beta = .06$ ,  $p = .005$ ;  $\beta = .05$ ,  $p = .003$ ). Lessons completed and engagement predicted DESSA social-emotional ( $\beta = .06$ ,  $p = .001$ ;  $\beta = .12$ ,  $p < .000$ ), skills learning ( $\beta = .05$ ,  $p = .002$ ;  $\beta = .11$ ,  $p < .000$ ), empathy ( $\beta = .06$ ,  $p = .000$ ;  $\beta = .12$ ,  $p < .000$ ), emotional management ( $\beta = .06$ ,  $p = .001$ ;  $\beta = .13$ ,  $p < .000$ ), problem solving ( $\beta = .06$ ,  $p = .000$ ;  $\beta = .10$ ,  $p < .000$ ). Finally, lessons completed and engagement predicted the observations of disruptive behavior ( $\beta = -.09$ ,  $p = .000$ ;  $\beta = -.08$ ,  $p < .000$ ). In general, engagement was a more important predictor (mean absolute  $\beta = .10$ ) than the number of lessons completed (mean absolute  $\beta = .05$ ).

## 6. Discussion

Too many children start off their school careers without the necessary social-emotional skills to be optimally engaged in the classroom, which can dampen the cumulative profit from their learning experiences. Several organizations have highlighted and validated the central role of social and executive function skills in learning outcomes, spawning a number of SEL programs, which are now in widespread use. For both policy and practice, it remains important to identify promising programs through rigorous evaluations and expand our understanding of who is benefiting from such programming. *Second Step*® is one of the most widely used SEL programs in the country, warranting further evaluation of its efficacy. The present study aimed to (1) examine main effects of the revised *Second Step*® program on a range of social-behavioral indices, (2) examine moderating effects of baseline skill levels (i.e., differential response) and classroom management, and (3) examine the influence of implementation on SEL outcomes among an early elementary population.

Overall, the data support the internal validity of the program but suggest that the benefits of *Second Step*® are most pronounced for children with lower baseline competencies. Indeed, the hypothesis that all children would benefit similarly (i.e., main effect) from *Second Step*® did not receive strong support—with statistically significant condition differences found for only two out of the eleven outcomes tested. Rather, tests of moderation indicate that for the most part, *Second Step*® produces larger differences between conditions among students with initially higher levels of problem behavior versus lower levels of problem behaviors. Specifically, positive effects were found for conduct problems, hyperactivity, peer problems, prosocial skills, SEL skills, skills for learning, emotion management and problem solving—as reported by teachers. However, these effects were specific to children who were generally in the lower half of their peers (50th percentile). For those dependent variables where pretest moderated the condition effect, between 15% and 60% of students benefitted from *Second Step*®. Thus, although the program is universal in delivery and format (i.e., non-targeted), teachers are primarily noticing improvements in youth with skills and behaviors that are mostly below the average peer. These patterns are not surprising, given that youth have variable levels of skills and will be expected to respond differently to intervention (Walker et al., 1996). Notably, these effects were not moderated by ethnicity or grade level.

No effects were found with the behavioral observations of disruptive behavior. Change in observed behaviors is often difficult to demonstrate due to the limited time observers are able to remain in each classroom, in contrast to teachers who have daily observations and interactions with students over many months. However, it is encouraging that the baseline moderation with observed disruptive behavior was marginally significant.

As a covariate, baseline classroom management skills were related to all study outcomes but did not account for the relation between the intervention status and outcomes, and thus was removed (from further analyses) for parsimony. However, the results suggested that *Second Step*® improved empathy and peer problems in classrooms with more proactive, positive classroom management. This is important to highlight because while *Second Step*® can yield benefits to students regardless of classroom management skill, the magnitude of benefit on certain key competencies can be greater when in the context of proactive, positive classroom climate and supports.

Although tests of mediation by implementation measures were not possible, the correlations between student SEL outcomes and implementation indices support the conclusion that *Second Step*® produced the differences between treatment conditions. The associations between implementation indices and outcomes within *Second Step*® schools were also similar in magnitude to the differences between conditions.

This study contributes to the prevention science and SEL literature in a few important ways. First, this study was designed and conducted with several features of an effectiveness trial, but overall maintained little researcher control. Although the literature is replete with efficacy trials, few studies have focused on evaluating the effectiveness of SEL programs under real-world educational conditions, so as to enhance their translational value (Merrell & Gueldner, 2010). Second, this study included a large, heterogeneous sample of geographically, ethnically, and socio-economically diverse students. Last, we utilized both survey and observational data, and rigorous data analytic methods.

Moderation analyses from this study warrant more elaboration and offer insights into the individuals who benefit most from universal programs such as *Second Step*®. Findings from this study reflect differential effectiveness, which has received little attention in the context of universal SEL supports. In the present case, children who were most responsive to the program were those who struggle to consistently deploy positive social–emotional skills and positive behaviors (under demands of a classroom environment). That is, children who began with a higher than average number of problematic behaviors or skill deficits showed greater improvement, driving program effects. Although it is important to be attentive to children who are at risk for behavior problems, it is important to note that children with adequate levels of these skills were able to maintain those skills. It would be misleading, and a consequence of the ecological fallacy, to conclude that only certain children benefited from *Second Step*®. Indeed, if one considers the benefits of *Second Step*® at the classroom level, versus individual level, socially sophisticated children clearly benefit indirectly by reaching the students who might impede classroom instruction through disruptive behaviors. It may also be that students who began with the most challenges benefited from the positive examples of their peers. Thus, we caution against making inferences about individual students from a universal intervention delivered at the classroom level.

Universal programming has several benefits. *Second Step*® can reach a large number of youth and can be taught in a regular classroom. Universal programs do not demand additional resources to screen targeted youth and do not have the stigma associated with identifying at-risk kids (see Horowitz, Garber, Ciesla, Young, & Mufson, 2007); and yet, as evidenced by the current data, universal programs can still reach at-risk children at an opportune developmental period. It also serves as a reminder that universal programming does not mean all children will show similar rates of improvement. Some students who receive universal programming have minimal room for improvement in social–emotional competence and adaptive behaviors (e.g., reductions in problem behavior), but they may need such supports in order to maintain their level of functioning over time.

### 6.1. Limitations

This study, like most, has limitations that readers should be aware of and that pinpoint directions for future work. First, we focused on child status when conducting the moderation analyses to avoid capitalization on chance. Second, this study focused on year one findings, limiting our ability to formally examine and interpret mediation, and mechanisms of change. Third, the conclusions reached in this study cannot necessarily extend beyond early elementary populations; further longitudinal work is needed to determine sustainability of these findings over time. Fourth, given the inclusion of the PCM training with the *Second Step*®, it is difficult to disentangle what was responsible for the effects. That being said, data suggest that PCM may serve as moderator rather than a direct intervention that promotes social–emotional competence. Last, the only outcome measures that were significant were teacher ratings, limiting the robustness of the findings. However, this is not altogether surprising, given that observational data provide a less reliable sampling of behavior. Future research and replication are nonetheless recommended in order to validate the observed benefits of *Second Step*® (and related programs).

### 6.2. Conclusions

Despite these limitations, findings translate into several implications for school psychologists or personnel in related positions. First, it is important for school psychologists to understand that *Second Step*® can be implemented with overall integrity in general education classrooms, with limited training and research involvement, and that better implementation corresponds with program impacts. Specifically, psychologists would be advised by these findings to ensure that teachers focus on both engagement, as well as breadth of coverage across lesson areas. Further, given the significant variability in implementation across teachers, school psychologists and other providers could consult with teachers by providing performance-based feedback to facilitate better implementation of SEL programming. Second, many models of delivery rely on school psychologists, counselors, or school social workers to implement the SEL curriculum. This study, however, demonstrates that most teachers are also capable of teaching the program with adequate levels of implementation quality. Indeed, for teachers with strong classroom management skills, impacts of *Second Step* implementation may be more pronounced.

The data suggest that the expectation of main effects may be overreaching and masking important subgroup differences. Presumably, a certain subset of children (in all schools) will not demonstrate added benefit of social skills programming because they already possess sufficiently strong skills. Conversely, it is important to highlight that *Second Step*® did not result in detrimental effects on children's social–emotional functioning. Further, universally delivered programs such as *Second Step*® may be one way to provide some of the support needed by higher-risk children without the required additional resources to screen children and the stigma associated with identifying students as at risk (see Horowitz et al., 2007). However, while *Second Step*® appears to have



more potency on for children most likely to get referred for social–behavioral concerns, it is unlikely that *Second Step*® alone is sufficient enough to address the needs of children with severe and complex social–emotional or cognitive difficulties. In such cases, there is evidence that those students would also benefit from more intensive services above and beyond *Second Step*® (Cook, Burns, Browning-Wright, & Gresham, 2010).

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## Appendix 5



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### Curricular Scope and Sequence

SuperKids  
Wit and Wisdom  
Eureka Math  
TCI Social Studies  
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# Scope and Sequence for Happily Ever After and Superkids

Readiness	Kindergarten		First Grade		Second Grade	
<i>Happily Ever After</i>	<i>Meet the Superkids</i>	<i>Superkids' Club</i>	<i>Adventures of the Superkids</i>	<i>More Adventures of the Superkids</i>	<i>The Superkids Hit Second Grade</i>	<i>The Superkids Take Off</i>

## ACCESSING SKILLS

### Print and Book Awareness *(See also Letter Recognition.)*

Recognize print in the environment	•	•	•				
Understand that print has meaning	•	•	•	•	•	•	•
Observe teacher's book handling skills	•	•	•	•	•	•	•
Handle a book properly	•	•	•	•	•	•	•
Identify parts of a book	•	•	•	•	•	•	•
Track print and illustrations from left to right and top to bottom	•	•	•	•	•	•	•
Relate print and spoken words	•	•	•	•	•	•	•
Recognize own name	•	•	•	•	•		
Recognize word boundaries	•						
Recognize that words are made up of letters	•	•	•				
Distinguish words and spaces in sentences	•	•	•				
Recognize that sentences are made up of words	•	•	•				
Recognize sentences	•	•	•				
Develop a positive attitude about reading	•	•	•	•	•	•	•
Understand that the same word is always spelled with the same letters	•	•					
Distinguish between word lengths	•						
Recognize capital letters and end punctuation in sentences	•	•	•	•	•	•	•
Understand relationship between print and pictures	•	•	•	•	•	•	•

Recognize text features. *See Comprehension.*

Recognize and distinguish between types of sentences. *See Grammar, Usage, and Mechanics.*

Understand use of speech and thought balloons		•	•	•			
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Understand dialogue. *See Comprehension.*

## Letter Recognition

Understand the concept of letters	•						
Distinguish between letters	•	•	•				
Identify capital and lowercase letters	•	•	•				
Match letters	•	•	•				
Compare the shapes of letters		•	•				
Identify vowels and consonants		•	•				

Know order of alphabet. *See Study and Research Skills.*

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Visual Development							
Locate pictures on a page	•						
Match pictures	•						
Compare and contrast pictures. <i>See Comprehension.</i>							
Discriminate between figure and ground	•						
Match letters. <i>See Letter Recognition.</i>							
Identify pictures and picture details	•	•	•	•	•	•	•
Discriminate between sizes	•						
Recall an item removed from a group	•						
Recognize patterns	•						
Match facial expressions with feelings	•						
Identify an X. <i>See also Vocabulary: Identify shapes.</i>	•						

Auditory Discrimination							
Identify sounds	•	•					
Identify same and different sounds	•						
Identify a sequence of sounds	•						
Identify first and last sounds in a sequence	•						
Repeat a rhythm	•						
Repeat parts of a song	•						
Repeat sounds	•						
Discriminate between soft and loud sounds	•						

Phonological Awareness							
Identify same and different word sequences	•						
Repeat a sequence of words	•						
Discriminate between words	•						
Distinguish between long and short words	•						
Identify and produce rhyming words	•	•	•	•	•	•	•
Participate in rhyming games and activities	•	•	•	•	•	•	•
Recognize and count sentences	•						
Recognize words in sentences	•						
Identify a missing word	•						
Recognize syllables in words						•	•
Segment spoken words into parts	•						

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Phonemic Awareness							
Identify same and different beginning sounds in words	•	•	•				
Identify beginning sounds in words	•	•	•	•	•	•	•
Identify same and different ending sounds in words	•	•	•				
Identify ending sounds in words	•	•	•	•	•	•	•
Identify and produce rhyming words. <i>See Phonological Awareness.</i>							
Associate picture names with initial, medial, or final sounds		•	•	•	•	•	•
Distinguish between initial, final, or medial sounds in words		•	•	•	•	•	•
Identify medial sounds in words		•	•	•	•	•	•
Manipulate sounds in words (add and substitute sounds)		•	•				

Phonics							
Associate single consonant letters with consonant sounds		•	•	•	•	•	•
Associate vowels with short-vowel sounds		•	•	•	•	•	•
Identify rhyming words. <i>See Phonological Awareness.</i>							
Blend sounds for pairs of letters		•					
Associate double consonant letters with consonant sounds		•	•				
Blend sounds to decode words		•	•	•	•	•	•
Read rhyming words		•	•	•	•	•	•
Blend sounds to decode words in word families		•	•	•	•	•	•
Discriminate between similar words		•	•	•	•	•	•
Associate consonant digraphs with sounds			•	•	•	•	•
Associate <i>r</i> -controlled vowels with sounds				•	•	•	•
Associate verb endings ( <i>-ed</i> , <i>-ing</i> ) with sounds. <i>See also Structural Analysis.</i>				•	•	•	•
Associate vowels with long-vowel sounds				•	•	•	•
Identify and mark short and long vowels				•	•	•	•
Use consonant and vowel patterns to decode words (CVC, CVCC, VC, CV, CVCe, CVVC)				•	•	•	•
Associate vowel digraphs with sounds				•	•	•	•

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Read "trickers" with unusual word patterns					•	•	•
Associate vowel diphthongs with sounds					•	•	•
Read words with silent consonants ( <i>wr/r/, gn/n/, igh/i/, kn/n/, mb/m/, t in tle, c in scle</i> )						•	•
Read syllables ( <i>-tion, -ness, -less</i> )						•	•

Structural Analysis							
Read nouns with plural endings		•	•	•	•	•	•
Read verbs with inflectional endings		•	•	•	•	•	•
Read contractions			•	•	•	•	•
Understand abbreviations and titles ( <i>vet, Dr., TV, Mrs., Mr., Ms., Chief</i> )			•	•	•	•	•
Read possessives			•	•	•	•	•
Use smaller words to read and understand compound words			•	•	•	•	•
Read words with prefixes and suffixes. <i>See also</i> Read verbs with inflectional endings.				•	•	•	•
Identify base words in words with endings				•	•	•	•
Read comparative and superlative adjectives				•	•	•	•
Use word parts or syllables to read longer words				•	•	•	•
Read adjectives with endings <i>-y, -ful</i>					•	•	•
Read adverbs with ending <i>-ly</i>					•	•	•

PROCESSING SKILLS							
Vocabulary							
Understand and discuss words and phrases	•	•	•	•	•	•	•
Understand vocabulary in stories, poems, and other readings	•	•	•	•	•	•	•
Understand words important to concept or text	•	•	•	•	•	•	•
Use new words in a variety of contexts	•	•	•	•	•	•	•
Classify and categorize pictures or words	•	•	•	•	•	•	•
Understand parts of a whole	•						
Identify colors ( <i>red, blue, yellow, green, purple, black, brown, orange, white, pink</i> )	•	•					
Identify sizes ( <i>big, large, medium, little, small, long, short</i> )	•						

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Understand position words ( <i>over, under, across, above, below, in, on, around, up, down, top, middle, bottom, left, right, in front of, in back of, next to, behind, between</i> )	•	•	•				
Understand parts of speech. <i>See Grammar, Usage, and Mechanics.</i>							
Understand sequence words ( <i>first, next, last</i> )	•	•	•	•	•	•	•
Identify shapes ( <i>dot, line, circle, square, an X, rectangle, arrow, triangle</i> )	•	•					
Understand idioms and figurative language		•	•	•	•	•	•
Understand homonyms, including homophones, homographs, and multiple-meaning words		•	•	•	•	•	•
Identify rebuses		•	•	•	•		
Recognize and understand high-frequency words (Memory Words)		•	•	•	•	•	•
Use context clues		•	•	•	•	•	•
Understand antonyms and synonyms		•	•	•	•	•	•
Examine word usage and effectiveness. <i>See Author's Craft.</i>							
Discuss onomatopoeia. <i>See Comprehension.</i>							
Use graphic organizers to group, study, and retain vocabulary. <i>See Study and Research Skills.</i>							
Understand similes, metaphors, and personification. <i>See Author's Craft.</i>							

<b>Comprehension</b>							
<b>Comprehension Strategies</b>							
Use prior knowledge	•	•	•	•	•	•	•
Answer questions about a story, poem, or informational text	•	•	•	•	•	•	•
Generate questions (to distinguish between reality and fantasy, to make and confirm predictions, to determine important ideas)		•	•	•	•	•	•
Recognize text structure		•	•	•	•	•	•
Visualize		•	•	•	•	•	•
Monitor comprehension and use fix-up tips (reread, read ahead, look at the pictures, think about what makes sense, ask for help)		•	•	•	•	•	•
Summarize		•	•	•	•	•	•
Use graphic organizers. <i>See Study and Research Skills.</i>							

<b>Comprehension Skills</b>							
Follow oral directions. <i>See Listening.</i>							
Set a purpose for listening or reading	•	•	•	•	•	•	•

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Preview text	•	•	•	•	•	•	•
Recognize text features	•	•	•	•	•	•	•
Make and confirm predictions	•	•	•	•	•	•	•
Understand characters	•	•	•	•	•	•	•
Connect text to self or experience	•	•	•	•	•	•	•
Sequence events or steps	•	•	•	•	•	•	•
Understand story structure. <i>See</i> Recognize plot.							
Recall details	•	•	•	•	•	•	•
Retell stories or main ideas	•	•	•	•	•	•	•
Draw and support conclusions	•	•	•	•	•	•	•
Make inferences. <i>See</i> Draw and support conclusions.							
Determine cause and effect	•	•	•	•	•	•	•
Respond to text	•	•	•	•	•	•	•
Use pictures	•	•	•	•	•	•	•
Compare and contrast texts or pictures	•	•	•	•	•	•	•
Distinguish between reality and fantasy	•	•	•	•	•	•	•
Determine important ideas	•	•	•	•	•	•	•
Recognize plot (problem and solution; beginning, middle, end)	•	•	•	•	•	•	•
Identify main idea and supporting details	•	•	•	•	•	•	•
Demonstrate learning through productions and displays	•	•	•	•	•	•	•
Identify lesson(s) taught by a story, play, or fable	•	•	•	•	•	•	•
Identify and distinguish between genres (fiction, nonfiction, realistic story, fantasy, poetry, directions)	•	•	•	•	•	•	•
Understand setting and its importance	•	•	•	•	•	•	•
Understand idioms, descriptive language, and figurative language. <i>See</i> Vocabulary and Author's Craft.							
Give and support opinions	•	•	•	•	•	•	•
Associate pictures with words, sentences, or a story	•	•	•	•	•	•	•
Recognize rhythm, rhyme, and repetition	•	•	•	•	•	•	•
Recognize alliteration	•	•	•	•	•	•	•
Recognize patterns in text	•	•	•	•	•	•	•
Recognize onomatopoeia	•	•	•	•	•	•	•
Recognize and understand dialogue	•	•	•	•	•	•	•
Distinguish between fact and opinion	•	•	•	•	•	•	•
Identify author's purpose(s)	•	•	•	•	•	•	•

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Identify conventions of informational texts						•	•
Interpret information from graphs, diagrams, and charts. <i>See Study and Research Skills.</i>							
Generate and analyze alternative endings						•	•

Fluency							
Read with accuracy		•	•	•	•	•	•
Read with expression		•	•	•	•	•	•
Read with appropriate stress		•	•	•	•	•	•
Read rhythmically		•	•	•	•	•	•
Read at an appropriate rate		•	•	•	•	•	•
Observe punctuation		•	•	•	•	•	•
Read with natural phrasing		•	•	•	•	•	•
Use proper pitch and volume		•	•	•	•	•	•
Use typographical clues				•	•	•	•

Study and Research Skills							
Identify parts of a book. <i>See Print and Book Awareness.</i>							
Record knowledge of a topic and demonstrate learning in various ways	•	•	•	•	•	•	•
Practice test-taking skills		•	•	•	•	•	•
Generate questions for investigation. <i>See also Emergent/Expressive Writing.</i>		•	•	•	•	•	•
Use graphic organizers		•	•	•	•	•	•
Follow written directions			•	•	•	•	•
Interpret information from graphs, charts, and diagrams			•	•	•	•	•
Know and use alphabetical order			•	•	•	•	•
Use a table of contents				•	•	•	•
Use parts of a book to locate information				•	•	•	•
Identify steps in directions				•	•	•	•
Use references and resources (dictionary, encyclopedia, nonfiction books, the Internet, maps)					•	•	•
Take notes from observations and sources and compile them into outlines, reports, summaries, and other texts					•	•	•
Use technology						•	•
Use multiple sources to locate information						•	•

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Use strategies to clarify the accuracy of a text						•	•
Describe role of authors and illustrators						•	•
Locate and use important areas of the library or media center						•	•
Understand that the use of multimedia forms can influence audience						•	•
Know types of mass media						•	•

EXPRESSIVE SKILLS							
Fine Motor Skills							
Use a crayon	•						
Hold and use scissors	•						
Fold paper	•						
Use glue	•						
Trace a line	•						
Draw lines	•						
Draw a line <i>across, between, over, under</i>	•						
Color in	•						
Draw a picture	•	•	•	•	•	•	•
Create original art	•	•	•	•	•	•	•
Trace a circle	•	•					
Underline, make a circle, mark an X	•						
Trace a square	•						
Use a pencil	•						

Handwriting							
<i>Using manuscript,</i>							
Trace letter shapes		•	•				
Form capital and lowercase letters		•	•	•	•	•	
<i>Using cursive,</i>							
Trace letter shapes							•
Form capital and lowercase letters							•
Connect letters correctly							•
Trace or write words and sentences		•	•	•	•	•	•
Write legibly		•	•	•	•	•	•
Use correct spacing and punctuation in sentences			•	•	•	•	•



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**Response to Literature** (See Comprehension and Emergent/Expressive Writing.)

Emergent/Expressive Writing							
Understand that writing is a way to communicate spoken language	•	•	•	•	•	•	•
Recognize that writing has different purposes	•	•	•	•	•	•	•
Attempt writing through drawing, scribbling, or writing words	•	•	•				
Attempt to write or write own name	•	•	•	•	•		
Dictate or write words and complete sentences	•	•	•	•	•	•	•
Dictate, draw, or write in response to literature	•	•	•	•	•	•	•
Dictate or write for different purposes and audiences	•	•	•	•	•	•	•
Generate ideas before and during writing		•	•	•	•	•	•
Assess and revise own ideas during writing				•	•	•	•
Dictate or write expository texts (e.g., lists, facts, labels, posters, directions, friendly letters, reports)		•	•	•	•	•	•
Focus on a central idea		•	•	•	•	•	•
Dictate or write narrative texts (e.g., captions, story endings, stories, dialogue)		•	•	•	•	•	•
Use organizational structure		•	•	•	•	•	•
Contribute ideas in group writing		•	•	•	•	•	•
Dictate or write poetry and figurative language		•		•	•	•	•
Use repetition, rhythm, rhyme, and onomatopoeia		•	•	•	•	•	•
Dictate or write descriptions		•	•	•	•	•	•
Dictate or write questions of inquiry		•	•	•	•	•	•
Set a purpose for writing		•	•	•	•	•	•
Use effective word choice		•	•	•	•		•
Use correct capitalization and punctuation. See Grammar, Usage, and Mechanics.							
Use conventional spelling of familiar words. See Spelling.							
Add details to pictures or sentences			•	•	•	•	•
Dictate or write persuasive texts (e.g., reviews, opinions)			•	•	•	•	•

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Use the writing process to plan, draft, revise, edit, and publish a story or report			•	•	•	•	•
Write a paragraph				•	•	•	•
Group related ideas and maintain a consistent focus				•	•	•	•
Use several sentences to elaborate upon an idea				•	•	•	•
Evaluate own and others' writing				•	•	•	•
Use published writing as models						•	•
Use technology to compose, edit, and publish texts						•	•
Use relevant details to provide reasons and examples						•	•
Write with a unique voice							•

<b>Author's Craft</b>							
Appreciate and use precise word choice		•	•	•	•	•	•
Appreciate and use descriptive language, including vivid imagery				•	•	•	•
Appreciate and use figurative language, including similes, metaphors, personification, and symbolism		•	•	•	•	•	•
Read and understand familiar proverbs							•

<b>Grammar, Usage, and Mechanics</b>							
Understand adjectives (descriptive words)	•	•	•	•	•	•	•
Understand and use capitalization rules (first word in a sentence and greeting, proper nouns, pronoun <i>I</i> , titles, initials)		•	•	•	•	•	•
Recognize and use punctuation marks (period, question mark, exclamation mark, apostrophe, comma, quotation marks)		•	•	•	•	•	•
Recognize and distinguish between types of sentences (statements, questions, exclamations)		•	•	•	•	•	•
Understand and form regular and irregular plurals		•	•	•	•	•	•
Understand and use pronouns (antecedent-referent relationship)		•	•	•	•	•	•
Understand and form contractions			•	•	•	•	•
Understand abbreviations and titles ( <i>vet</i> , <i>Dr.</i> , <i>TV</i> , <i>Mrs.</i> , <i>Mr.</i> , <i>Ms.</i> , <i>Chief</i> ). See Structural Analysis.							
Recognize and form possessives			•	•	•	•	•

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Understand and form compound words			•	•	•	•	•
Understand verbs and verb endings (-ed, -ing, -s, -es)			•	•	•	•	•
Understand and form words with prefixes (un-, re-, pre-, mis-, over-)			•	•	•	•	•
Understand and form words with suffixes (-er, -y, -ful, -ly, -or). See also Understand verbs and verb endings (-ed, -ing, -s, -es).			•	•	•	•	•
Understand and use conjunctions (and, or, but)				•	•	•	•
Use verbs to understand time of action				•	•	•	•
Understand and form comparative and superlative adjectives (add -er, -est)				•	•	•	•
Distinguish between complete and incomplete sentences				•	•	•	•
Recognize and use correct word order in sentences				•	•	•	•
Understand and use adverbs					•	•	•
Understand past, present, and future tenses							•

Spelling							
Encode letters for initial, medial, or final sounds		•	•	•	•	•	•
Encode words using letter-sound knowledge		•	•	•	•	•	•
Spell high-frequency words (Memory Words)				•	•	•	•
Use spelling rules and patterns to encode words				•	•	•	•
Spell contractions				•	•	•	•
Encode words with inflectional endings, prefixes, and suffixes				•	•	•	•

Listening and Speaking							
Listening (See also Auditory Discrimination and Phonological Awareness.)							
Listen and respond to a variety of oral presentations (stories, poems, songs, sharing by classmates)	•	•	•	•	•	•	•
Follow oral directions	•	•	•	•	•	•	•
Listen for details in a song	•	•	•	•	•	•	•
Set a purpose for listening	•	•	•	•	•	•	•

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Listen attentively and critically	•	•	•	•	•	•	•
Know listening preferences	•	•	•	•	•	•	•

Speaking							
Speak for different purposes	•	•	•	•	•	•	•
Describe personal experiences	•	•	•	•	•	•	•
Ask and answer questions. <i>See also Comprehension Strategies.</i>	•	•	•	•	•	•	•
Participate in discussions	•	•	•	•	•	•	•
Discuss pictures	•	•	•	•	•	•	•
Use language to communicate thoughts and ideas	•	•	•	•	•	•	•
Use basic conversation strategies	•	•	•	•	•	•	•
Retell and summarize stories. <i>See also Comprehension.</i>	•	•	•	•	•	•	•
Engage in dramatic activities (act out a story, demonstrate meaning of a word, role-play situations, and so on)	•	•	•	•	•	•	•
Recite poems, rhymes, or songs	•	•	•	•	•	•	•
Answer riddles	•	•	•	•	•	•	•
Speak in complete sentences	•	•	•	•	•	•	•
Gain increasing control of grammar when speaking	•	•	•	•	•	•	•
Speak clearly with appropriate volume	•	•	•	•	•	•	•
Use verbal and nonverbal communication in effective ways	•	•	•	•	•	•	•
Use props to support spoken messages	•	•	•	•	•	•	•
Recount experiences in logical sequence	•	•	•	•	•	•	•
Connect experiences with others	•	•	•	•	•	•	•
Report on a topic with supportive facts and details					•	•	•
Paraphrase information given orally by others						•	•
Organize presentations to maintain a clear focus						•	•
Choose and adapt spoken language for audience, purpose, and occasion						•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures						•	•

# SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

## STANDARDS SELECTION

The texts and tasks included in *Wit & Wisdom* present opportunities to practice and master the CCSS. *Wit & Wisdom*'s learning design is based on the premise that texts speak, and standards answer. Instead of addressing standards one by one, in isolation, the tasks and activities associated with each *Wit & Wisdom* text integrate multiple standards from the CCSS Reading, Writing, Speaking and Listening, and Language strands. The integrated teaching of these standards emerges from the content of the carefully curated texts in each module, rather than in an isolated series of skills instruction.

For easy reference, this section outlines the CCSS anchor standards and the scope and sequence for each strand individually. Various standards from every strand are integrated throughout each module. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands. Students deepen their understanding and mastery of ELA skills, as well as their knowledge of cross-disciplinary topics and concepts.

## TYPES OF STANDARDS

*Wit & Wisdom* explicitly addresses all the expectations of the CCSS, with the exception of the Foundational Skills standards. Nearly all CCSS and sub-standards are targeted in one or more modules.\* Focus, supporting, and continuing standards are designated in each module.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Supporting standards are not necessarily explicitly taught or formally assessed in the module, but students practice them with one or more module texts. Many CCSS are designated as focus standards just once or twice but reappear in other modules as supporting standards. Throughout the year, students apply supporting standards to new texts with increasing independence.

Continuing standards represent broad, end-of-year goals and cannot be assessed in a single task. Unlike focus and supporting standards, continuing standards are taught and practiced pervasively across modules rather than in individual lessons. Students practice and master these standards cumulatively. The continuing standards RL.10, RI.10, and L.6 are foundational to what students do on a daily basis and, therefore, appear in every module of every grade.

Through careful analysis of the texts and topics, each module of *Wit & Wisdom* has been designed to align to the standards best suited to building students' understanding and knowledge of module content. As they practice and apply these skills throughout the year, students become confident, engaged, college- and career-ready learners.

\*The notable exceptions are W.9 and W.10 (which are supporting standards in most modules as reflection of the standards' purpose); RL.10, RI.10, and L.6 (which are continuing standards in all modules); and the Foundational Skills standards. (See the Foundational Skills section in the "Going Deeper" chapter for details.)

## READING CCSS SCOPE AND SEQUENCE

The Reading CCSS Scope and Sequence is a key foundation of *Wit & Wisdom*'s learning design. The Reading standards are integrated with the Content Stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. While many standards align neatly with specific Content Stages, the standards aligned to each lesson were chosen primarily for how well they suit the module texts and tasks.

Stage	Typical Standards
Wonder	R.1, R.4 (determine word meaning)
Organize	R.2 (summarize key ideas and details), R.5
Reveal	R.3, R.4 (analyze word choices), R.5, R.6, R.7, and/or R.8
Distill	R.2 (interpret central ideas or themes)
Know	R.9

The Reading CCSS Scope and Sequence was also designed to help students build skills across an instructional year. R.10, for example, is a continuing standard, as its mastery represents the cumulative results of reading grade-level complex texts throughout the year. R.1, R.2, and R.4 (the part of the standard for determining word meanings) are explicitly taught in Module 1 and/or Module 2 in order to build a foundation for students' work with complex texts. Students then continue to apply those standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6: Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

	Reading Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	RL: 1, 6	RL: 2, 3, 9	RL: 4	RL: 5, 7
	RI: 1, 4, 5	RI: None	RI: 2, 3, 6, 8	RI: 7, 9
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	RL: 1, 2, 3	RL: 2	RL: 4, 5	RL: 6, 7, 9
	RI: 1, 7	RI: 2, 3, 5, 8	RI: 4, 6, 9	RI: None
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	RL: 1, 2, 5	RL: 2, 3, 9	RL: 4, 6	RL: 7
	RI: 1, 2	RI: 4	RI: 3, 7, 9	RI: 5, 6, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	RL: 1, 2	RL: 2	RL: 3, 6, 9	RL: 4, 5, 7
	RI: 1, 2, 4, 5, 7	RI: 3, 6, 9	RI: None	RI: 8

Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	RL: 2, 5	RL: 1, 3, 7	RL: 2, 6	RL: 4, 5, 7, 9
	RI: 2, 4, 7	RI: 1, 5	RI: 3, 6, 8	RI: 9
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	RL: 3, 9	RL: 1, 2, 4, 5, 7	RL: 4, 6	RL: None
	RI: 2, 3	RI: None	RI: 4, 6, 8	RI: 1, 5, 7, 9
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	RL: 1, 2, 3, 4, 9	RL: 3, 5, 7, 9	RL: 3, 6	RL: None
	RI: 1, 2, 9	RI: None	RI: 3, 8, 9	RI: 4, 5, 6, 7
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	RL: 1, 2, 3, 4	RL: 2, 3	RL: 4, 5, 6, 7	RL: 2, 3, 9
	RI: None	RI: 1, 2, 3	RI: 7, 8	RI: 4, 5, 6, 9
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	RL: 1, 2, 4, 5	RL: 3, 7	RL: 2, 4, 6, 9	RL: None
	RI: 2	RI: 1, 3	RI: 4, 8	RI: 5, 6, 7, 9
Continuing Standards: RL.10 and RI.10 are continuing standards across all grade levels.				



## WRITING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* provides students with opportunities to build deep knowledge and with the preparation and practice required to express what they know. The Writing CCSS Scope and Sequence can help teachers integrate the various aspects of writing instruction that students must master: skills specific to a particular purpose or genre, widely transferable skills, the writing process, and research.

*Wit & Wisdom* organizes the discrete skills and practices of the Common Core Writing Standards into five categories: Craft Features for Structure, Development, Style, Conventions, and Process. Just as the reading standards align with the Content Stages, the *Wit & Wisdom* writing focus standards align to the Craft Features.

These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for speaking and listening and language. Students often begin to practice a writing type with a focus on structure and development, then explore how style can enhance their work. Throughout the year, students apply their knowledge of conventions and process to all writing types, with increasing depth, flexibility, and independence.

Because students' purpose for writing varies according to the texts and tasks in each module, this Scope and Sequence ensures that at least one module focuses explicitly on each writing type represented by focus standards W.1, W.2, and W.3. Once students learn the requirements of each focus standard, they continue to practice it as a supporting standard, applying what they have learned as they write about new topics. Because it is integral to mastering all three types of writing, W.4 is a focus in almost every module; throughout the year, students work to produce writing appropriate for various tasks, purposes, and audiences.

Because familiarity with the writing process is also essential to mastery of every writing type, W.5 is explicitly introduced in either Module 1 or Module 2. As the year progresses, students use the writing process strategically, with increasing independence.

Each module suggests various ways that students can use technology to produce and publish writing and to collaborate with peers, allowing schools with a wide range of technology resources to meet the expectations of W.6.

In every grade, at least one EOM Task focuses on a sustained research project. In addition, students conduct a variety of short research projects throughout the year, frequently practicing W.7 and W.8.

Finally, W.9 and W.10 are supporting standards in most modules. Most written Focusing Question Tasks and EOM Tasks align to W.9 as students gather textual evidence to respond to questions that assess one or more reading standards. Because students write so routinely throughout *Wit & Wisdom*, the program generally calls out W.10 as a standard only in lessons in which students write for a range of informal, exploratory purposes.

## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Present and Build Knowledge

W.7: Conduct short and more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

W.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.

	Writing Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	W: 2, 8	W: 3, 6, 8	W: 2, 7, 8	W: 1, 5, 8
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	W: 3, 5	W: 2, 6, 7, 8	W: 3	W: 1, 8
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	W: 2, 5, 8	W: 2, 5, 6, 8	W: 3, 8	W: 1, 7, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	W: 2, 4, 8	W: 1, 2, 4, 5, 8	W: 3, 4	W: 2, 4, 6, 7, 8
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	W: 2, 8	W: 2, 3, 4, 5, 8	W: 1, 6, 7	W: 2

Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	W: 2, 4	W: 3, 4, 5	W: 1, 4, 5	W: 1, 2, 4, 6, 7, 8
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	W: 2, 4, 5	W: 3, 4, 5, 6	W: 1, 4, 5	W: 2, 4, 7, 8
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	W: 3, 4	W: 2, 4, 5	W: 1, 4, 6	W: 2, 4, 7, 8
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	W: 3, 4, 5	W: 2, 4	W: 1, 4, 5	W: 2, 4, 6, 7, 8
Continuing Standards: W.10 is a continuing standard across all grade levels.				

## SPEAKING AND LISTENING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* organizes the discrete skills and practices described in the Common Core Speaking and Listening standards into four Craft Features, or purpose-driven categories: Process, Delivery, Structure, and Development. These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for writing and language. In each of the first four modules of the year, explicit speaking skill instruction focuses on a single Craft Feature.

Because a few of the Speaking and Listening standards have multiple Craft Features embedded, these standards may appear more than once as focus standards, especially in later grades. By the end of Module 4, students integrate the discrete skills practiced in each of the Craft Features to meet the whole of each standard.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and such that the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

	Speaking and Listening Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 3	SL: 2, 4
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	SL: 1.a, 1.b	SL: 4, 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	SL: 1.b	SL: 1.d, 2, 4	SL: 1.a, 1.c, 3	SL: 4, 5, 6
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.b, 1.c, 3, 4	SL: 1.d, 2, 4
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 2, 3	SL: 1.d, 4
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	SL: 1.b	SL: 1.d, 2, 4, 5, 6	SL: 2, 4	SL: 1.a, 1.c, 3
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 3	SL: 1.d, 2, 4, 5
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	SL: 4, 5, 6	SL: 1.b, 1.d	SL: 1.a, 1.c, 3	SL: 2, 4, 5

## LANGUAGE CCSS SCOPE AND SEQUENCE

The Language Scope and Sequence highlights the progression of explicit language instruction across *Wit & Wisdom* modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts.

Throughout the year, students apply their knowledge of style and conventions (L.1, L.2, and L.3) with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content.

L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

## College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

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

### Vocabulary Acquisition and Use

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	Language Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	L: 1.d, 2.c, 2.d	L: 1.a, 1.e, 2.c, 2.d, 5.a, 5.c	L: 1.b, 1.c, 2.a, 2.d, 4.a, 5.b, 5.d	L: 1.f, 2.a, 2.b, 4.b, 5.b, 5.d
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	L: 1.b, 1.f, 1.j, 2.b	L: 1.h, 1.i, 1.j, 2.b, 2.e, 4.a, 5.b, 5.d	L: 1.c, 1.e, 1.f, 4.b, 4.c, 5.c, 5.d	L: 1.a, 1.d, 1.g, 1.j, 2.a, 2.c, 2.d, 5.a
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	L: 1.e, 1.f	L: 1.a, 1.b, 1.d, 2.a, 4.a, 4.b, 4.c	L: 1.e, 1.f, 3.a, 4.d, 5.b	L: 1.c, 2.b, 2.c, 2.d, 2.e, 4.e, 5.a
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	L: 1.a, 1.e, 1.i, 2.a, 2.e, 4.a	L: 1.a, 1.h, 1.i, 4.a, 4.b, 5.a, 5.c	L: 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 4.c, 5.b	L: 1.g, 2.f, 2.g, 3.a, 3.b, 4.d
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	L: 1.d, 2.a, 2.b, 2.c, 5.a	L: 1.a, 1.e, 3.a, 3.b, 4.a, 4.b, 5.a	L: 1.a, 1.b, 1.f, 2.c, 3.c, 4.c, 5.c	L: 1.c, 1.g, 2.d, 3.c, 4.b, 5.b
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	L: 1.a, 2.d, 3.a	L: 1.a, 1.c, 1.d, 2.a, 2.c, 4.a, 4.c, 5.a, 5.b, 5.c	L: 1.a, 1.b, 1.c, 1.d, 1.e, 2.b, 3.a, 3.b, 4.a, 4.b, 4.c, 5.b	L: 2.b, 2.e, 3.b, 4.a, 4.b, 5.c
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	L: 1.e, 3.a, 3.b, 4.a, 5.a	L: 1.b, 1.d, 2.a, 2.b, 3.b, 4.b, 5.a, 5.c	L: 1.a, 1.c, 3.a, 4.c, 4.d, 5.b	L: 3.b
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	L: 1.b, 3.a	L: 1.a, 1.c, 2.b, 3.a, 4.b, 5.b	L: 1.b, 3.a, 4.a, 4.b, 5.a, 5.c	L: 2.a, 4.b, 4.c, 4.d, 5.c
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	L: 1.c, 2.a, 5.a	L: 1.b, 1.d, 2.b, 5.b, 5.c	L: 1.c, 1.d, 2.a, 2.c, 4.b, 4.c, 4.d, 5.a, 5.c	L: 1.a, 2.a, 3.a, 4.a, 4.d, 5.b





# *A Story of Units:* **A Curriculum Overview for Grades P-5**

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## Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards<sup>1</sup> (CCLS)
- The Key Areas of Focus<sup>2</sup> for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies<sup>3</sup> for the grade (Note that this information is not available for Pre-Kindergarten.)
- The CCLS Major Emphasis Clusters<sup>4</sup> for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the CCLS that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that for Grade 3 through Grade 5, the standards identified on the Pre-Post Standards<sup>5</sup> document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

Test Date	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9/6/12				ML1: Sums and Differences to 20 (10 days)	ML1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	ML1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	ML1: Place Value and Decimal Fractions (20 days)
10/10/12	ML1: Numbers to 5 (45 days)	ML1: Numbers to 10 (43 days)	ML1: Sums and Differences to 10 (45 days)	M2: Addition and Subtraction of Length Units (12 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)
11/8/12	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting and Comparison of Numbers to 1000 (25 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)
12/11/12		M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)
1/17/13	M3: Counting to Answer Questions of How Many (50 days)			M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	
2/15/13		M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M6: Collecting and Displaying Data (10 days)		M5: Addition and Multiplication with Volume and Area (25 days)
3/22/13	M4: Comparison of Length, Weight, and Capacity (35 days)		M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M7: Geometry and Measurement Word Problems (40 days)		
4/29/13	M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)
5/28/13		M6: Analyzing, Comparing, and Composing Shapes (10 days)				M7: Exploring Multiplication (20 days)	

<b>Key:</b>	Geometry	Number	Number and Geometry, Measurement	Fractions
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\*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

## Sequence of Pre-Kindergarten Modules Aligned with the Standards

- Module 1: Numbers to 5
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Counting to Answer Questions of How Many
- Module 4: Comparison of Length, Weight, and Capacity
- Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20

### Summary of Year

Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten should be devoted to developing the concept of number than to other topics.

### Rationale for Module Sequence in Pre-Kindergarten

Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations.

The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment. With numbers to 5 understood, work begins in Module 3 on extending “How Many” questions up to 10. The key here is to build from 5, using their fingers to support this perspective.

- 6 is 5 and 1
- 7 is 5 and 2
- 8 is 5 and 3, etc.



Thus, numbers 6–10 are 5 together with numbers 1–5, making the numbers to 10 familiar and manageable. In Module 4, students measure length, weight, and capacity, developing their word bank to include the language of comparison: “small, big, short and tall (length), heavy and light (weight),

empty and full (capacity), while continuing to practice fluency with numbers to 10. With numbers 1–10 still developing, counting to 20 begins while addition and subtraction are initiated within classroom stories and playful contexts in Module 5.

### Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules <sup>6</sup>
<p><b>Module 1:</b> <b>Numbers to 5<sup>7</sup></b> (45 days)</p>	<p><b>Know number names and the count sequence.</b></p> <p><b>PK.CC.1</b> Count to 20.</p> <p><b>PK.CC.2</b> Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.<sup>8</sup></b></p> <p><b>PK.CC.3</b> Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> <p><b>PK.CC.4</b> Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p>

<sup>6</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>7</sup> In this module, standards work is limited to within 5.

<sup>8</sup> Within 5.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules <sup>6</sup>
	<p><b>Compare numbers.</b><sup>9</sup></p> <p><b>PK.CC.5</b> Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>Understand simple patterns.</b></p> <p><b>PK.OA.2</b> Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p> <p><b>Sort objects and count the number of objects in each category.</b><sup>10</sup></p> <p><b>PK.MD.2</b> Sort objects into categories; count the numbers of objects in each category.</p>
<p><b>Module 2:</b> <b>Two-Dimensional and Three-Dimensional Shapes</b> (15 days)</p>	<p><b>Sort objects and count the number of objects in each category.</b></p> <p><b>PK.MD.2</b> Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.)</p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles).</b></p> <p><b>PK.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p> <p><b>PK.G.2</b> Correctly name shapes regardless of size.</p> <p><b>Analyze, compare, and sort objects.</b></p> <p><b>PK.G.3</b> Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p> <p><b>PK.G.4</b> Create and build shapes from components (e.g., sticks and clay balls).</p>

<sup>9</sup> The balance of this cluster is addressed in Modules 3 and 4.  
<sup>10</sup> Within 5.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules <sup>6</sup>
<p><b>Module 3:</b> <b>Counting to Answer Questions of How Many</b> (50 days)</p>	<p><b>Count to tell the number of objects.</b></p> <p><b>PK.CC.3</b> Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> <p><b>PK.CC.4</b> Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> <p><b>Compare numbers.</b><sup>11</sup></p> <p><b>PK.CC.5</b> Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>PK.CC.6</b> Identify “first” and “last” related to order or position.</p> <p><b>Sort objects and count the number of objects in each category.</b></p> <p><b>PK.MD.2</b> Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.)</p>
<p><b>Module 4:</b> <b>Comparison of Length, Weight, and Capacity</b> (35 days)</p>	<p><b>Compare numbers.</b></p> <p><b>PK.CC.5</b> Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>

<sup>11</sup> PK. CC. 5 focuses here on “more,” “less” and “equal to.” “Than” is excluded and introduced in the context of measurement in Module 4.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules <sup>6</sup>
<p><b>Module 5:</b>  <b>Numerals to 5, Addition and Subtraction Stories, Counting to 20</b>            (35 days)</p>	<p><b>PK.CC.6</b> Identify “first” and “last” related to order or position.</p> <p><b>Describe and compare measurable attributes.</b></p> <p><b>PK.MD.1</b> Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p> <p><b>Know number names and the count sequence.</b></p> <p><b>PK.CC.1</b> Count to 20.</p> <p><b>PK.CC.2</b> Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p><b>Understand addition as adding to, and understand subtraction as taking from.</b></p> <p><b>PK.OA.1</b> Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).</p> <p><b>Understand simple patterns.</b></p> <p><b>PK.OA.2</b> Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p>



## Sequence of Kindergarten Modules Aligned with the Standards

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10–20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

### Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

**Key Areas of Focus for K-2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** K.OA.5 Add and subtract within 5.

### Rationale for Module Sequence in Kindergarten

Like Pre-Kindergarten, in Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of “1 more” and “1 less” using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers.

In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10.

### CCLS Major Emphasis Clusters

#### Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

#### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.



Number Stairs

In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as “bigger” to “longer than,” “heavier than,” or “more than.” Comparison begins with developing the meaning of the word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc. The terms “more” and “less” become increasingly abstract later in Kindergarten. “7 is 2 more than 5” is more abstract than “Jim is taller than John.”

In Module 4, number comparison leads to a further study of embedded numbers (e.g., “3 is less than 7” leads to, “3 and 4 make 7,” and  $3 + 4 = 7$ ). “1 more, 2 more, 3 more” lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations.

After Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as “10 ones and some ones.” For example, “12 is 2 more than 10.” The number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system in Grade 1.

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules <sup>12</sup>
<p><b>Module 1:</b>  <b>Numbers to 10</b><sup>13</sup>            (43 days)</p>	<p><b>Know number names and the count sequence.</b><sup>14</sup></p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b><sup>15</sup></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b><sup>16</sup></p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>

<sup>12</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>13</sup> In this module, standards work is limited to within 10.

<sup>14</sup> The balance of this cluster is addressed in Module 5.

<sup>15</sup> K.CC.4d is addressed in Module 6.

<sup>16</sup> The balance of this cluster is addressed in Module 4.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules <sup>12</sup>
<p><b>Module 2:</b> <b>Two-Dimensional and Three-Dimensional Shapes</b> (12 days)</p>	<p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b><sup>17</sup></p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>
<p><b>Module 3:</b> <b>Comparison of Length, Weight, Capacity, and Numbers to 10</b> (38 days)</p>	<p><b>Compare numbers.</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals. Describe and compare measurable attributes.</p>

<sup>17</sup> The balance of this cluster is addressed in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules <sup>12</sup>
<p><b>Module 4:</b>  <b>Number Pairs, Addition and Subtraction to 10</b>            (47 days)</p>	<p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.</p>
<p><b>Module 5:</b>  <b>Numbers 10–20 and Counting to 100</b>            (30 days)</p>	<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules <sup>12</sup>
	<p><b>Count to tell the number of objects.</b><sup>18</sup></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>Understand that each successive number name refers to a quantity that is one larger.</li> </ol> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>Work with numbers 11-19 to gain foundations for place value.</b></p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.</p>
<p><b>Module 6:</b> <b>Analyzing, Comparing, and Composing Shapes</b> (10 days)</p>	<p><b>Count to tell the number of things.</b><sup>19</sup></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</li> </ol> <p><b>Analyze, compare, create and compose shapes.</b></p> <p><b>K.G.4</b> Analyze and compare two and three dimensional shapes, in different sizes and orientations,</p>

<sup>18</sup> K.CC.4d is addressed in Module 6.

<sup>19</sup> Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules <sup>12</sup>
	<p>using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>



## Sequence of Grade 1 Modules Aligned with the Standards

- Module 1: Sums and Differences to 10
- Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
- Module 3: Ordering and Comparing Length Measurements as Numbers
- Module 4: Place Value, Comparison, Addition and Subtraction to 40
- Module 5: Identifying, Composing, and Partitioning Shapes
- Module 6: Place Value, Comparison, Addition and Subtraction to 100

### Summary of Year

First Grade mathematics is about (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.

**Key Areas of Focus for K-2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** 1.OA.6 Add and subtract within 10.

### CCLS Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

#### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

#### Measurement and Data

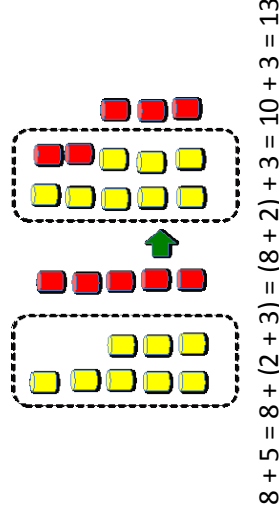
- Measure lengths indirectly and by iterating length units.

### Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.



In Module 2, students add and subtract within 20. Work begins by modeling “adding and subtracting across ten” in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for  $8 + 5$  reinforce the need to “make 10.” In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group “10 ones” as a single unit: 1 ten. Learning to “complete a unit” empowers students in later grades to understand “renaming” in the addition algorithm, to add 298 and 35 mentally (i.e.,  $298 + 2 + 33$ ), and to add measurements like 4 m, 80 cm, and 50 cm (i.e.,  $4 \text{ m} + 80 \text{ cm} + 20 \text{ cm} + 30 \text{ cm} = 4 \text{ m} + 1 \text{ m} + 30 \text{ cm} = 5 \text{ m } 30 \text{ cm}$ ).



Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like  $23 + 6$  as an opportunity separate the “2 tens” in 23 and concentrate on the familiar addition problem  $3 + 6$ . Adding  $8 + 5$  is related to solving  $28 + 5$ ; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important “internalization time” for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on “adding and subtracting within 100,” the learning goal differs from the “within 40” module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
<p><b>Module 1:</b>  <b>Sums and Differences to 10</b><sup>21</sup>            (45 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>22</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>Work with addition and subtraction equations.</b></p>

<sup>20</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>21</sup> In this module, work is limited to within 10.

<sup>22</sup> 1.OA.2 is addressed in Module 2.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
<p><b>Module 2:</b>  <b>Introduction to Place Value Through Addition and Subtraction Within 20</b>            (35 days)</p>	<p><b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p> <p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>.</i></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p><b>Add and subtract within 20.</b><sup>27</sup></p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a</p>

<sup>27</sup> The balance of this cluster is addressed in Module 1.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
	<p>number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>Understand place value.</b><sup>28</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones – called a “ten.”</li> <li>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ol>
<p><b>Module 3:</b>  <b>Ordering and Comparing Length Measurements as Numbers</b>            (15 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>29</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>Measure lengths indirectly and by iterating length units.</b></p> <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>

<sup>28</sup> Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.

<sup>29</sup> The balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
<p><b>Module 4:</b>  <b>Place Value, Comparison, Addition and Subtraction to 40</b>            (35 days)</p>	<p><b>Represent and interpret data.</b></p> <p><b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><b>Represent and solve problems involving addition and subtraction.</b><sup>30</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>Extend the counting sequence.</b><sup>31</sup></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b><sup>32</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones – called a “ten.”</li> <li>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ul> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>33</sup></p>

<sup>30</sup> The balance of this cluster is addressed in Module 2.

<sup>31</sup> Focus on numbers to 40.

<sup>32</sup> Focus on numbers to 40.

<sup>33</sup> Focus on numbers to 40.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
	<p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><b>Module 5:</b>  <b>Identifying, Composing, and Partitioning Shapes</b>            (15 days)</p>	<p><b>Tell and write time and money.</b><sup>34</sup></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p> <p><b>Reason with shapes and their attributes.</b></p> <p><b>1.G.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><b>1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the</p>

<sup>34</sup> Focus on time. Coins are addressed in Module 6.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
<p><b>Module 6:</b>  <b>Place Value, Comparison, Addition and Subtraction to 100</b>            (35 days)</p>	<p>words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p><b>Extend the counting sequence.</b></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones – called a “ten.”</li> <li>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ul> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value,</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules <sup>20</sup>
	<p>properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Tell and write time and money.</b><sup>35</sup></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p>

<sup>35</sup> Focus on money.



## Sequence of Grade 2 Modules Aligned with the Standards

- Module 1: Sums and Differences to 20
- Module 2: Addition and Subtraction of Length Units
- Module 3: Place Value, Counting, and Comparison of Numbers to 1000
- Module 4: Addition and Subtraction Within 200 with Word Problems to 100
- Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
- Module 6: Foundations of Multiplication and Division
- Module 7: Problem Solving with Length, Money, and Data
- Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

### Summary of Year

Second Grade mathematics is about (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.

**Key Areas of Focus for K-2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** 2.OA.2 Add and subtract within 20.  
2.NBT.5 Add and subtract within 100.

### Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction: a practice that will also continue throughout the year.

### CCLS Major Emphasis Clusters

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

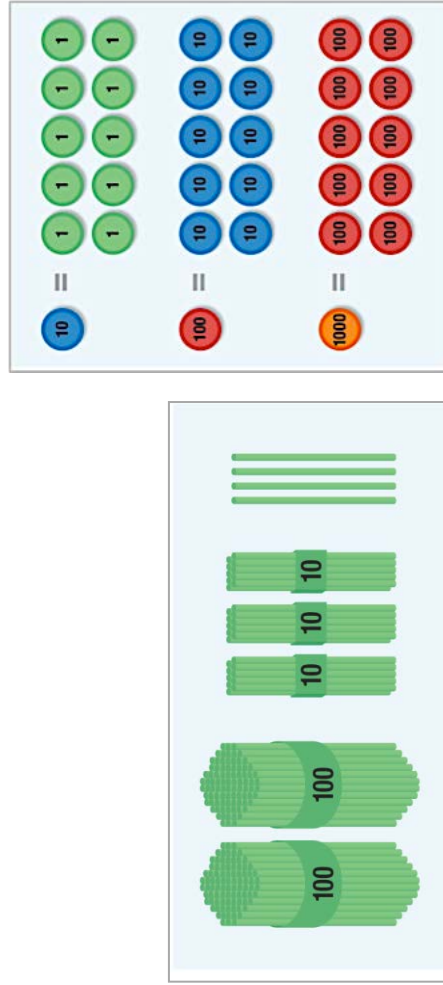
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units, i.e. centimeters and meters, in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a “unit” in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model (see picture). The place value table with number disks can be used through Grade 5 for modelling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms.



Proportional Model for Place Value

Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract. This work deepens their understanding of base-ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain addition and subtraction fluency within 100

through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of “four apples each” establishes the unit “four apples” (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>
<p><b>Module 1:</b> <b>Sums and Differences to 20</b> (10 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>37</sup></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>Add and subtract within 20.</b><sup>38</sup></p> <p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>39</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p><b>Module 2:</b> <b>Addition and Subtraction of Length Units</b> (12 days)</p>	<p><b>Measure and estimate lengths in standard units.</b><sup>40</sup></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length</p>

<sup>36</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>37</sup> In this module, word problems focus primarily on result unknown and change unknown situations.

<sup>38</sup> From this point forward, fluency practice with addition and subtraction to 20 is part of the students' ongoing experience.

<sup>39</sup> The balance of this cluster is addressed in Modules 4 and 5.

<sup>40</sup> Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>	
<b>Module and Approximate Number of Instructional Days</b>	<p>difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
<b>Module 3: Place Value, Counting, and Comparison of Numbers to 1000</b> (25 days)	<p><b>Understand place value.</b></p> <p><b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens – called a “hundred.”</li> <li>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ol> <p><b>2.NBT.2</b> Count within 1000; skip-count by 5s<sup>42</sup>, 10s, and 100s.</p> <p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>
<b>Module 4: Addition and Subtraction Within 200 with Word Problems to 100</b>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with</p>

<sup>42</sup> Use analog clock to provide a context for skip-counting by 5s.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>
(35 days)	<p>unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>44</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
<p><b>Module 5:</b>  <b>Addition and Subtraction Within 1000 with Word Problems to 100</b>            (24 days)</p>	<p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>45</sup></p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given</p>

<sup>44</sup> In this module, work is limited to within 200. This work is extended to numbers within 1000 in the next module.  
<sup>45</sup> The balance of this cluster is addressed in Module 4.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>
<b>Module 6:</b> <b>Foundations of Multiplication and Division</b> (24 days)	<p>number 100-900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p> <p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><b>Reason with shapes and their attributes.</b><sup>47</sup></p> <p><b>2.G.2</b> Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p>
<b>Module 7:</b> <b>Problem Solving with Length, Money, and Data</b> (30 days)	<p><b>Measure and estimate lengths in standard units.</b></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given</p>

<sup>47</sup> 2.G.2 is taught before G.1 and G.3 because the array model is so important to the foundation for multiplication.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>
	<p>in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problems.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p><b>Work with time and money.</b><sup>49</sup></p> <p><b>2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p><b>Represent and interpret data.</b></p> <p><b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Glossary, Table 1.) using information presented in a bar graph.</p>
<p><b>Module 8:</b> <b>Time, Shapes, and Fractions as Equal Parts of Shapes</b> (20 days)</p>	<p><b>Work with time and money.</b><sup>50</sup></p> <p><b>2.MD.7</b> Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><b>Reason with shapes and their attributes.</b></p> <p><b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>

<sup>49</sup> Focus on money. Time is addressed in Module 8.

<sup>50</sup> Focus on time. Money is addressed in Module 7.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules <sup>36</sup>
	<p><b>2.G.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>

## Sequence of Grade 3 Modules Aligned with the Standards

- Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
- Module 2: Place Value and Problem Solving with Units of Measure
- Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
- Module 4: Multiplication and Area
- Module 5: Fractions as Numbers on the Number Line
- Module 6: Collecting and Displaying Data
- Module 7: Geometry and Measurement Word Problems

### Summary of Year

Third Grade mathematics is about (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.

- Key Areas of Focus for 3-5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving
- Required Fluency:** 3.OA.7 Multiply and divide within 100.  
3.NBT.2 Add and subtract within 1000.

### Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see key areas of focus and

### CCLS Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand the 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 – Fractions

- Develop understanding of fractions as numbers.

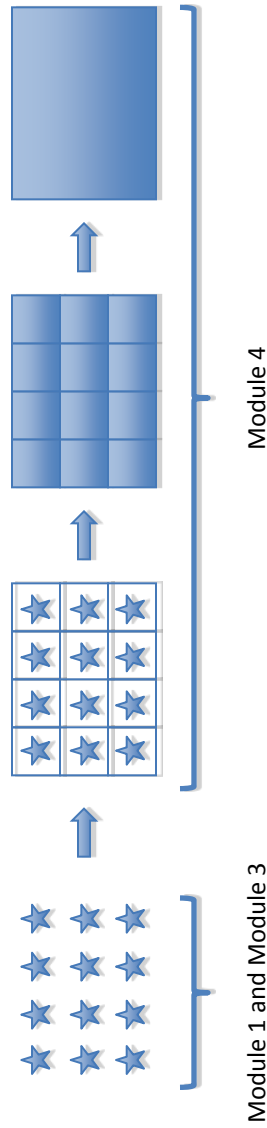
#### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

required fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units, e.g. 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds. Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., “if this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar...”). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The “2, 3, 4, 5 and 10 facts” module (Module 1) and the “0, 1, 6, 7, 8, 9 and multiples of 10 facts” module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below) using rectangular arrays in the context of learning multiplication and division:



By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: “1 fourth” is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit “1 fourth” has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions.

In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students “how many more” and “how many less” questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and perimeter, which is one of the concepts taught in the last module.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
<b>Module 1:</b> <b>Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10</b> (25 days)	<b>Represent and solve problems involving multiplication and division.</b> <sup>53</sup> <b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i> <b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of

<sup>52</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>53</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
	<p>objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p> <p><b>3.OA.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.</b><sup>54</sup></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i><sup>55</sup></p> <p><b>3.OA.6</b> Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p><b>Multiply and divide within 100.</b><sup>56</sup></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>57</sup></p>

<sup>54</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>55</sup> The Associative property is addressed in Module 3.

<sup>56</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>57</sup> In this module, problem solving is limited to multiplication and division, and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
<p><b>Module 2:</b> Place Value and Problem Solving with Units of Measure (25 days)</p>	<p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)<sup>58</sup></b></p> <p><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p> <p><b>3.MD.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as <math>\text{cm}^3</math> and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of “times as much”; see Glossary, Table 2.)</p>

<sup>58</sup> 3.NBT.3 is taught in Module 3.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
<p><b>Module 3:</b>  <b>Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10</b>            (25 days)</p>	<p><b>Represent and solve problems involving multiplication and division.</b><sup>59</sup></p> <p><b>3.OA.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \underline{\quad} \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <p><b>Multiply and divide within 100.</b><sup>60</sup></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>61</sup></p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no</p>

<sup>59</sup> The balance of this cluster is addressed in Module 1.

<sup>60</sup> From this point forward, fluency practice with multiplication and division facts is part of the students' on-going experience.

<sup>61</sup> After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
<p><b>Module 4:</b> <b>Multiplication and Area</b> (20 days)</p>	<p>parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)</b><sup>62</sup></p> <p><b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p> <p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> <li>A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ol> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> <li>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</li> <li>Use tiling to show in a concrete case that the area of a rectangle with whole-number side</li> </ol>

<sup>62</sup> The balance of this cluster is addressed in Module 2.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
<p><b>Module 5:</b>  <b>Fractions as Numbers on the Number Line</b>            (35 days)</p>	<p>lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b>Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</b></p> <p><b>3.NF.1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p> <p><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at</i></p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
	<p><i>the same point of a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.<sup>63</sup></p> <p><b>Reason with shapes and their attributes.</b><sup>63</sup></p> <p><b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</p>
<p><b>Module 6:</b> <b>Collecting and Displaying Data</b> (10 days)</p>	<p><b>Represent and interpret data.</b></p> <p><b>3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><b>3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p>
<p><b>Module 7:</b> <b>Geometry and Measurement Word Problems</b><sup>64</sup> (40 days)</p>	<p><b>Represent and interpret data.</b><sup>65</sup></p> <p><b>3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> <p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear</b></p>

<sup>63</sup> 3.G.1 is taught in Module 7.

<sup>64</sup> The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.

<sup>65</sup> 3.MD.3 is taught in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules <sup>52</sup>
	<p><b>and area measures.</b></p> <p><b>3.MD.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p><b>Reason with shapes and their attributes.</b></p> <p><b>3.G.1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>

## Sequence of Grade 4 Modules Aligned with the Standards

- Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- Module 2: Unit Conversions and Problem Solving with Metric Measurement
- Module 3: Multi-Digit Multiplication and Division
- Module 4: Angle Measure and Plane Figures
- Module 5: Fraction Equivalence, Ordering, and Operations
- Module 6: Decimal Fractions
- Module 7: Exploring Multiplication

### Summary of Year

Fourth grade mathematics is about (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; and (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.

**Key Areas of Focus for 3-5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 4.NBT.4 Add and subtract within 1,000,000.

### Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base ten system on the place value chart (4.NBT.1). In

### CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.

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.

Grades 2 and 3 students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions and are seen through the lens of multiplicative comparison, e.g. 1 thousand is 10 times as much as 1 hundred. They next apply their broadened understanding of patterns on the place value chart to compare, round, add and subtract. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Module 5.

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm:  $4 \times (1 \text{ m } 2 \text{ cm})$  can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm. Likewise,  $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$ . Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

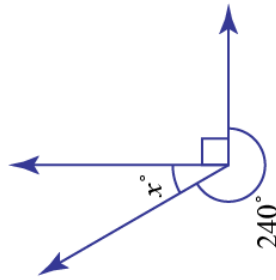
Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown

angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.
3. Hence, from 1 and 2, students see that vertical angles are equal.
- 4.

Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle  $x$ .



$$x + 240 + 90 = 360$$

$$x + 330 = 360$$

$$x = 30$$

Unknown angle problems help to unlock algebraic concepts for students *because such problems are visual*. The  $x$  clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find  $x$ . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter



The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” just as “3 meters + 5 meters = 8 meters”
- “4 x 3 fourths = 12 fourths” just as “4 x 3 meters = 12 meters”

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition e.g. 3 fourths + 3 fourths = 2 x 3 fourths. Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth =  $1/10$ , 1 hundredth =  $1/100$ , etc. Fluency plays an important role in this topic as students learn to relate  $3/10 = 0.3 = 3$  tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths.

The year ends with a module focused on multiplication and measurement as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
<b>Module 1:</b> <b>Place Value, Rounding, and Algorithms for Addition and Subtraction</b> (25 days)	<b>Use the four operations with whole numbers to solve problems.</b> <sup>67</sup>  <b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

<sup>66</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.  
<sup>67</sup> 4.OA.1 and 4.OA.2 are addressed in Modules 3 and 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
	<p><b>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</b></p> <p><b>4.NBT.1</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i></p> <p><b>4.NBT.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>68</sup></p> <p><b>4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
<p><b>Module 2:</b>  <b>Unit Conversions and Problem Solving with Metric Measurement</b>            (7 days)</p>	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>69</sup></p> <p><b>4.MD.1</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

<sup>68</sup> 4.NBT.5 is addressed in Modules 3 and 7; 4.NBT.6 is addressed in Module 3.

<sup>69</sup> The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 5 and 6. 4.MD.3 is taught in Module 3.



### Module and Approximate Number of Instructional Days

Common Core Learning Standards Addressed in Grade 4 Modules<sup>66</sup>

**Module 3:**  
**Multi-Digit Multiplication and Division**  
(43 days)

#### Use the four operations with whole numbers to solve problems.

**4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

**4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)

**4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### Gain familiarity with factors and multiples.

**4.OA.4** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

#### Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)<sup>70</sup>

**4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.<sup>71</sup>

**4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using

<sup>70</sup> 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

<sup>71</sup> Multiplying two two-digit numbers is addressed in Module 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
	<p>equations, rectangular arrays, and/or area models.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>72</sup></p> <p><b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p><b>Module 4:</b>  <b>Angle Measure and Plane Figures</b>            (20 days)</p>	<p><b>Geometric measurement: understand concepts of angle and measure angles.</b></p> <p><b>4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> <li>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</li> </ol> <p><b>4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><b>4.MD.7</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p><b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></p> <p><b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and</p>

<sup>72</sup> 4.MD.1 is taught in Modules 2 and 7; 4.MD.2 is taught in Modules 2, 5, 6, and 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
<b>Module 5:</b> <b>Fraction Equivalence, Ordering, and Operations</b> <sup>73</sup> (45 days)	<p>parallel lines. Identify these in two-dimensional figures.</p> <p><b>4.G.2</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p><b>Generate and analyze patterns.</b></p> <p><b>4.OA.5</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><b>Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</b></p> <p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><b>4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Build fractions from unit fractions by applying and extending previous understanding of operations on whole</b></p>

<sup>73</sup> Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

## Module and Approximate Number of Instructional Days

Common Core Learning Standards Addressed in Grade 4 Modules<sup>66</sup>

## numbers.

**4.NF.3**

Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:*  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

**4.NF.4**

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction  $a/b$  as a multiple of  $1/b$ . For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .
- Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
<p><b>Module 6:</b> <b>Decimal Fractions</b> (20 days)</p>	<p>answer lie?</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>74</sup></p> <p><b>4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p><b>Represent and interpret data.</b></p> <p><b>4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p><b>Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</b><sup>75</sup></p> <p><b>4.NF.5</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i></p> <p><b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p><b>4.NF.7</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons</p>

<sup>74</sup> 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

<sup>75</sup> In this module we continue to work with fractions, now including decimal form.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
<p><b>Module 7:</b> <b>Exploring Multiplication</b> (20 days)</p>	<p>are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>76</sup></p> <p><b>4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p><b>Use the four operations with whole numbers to solve problems.</b></p> <p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p><b>4.OA.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)</p> <p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>77</sup></p> <p><b>4.NBT.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate</p>

<sup>76</sup> 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

<sup>77</sup> In Module 7, the focus is on multiplying two 2-digit numbers.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules <sup>66</sup>
	<p>and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>78</sup></p> <p><b>4.MD.1</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

<sup>78</sup> The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is taught in Module 3.

## Sequence of Grade 5 Modules Aligned with the Standards

- Module 1: Place Value and Decimal Fractions
- Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
- Module 3: Addition and Subtraction of Fractions
- Module 4: Multiplication and Division of Fractions and Decimal Fractions
- Module 5: Addition and Multiplication with Volume and Area
- Module 6: Problem Solving with the Coordinate Plane

### Summary of Year

Fifth grade mathematics is about (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.

**Key Areas of Focus for 3-5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 5.NBT.5 Multi-digit multiplication.

### Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

### CCLS Major Emphasis Clusters

#### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### Number and Operations – Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

#### Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.



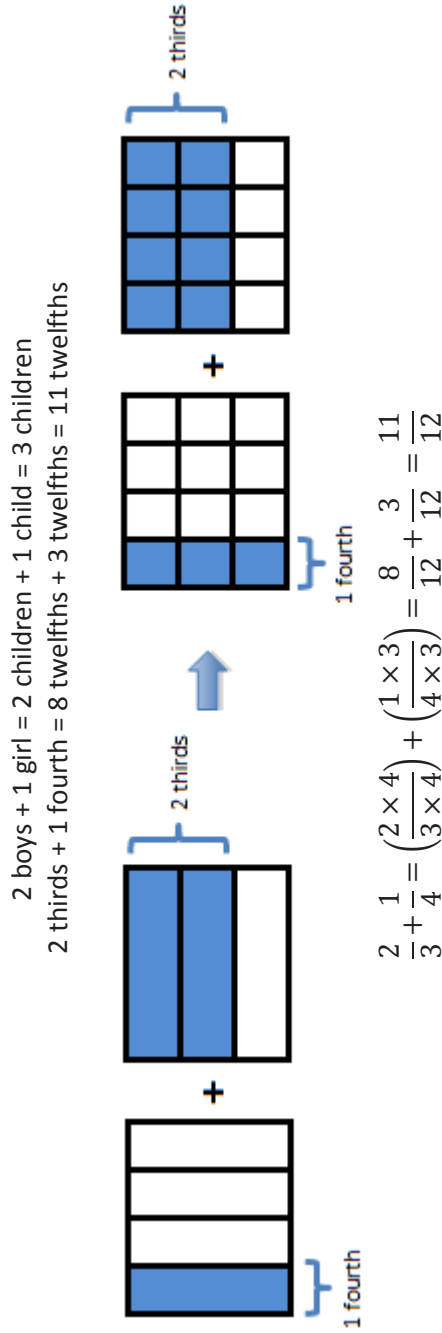
Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.<sup>79</sup> For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

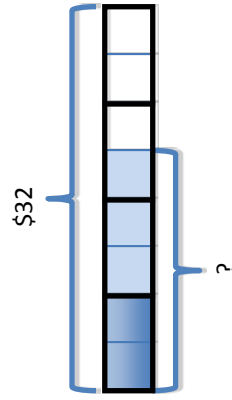
The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”



<sup>79</sup> Multi-digit decimal multiplication such as  $4.1 \times 3.4$  and division such as  $4.5 \div 1.5$  are studied in Module 4.

Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave  $\frac{1}{4}$  of her money to charity and  $\frac{3}{8}$  of her money to her brother. How much did she give altogether?



Solution with units:

$$\begin{aligned} 8 \text{ units} &= \$32 \\ 1 \text{ unit} &= \$4 \\ 5 \text{ units} &= \$20 \end{aligned}$$

Solution with arithmetic:

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{8} \times 32 = 20 \quad \text{Jill gave \$20 altogether.}$$

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying  $2.1 \times 3.8$ , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness:  $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding):  $2.1 \times 3.8 \approx 2 \times 4 = 8$ , so  $2.1 \times 3.8 = 7.98$
- Fraction multiplication:  $21/10 \times 38/10 = (21 \times 38)/(10 \times 10)$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write  $45 \text{ apples} \div 3 \text{ apples} = 15$ . Similarly,  $4.5 \div 0.3$  can be written as "45 tenths  $\div$  3 tenths" with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

## Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
<b>Module 1:</b> <b>Place Value and Decimal Fractions</b> (20 days)	<p><b>Understand the place value system.</b></p> <p><b>5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.3</b> Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.4</b> Use place value understanding to round decimals to any place.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b><sup>82</sup></p> <p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between</p>

<sup>80</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>82</sup> The balance of this cluster is addressed in Module X.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
<p><b>Module 2:</b> <b>Multi-Digit Whole Number and Decimal Fraction Operations</b> (35 days)</p>	<p>addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Convert like measurement units within a given measurement system.</b><sup>83</sup></p> <p><b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>Write and interpret numerical expressions.</b><sup>84</sup></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Understand the place value system.</b><sup>85</sup></p> <p><b>5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p><b>5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit</p>

<sup>83</sup> The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

<sup>84</sup> These skills are also applied to fractions in this module.

<sup>85</sup> 5.NBT.3 and 5.NBT.4 are taught in Module 1.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
	<p>divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.<sup>86</sup></p> <p><b>Convert like measurement units within a given measurement system.</b></p> <p><b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p><b>Module 3:</b> <b>Addition and Subtraction of Fractions</b> (22 days)</p>	<p><b>Use equivalent fractions as a strategy to add and subtract fractions.</b><sup>87</sup></p> <p><b>5.NF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>
<p><b>Module 4:</b> <b>Multiplication and Division of</b></p>	<p><b>Write and interpret numerical expressions.</b></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with</p>

<sup>86</sup> Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g.,  $3 \times 64.98$ ). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g.,  $64.98 \div 3$ ). The balance of the standard is taught in Module 4.

<sup>87</sup> Examples in this module also include tenths and hundredths in fraction and decimal form.



Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
<b>Fractions and Decimal Fractions</b> (38 days)	<p>these symbols.</p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b><sup>88</sup></p> <p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b><sup>89</sup></p> <p><b>5.NF.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>

<sup>88</sup> 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as  $2.7 \times 2.1$  and  $4.5 \div 1.5$ . See “Progressions” pgs. 17 – 18 ([http://commoncoretools.files.wordpress.com/2011/04/ccss\\_progression\\_nbt\\_2011\\_04\\_073.pdf](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf)).

<sup>89</sup> The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

Module and Approximate  
Number of Instructional DaysCommon Core Learning Standards Addressed in Grade 5 Modules<sup>80</sup>**5.NF.5**

Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

**5.NF.6**

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**5.NF.7**

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
- Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of*

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
<p><b>Module 5:</b> <b>Addition and Multiplication with Volume and Area</b> (25 days)</p>	<p><i>raisins?</i></p> <p><b>Convert like measurement units within a given measurement system.</b><sup>90</sup></p> <p><b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>Represent and interpret data.</b></p> <p><b>5.MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b><sup>91</sup></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b></p> <p><b>5.MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>

<sup>90</sup> The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is  $\frac{1}{12}$  foot, 1 foot is  $\frac{1}{3}$  yard, etc.).

<sup>91</sup> 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).



## Module and Approximate Number of Instructional Days

Common Core Learning Standards Addressed in Grade 5 Modules<sup>80</sup>

- a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
  - b. A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- 5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
  - b. Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
  - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Classify two-dimensional figures into categories based on their properties.**

- 5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- 5.G.4** Classify two-dimensional figures in a hierarchy based on properties.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules <sup>80</sup>
<p><b>Module 6:</b>  <b>Problem Solving with the Coordinate Plane</b>            (40 days)</p>	<p><b>Write and interpret numerical expressions.</b><sup>92</sup></p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Analyze patterns and relationships.</b></p> <p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b></p> <p><b>5.G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.G.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

<sup>92</sup> 5.OA.1 is taught in Modules 2 and 4.



# A Story of Ratios: A Curriculum Overview for Grades 6–8

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## Introduction

This document provides an overview of the academic year for Grades 6 through 8, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the Grades 6 through 8 curricula. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Each grade-level description begins with a list of the six to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the alignment chart with the grade-level standards.

The Summary of Year portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics<sup>1</sup> (CCSS-M)
- The Key Areas of Focus<sup>2</sup> for the grade
- The Required Fluencies for the grade
- The Major Emphasis Clusters<sup>3</sup> for the grade

The Rationale for Module Sequence portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The alignment chart for each grade lists the standards that are addressed in each module of the grade. Note that when a cluster is referred to without a footnote, it is taught in its entirety. There are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

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<sup>1</sup> [http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<sup>2</sup> [http://www.achievethecore.org/downloads/E0702\\_Description\\_of\\_the\\_Common\\_Core\\_Shifts.pdf](http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf)

<sup>3</sup> <http://www.parrconline.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework>

	Grade 6	Grade 7	Grade 8	2015-16*
1st TRIMESTER	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	1st QUARTER
	M2: Arithmetic Operations Including Division of Fractions (25 days)	M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)	
2nd TRIMESTER	M3: Rational Numbers (25 days)	M3: Expressions and Equations (35 days)	M3: Similarity (25 days)	2nd QUARTER
	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	
3rd TRIMESTER	M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)	3rd QUARTER
	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	
			M7: Introduction to Irrational Numbers Using Geometry (35 days)	4th QUARTER

Key:

Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions
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\*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

## Sequence of Grade 6 Modules Aligned with the Standards

- Module 1: Ratios and Unit Rates
- Module 2: Arithmetic Operations Including Division of Fractions
- Module 3: Rational Numbers
- Module 4: Expressions and Equations
- Module 5: Area, Surface Area, and Volume Problems
- Module 6: Statistics

### Summary of Year

Grade 6 mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Key Areas of Focus for Grade 6:** Ratios and proportional reasoning; early expressions and equations

- Required Fluency:**
- 6.NS.B.2 Multi-digit division
  - 6.NS.B.3 Multi-digit decimal operations

### Major Emphasis Clusters

<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>• Understand ratio concepts and use ratio reasoning to solve problems.</li> </ul> <p>The Number System</p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>• Apply and extend previous understandings of numbers to the system of rational numbers.</li> </ul> <p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>• Reason about and solve one-variable equations and inequalities.</li> <li>• Represent and analyze quantitative relationships between dependent and independent variables.</li> </ul>
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### Rationale for Module Sequence in Grade 6

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate problems using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

Students expand their understanding of the number system and build their fluency in arithmetic operations in Module 2. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Grade 5) to build fluency with adding, subtracting, multiplying, and dividing multi-digit decimal numbers using the standard algorithms.

Major themes of Module 3 are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.

With their sense of number expanded to include negative numbers, in Module 4 students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve one-variable equations and inequalities and analyze quantitative relationships between two variables.

Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other two-dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate, and apply these techniques to solve real-world and mathematical problems.

In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.



Alignment Chart<sup>4</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 1:</b> <b>Ratios and Unit Rates</b> (35 days)</p>	<p><b>Understand ratio concepts and use ratio reasoning to solve problems.</b></p> <p><b>6.RP.A.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p> <p><b>6.RP.A.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”<sup>5</sup></i></p> <p><b>6.RP.A.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> <li>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</li> <li>Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ol>

<sup>4</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>5</sup> Expectations for unit rates in this grade are limited to non-complex fractions.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 2:</b>  <b>Arithmetic Operations Including Division of Fractions</b>            (25 days)</p>	<p><b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b></p> <p><b>6.NS.A.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p> <p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p> <p><b>6.NS.B.2</b> Fluently divide multi-digit numbers using the standard algorithm.<sup>6</sup></p> <p><b>6.NS.B.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.<sup>7</sup></p> <p><b>6.NS.B.4</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p>
<p><b>Module 3:</b>  <b>Rational Numbers</b>            (25 days)</p>	<p><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></p> <p><b>6.NS.C.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.C.6</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane</p>

<sup>6</sup> This fluency standard begins in this module and is practiced throughout the remainder of the year.

<sup>7</sup> This fluency standard begins in this module and is practiced throughout the remainder of the year.

Module and Approximate  
Number of Instructional Days

## Standards Addressed in Grade 6 Modules

with negative number coordinates.

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

**6.NS.C.7** Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.*
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .*
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*
- Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*

- 6.NS.C.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 4:</b>  <b>Expressions and Equations</b>            (45 days)</p>	<p><b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b><sup>8</sup></p> <p><b>6.EE.A.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p> <p><b>6.EE.A.2</b> Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract <math>y</math> from 5” as <math>5 - y</math>.</i></p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></p> <p><b>6.EE.A.3</b> Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p><b>6.EE.A.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>

<sup>8</sup> 6.EE.A.2c is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p><b>Reason about and solve one-variable equations and inequalities.<sup>9</sup></b></p> <p><b>6.EE.B.5</b> Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b>6.EE.B.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><b>6.EE.B.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math>, and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.B.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p><b>6.EE.C.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>
<p><b>Module 5:</b>  <b>Area, Surface Area, and Volume Problems</b>            (25 days)</p>	<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p> <p><b>6.G.A.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>

<sup>9</sup> Except for 6.EE.B.8, this cluster is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 6:</b> <b>Statistics</b> (25 days)</p>	<p><b>6.G.A.2</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.3</b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>
<p><b>Module 6:</b> <b>Statistics</b> (25 days)</p>	<p><b>Develop understanding of statistical variability.</b></p> <p><b>6.SP.A.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p> <p><b>6.SP.A.2</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>6.SP.A.3</b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><b>Summarize and describe distributions.</b></p> <p><b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<ul style="list-style-type: none"> <li>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ul>

# Amplify Science Elementary School Unit Summaries

## Physical Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Pushes and Pulls:</b>  <b>Designing a Pinball Machine</b>            Students play the role of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine contributing to the design of a class pinball machine.</p>	<p>K-PS2-1: Pushes and Pulls            K-PS2-2: Change Speed and Direction</p> <p>K-2-ETS1-1: Defining the Problem            K-2-ETS1-2: Developing Possible Solutions            K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Light and Sound:</b>  <b>Puppet Theater Engineers</b>            In their role as light and sound engineers, students investigate cause and effect relationships to learn about the nature of light and sound. They apply what they learn to design shadow scenery and sound effects for a puppet show.</p>	<p>1-PS4-1: Sound and Vibration            1-PS4-2: Seeing Requires Light            1-PS4-3: Light Interaction with Materials            1-PS4-4: Light and Sound for Communication</p> <p>K-2-ETS1-1: Defining the Problem            K-2-ETS1-2: Developing Possible Solutions            K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Properties of Materials:</b>  <b>Designing Glue</b>            As glue engineers, students use engineering design practices to create a glue for use at their school. They conduct tests that yield quantifiable results, graph their data, analyze and interpret results, and then use that evidence to iteratively design a series of glue mixtures, each one better than the one before.</p>	<p>2-PS1-1: Properties of Materials            2-PS1-2: Materials for Specific Purposes            2-PS1-3: Pieces Can be Made Into New Objects            2-PS1-4: Changes Caused by Heating and Cooling</p> <p>K-2-ETS1-1: Defining Problems            K-2-ETS1-3: Developing Possible Solutions</p>
<p><b>Balancing Forces:</b>  <b>Investigating Floating Trains</b>            In their role as consulting scientists, students are challenged to figure out how a floating train works in order to explain it to the citizens of the fictional city of Faraday. They apply ideas about non-touching forces as well as balanced and unbalanced forces.</p>	<p>3-PS2-1: Balanced and Unbalanced Forces            3-PS2-2: Predicting Motion            3-PS2-3: Non-Touching Forces            3-PS2-4: Solve Problem with Magnets</p>



<p><b>Energy Conversions: Blackout in Ergstown</b></p> <p>Students play the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts. They explore reasons why an electrical system can fail, choose new energy sources and energy converters for the town, and use evidence to explain why their choices will make the town’s electrical system more reliable.</p>	<p>4-PS3-1: Relationship Between Speed and Energy 4-PS3-2: Energy can be Transferred 4-PS3-3: Collisions 4-PS3-4: Design an Energy Converter</p> <p>4-ESS3-1: Energy and Fuels</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Waves, Energy, and Information: Investigating How Dolphins Communicate</b></p> <p>In their role as marine scientists, students work to figure out how mother dolphins communicate with their calves. They investigate how sound travels and learn about how to look for and to create patterns of communication.</p>	<p>4-PS3-2 Energy Can Be Transferred 4-PS3-3: Collisions 4-PS4-1: Waves 4-PS4-3: Patterns to Transfer Information 4-LS1-2: Info, Senses and the Brain 4ESS3-2: Reduce Impacts of Earth Processes 3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Modeling Matter: The Chemistry of Food</b></p> <p>As food scientists working in a lab for a large food production company, students take on two work assignments, one related to food safety and one related to creation of a new food product. In so doing, they figure out that the properties of materials are related to the properties of the nano-particles that make up those materials.</p>	<p>5-PS1-1: Matter is made of Particles 5-PS1-3: Properties of Materials 5-PS1-4: Mixing Substances</p>



## Earth and Space Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Grade K</b>  <b>Sunlight and Weather:</b>  <b>Solving Playground Problems</b></p> <p>In their role as weather scientists, students look into why one fictional schoolyard is too cold in the morning, while another, which is nearby, is too hot in the afternoon. They use physical models and firsthand investigation to figure out the impact of sunlight on Earth's surface.</p>	<p>K-PS3-1: Sunlight on Earth's Surface            K-PS3-2: Reducing Warming            K-ESS2-1: Weather Patterns            K-ESS3-2: Preparing for Severe Weather</p> <p>K-2-ETS1-1: Defining the Problem            K-2-ETS1-2: Developing Possible Solutions            K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Grade 1</b>  <b>Spinning Earth:</b>  <b>Investigating Patterns in the Sky</b></p> <p>As emerging space scientists, students figure out how to explain why it is never the same time of day for a grandmother who lives in Asia, as it is for her grandson in the United States when she calls him. Students record, organize and analyze observations of the Sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.</p>	<p>1-ESS1-1: Observable Patterns of Sky Objects            1-ESS1-2: Amount of Daylight</p>
<p><b>Grade 2</b>  <b>Changing Landforms:</b>  <b>The Disappearing Cliff</b></p> <p>Students play the role of Earth scientists, as they attempt to figure out what caused a rock cliff to change shape over time. They use models to investigate the erosion of rock and the formation of sand.</p>	<p>2-ESS1-1: Fast and Slow Earth Events            2-ESS2-1: Slowing the Erosion of Land Forms            2-ESS2-2: Landforms and Bodies of Water            2-ESS2-3: Water on Earth</p>

<p><b>Grade 3</b>  <b>Weather and Climate:</b>  <b>Establishing an Orangutan Colony</b></p> <p>As weather scientists for a nature conservation group, students determine which of four fictional islands will be the best location for an orangutan reserve. They analyze and interpret weather data in order to compare and construct arguments about the weather patterns for a particular location in the world over a given span of time.</p>	<p>3-ESS2-1: Represent Weather Patterns  3-ESS2-2: Describe Climates  3-ESS3-1: Reducing Impact of Weather Hazards</p> <p>3-5-ETS1-2: Developing Possible Solutions</p>
<p><b>Grade 4</b>  <b>Earth's Features:</b>  <b>Mystery in Desert Rocks Canyon</b></p> <p>Playing the role of geologists, students help the National Park Service to explain what a particular boney-looking rock is, how it formed, and how it came to be in its current location at the bottom of Desert Rocks National Park. Then they explain how the canyon where they are doing their research formed to park visitors.</p>	<p>4-ESS1-1: Landscape Changes  4-ESS2-1: Evidence of Weathering or Erosion  4-ESS2-2: Patterns of Earth's Features  4-ESS3-1: Energy and Fuels  4-ESS3-2: Reduce Impacts of Earth Processes</p>
<p><b>Grade 5</b>  <b>Patterns of Earth and Sky:</b>  <b>Analyzing Stars on Ancient Artifacts</b></p> <p>In their role as astronomers, students investigate an artifact found on an archeological dig that seems to show patterns in the daytime and nighttime sky. Using a computer simulation of stars, physical models, and a reference text, students figure out how the position of stars around the Earth, and the spin and orbit of the Earth cause us to see daily and yearly patterns of stars.</p>	<p>5-PS2-1: Gravity  5-ESS1-1: Apparent Brightness of Stars  5-ESS1-2: Patterns of Daily and Seasonal Changes</p>

<p><b>Grade 5</b>  <b>The Earth System: Investigating Water Shortages</b></p> <p>As water resource engineers, students figure out what caused a water shortage on the east side of a fictional island, East Ferris, and work to design a solution to the problem. Applying their knowledge of water distribution and analyzing the flow of water between the hydrosphere, atmosphere, and geosphere, students communicate the nature of the problem and possible solutions to the people of East Ferris.</p>	<p>5-ESS2-1: Interaction of Spheres  5-ESS2-2: Distribution of Water on Earth  5-ESS3-1: Protecting Earth</p> <p>5-PS1-1: Matter is Made of Particles  5-PS1-2: Conservation of Matter  5-PS1-3: Properties of Materials  5-PS1-4: Mixing Substances</p> <p>3-5-ETS1-1: Defining Problems  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Solutions</p>
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## Life Science

Name and Summary	NGSS Performance Expectations Addressed
<p><b>Grade K</b>  <b>Needs of Plants and Animals: Milkweed and Monarchs</b></p> <p>Students take on the role of scientists in order to figure out why there are no monarch caterpillars in the Garden since the vegetables were planted. In so doing, they investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to vegetables for humans.</p>	<p>K-LS1-1: Survival Needs  K-ESS2-2: Impacting Environment  K-ESS3-1: Qualities of a Habitat  K-ESS3-3: Reducing Impacts</p> <p>K-2-ETS1-1: Defining the Problem  K-2-ETS1-2: Developing Possible Solutions</p>
<p><b>Grade 1</b>  <b>Animal and Plant Defenses: Spikes, Shells, and Camouflage</b></p> <p>Students play the role of marine scientists. In their role, students apply their understanding about plant and animal defense structures to explain to concerned visitors to an aquarium how a sea turtle at</p>	<p>1-LS1-1: Mimicking Organisms' Structures  1-LS1-2: Parents Promote Survival of Offspring  1-LS3-1: Young Organisms Resemble Parents</p>

<p>the aquarium, can be released and will be able to defend herself and her offspring from predators in the ocean.</p>	
<p><b>Grade 2</b>  <b>Plant and Animal Relationships:</b>  <b>Investigating Systems in a Bengali Forest</b></p> <p>In their role as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.</p>	<p>2-LS2-1: Sunlight and Water for Plants  2-LS2-2: Animals' Role in Seed Dispersal  2-LS4-1: Diversity of Life in Different Habitats</p> <p>K-2-ETS1-1: Defining the Problem  K-2-ETS1-2: Developing Possible Solutions  K-2-ETS1-3: Comparing Different Solutions</p>
<p><b>Grade 3</b>  <b>Inheritance and Traits:</b>  <b>Variation in Wolves</b></p> <p>Students play the role of wildlife biologists working in Greystone National Park, as they study two wolf packs and are challenged to figure out why an adoptive wolf in one of the packs, has the traits it does. Students investigate variation between and within different species, inherited and acquired traits, and conclude the unit by writing an explanation of the origin of the adoptive wolf's traits for the visitors in Greystone National Park.</p>	<p>3-LS1-1: Life Cycles and Life Stages  3-LS2-1: Animals' Social Interactions  3-LS3-1: Traits are Inherited and Vary  3-LS3-2: Traits can be Influenced by Environment</p>
<p><b>Grade 3</b>  <b>Environments and Survival:</b>  <b>Snail Trait Biomimicry</b></p> <p>As engineers that specialize in biomimicry, designing structures that are modeled on organisms in the natural world, students investigate the adaptive traits of the Grove Snail population, and use what they learn to design a protective shell to transport endangered sea turtle eggs.</p>	<p>3-LS2-1: Animals' Social Interactions  3-LS4-1: Fossils and Evidence of Environment  3-LS4-2: Adaptive and Non-Adaptive Traits  3-LS4-3: Survival Impact of Different Environments  3-LS4-4: Solutions to Environmental Changes</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Designs</p>

<p><b>Grade 4</b>  <b>Vision and Light: Investigating Animal Eyes</b></p> <p>As wildlife biologists, students work to figure out why a local population of geckos has decreased since the construction of a new stadium. Students consider the bright lights of the stadium and use a computer simulation to investigate the relationship of light and vision, specifically the sensitivity of different animals' eyes to light and make a recommendation for mitigating the situation.</p>	<p>4-PS4-2: Light is Necessary for Sight  4-LS1-1: Internal and External Structures  4-LS1-2: Patterns to Transfer Information  4-PS4-3: Information, Senses and the Brain</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions  3-5-ETS1-3: Improving Designs</p>
<p><b>Grade 5</b>  <b>Ecosystem Restoration: Matter and Energy in a Rainforest</b></p> <p>Students engage as ecologists as they figure out why the plants and animals in a failing Costa Rican rainforest ecosystem aren't growing and thriving. Growing a terrarium, using physical models, and investigating how matter and energy flow with a computer model, students solve the mystery and create a plan for rainforest restoration.</p>	<p>5-PS3-1: Use and Origin of Energy in Food  5-LS1-1: Plant Materials from Air and Water  5-LS2-1: Matter Flows  5-ESS3-1: Protecting Earth  5-PS1-1: Matter is Made of Particles</p> <p>3-5-ETS1-1: Defining the Problem  3-5-ETS1-2: Developing Possible Solutions</p>



AmplifyScience

# Middle School Unit Summaries

Name & Summary	Focal NGSS Performance Expectation(s)	Additional Performance Expectations Addressed
<p><b>Geology on Mars</b></p> <p>As planetary geologists, students analyze data about geoscience processes on the surface of Mars, in order to decide whether Mars could have been habitable.</p>	<p><b>ESS1-3:</b> Scale in the Solar System</p>	<p><b>ESS2-2:</b> Earth's Processes</p>
<p><b>Earth's Changing Surface</b></p> <p>Students play the role of geologists trying to explain the concentration of gold in certain parts of the seafloor. They use fossil evidence to support an explanation involving plate motion.</p>	<p><b>ESS2-3:</b> Evidence for Plate Motion</p>	<p><b>ESS1-4:</b> Strata and Earth Age</p> <p><b>ESS2-2:</b> Earth's Processes</p> <p><b>ESS3-1:</b> Distribution of Natural Resources</p>
<p><b>Earth's Changing Surface Engineering Internship</b></p> <p>In their role as geohazards engineering interns, students design a tsunami warning system. They apply ideas about plate motion and natural hazards as well as engineering and design concepts.</p>	<p><b>ETS1-1:</b> Criteria and Constraints</p> <p><b>ETS1-2:</b> Evaluating Solutions</p> <p><b>ETS1-3:</b> Analyzing Results</p> <p><b>ETS1-4:</b> Modeling and Iterative Testing</p>	<p><b>ESS3-2:</b> Natural Hazards</p> <p><b>ESS2-3:</b> Evidence for Plate Motion</p> <p><b>ESS1-4:</b> Strata and Earth Age</p> <p><b>ESS2-2:</b> Earth's Processes</p> <p><b>ESS3-1:</b> Distribution of Natural Resources</p>
<p><b>Rock Transformations</b></p> <p>As geologists, students investigate the mystery of how 2-billion-year-old sand grains could be found on an island that formed only 9 million years ago. They apply ideas about cycling of Earth materials.</p>	<p><b>ESS2-1:</b> Earth's Materials</p> <p><b>ESS2-2:</b> Earth's Processes</p>	
<p><b>Earth, Moon, and Sun</b></p> <p>Students play the role of student astronomers who must learn about the EarthMoonSun system, including phases and eclipses, in order to advise an astrophotographer who is photographing Moon features.</p>	<p><b>ESS1-1:</b> Earth, Sun, Moon System</p>	<p><b>ESS1-2:</b> Gravity</p> <p><b>ESS1-3:</b> Scale in the Solar System</p>



Name & Summary	Focal NGSS Performance Expectation(s)	Additional Performance Expectations Addressed
<p><b>Ocean and Atmosphere</b></p> <p>As climatologists, students must explain the pattern of temperature changes in El Niño years, which are impacting agriculture around the Pacific. They learn about how sunlight, ocean and atmosphere interact to produce regional climate.</p>	<p><b>ESS2-6: Climate Patterns</b></p>	
<p><b>Weather Patterns</b></p> <p>Students play the role of forensic meteorologists who must explain why powerful storms have increased after a manmade lake was built. They learn how air masses, water, and energy from the Sun produce weather phenomena.</p>	<p><b>ESS2-4: The Water Cycle</b> <b>ESS2-5: Air Masses</b></p>	<p><b>ESS3-2: Natural Hazards</b></p>
<p><b>Earth's Changing Climate</b></p> <p>In their role as climatologists, students must explain why Earth's ice is melting. They learn about how changes in the atmosphere are affecting the energy balance in the Earth's system, and about humans' role in these changes.</p>	<p><b>ESS3-5: Factors for Global Temperature</b></p>	<p><b>ESS3-3: Designs to Minimize Impact</b> <b>ESS3-4: Human population</b> <b>ESS3-1: Distribution of Natural Resources</b> <b>ESS3-2: Natural Hazards</b></p>
<p><b>Earth's Changing Climate Engineering Internship</b></p> <p>As civil engineering interns, students apply design and engineering concepts as they create a plan for making changes to building rooftops. Their goal is to make a city more energy efficient, and thus reduce the carbon dioxide produced from combustion.</p>	<p><b>ETS1-1: Criteria and Constraints</b> <b>ETS1-2: Evaluating Solutions.</b> <b>ETS1-3: Analyzing Results</b> <b>ETS1-4: Modeling and Iterative Testing</b></p>	<p><b>ESS3-3: Designs to Minimize Impact</b> <b>ESS3-5: Factors for Global Temperature</b></p>



Name & Summary	Focal NGSS Performance Expectation(s)	Additional Performance Expectations Addressed
<p><b>Microbiome</b></p> <p>As microbiological researchers, students must figure out why a fecal transplant cured a patient suffering from a deadly <i>C. difficile</i> infection. In the process they learn about cells and about interactions among organisms.</p>	<p><b>LS1-1:</b> Living Things Made of Cells</p>	<p><b>LS2-1:</b> Resources and Populations <b>LS2-2:</b> Ecosystem Relationships</p>
<p><b>Metabolism</b></p> <p>Students take on the role of medical researchers, and diagnose a patient whose body systems aren't working. They learn about cellular respiration and how body systems work together to get molecules to the cells.</p>	<p><b>LS1-3:</b> Body Systems <b>LS1-7:</b> Cellular Respiration</p>	<p><b>LS1-1:</b> Living Things Made of Cells <b>LS1-2:</b> Cell Parts <b>LS1-8:</b> Sensory Receptors <b>LS1-5:</b> Growth</p>
<p><b>Metabolism Engineering Internship</b></p> <p>As food engineer interns, students apply their knowledge of human metabolism, as well as engineering and design concepts, to design a recipe for an energy bar that meets the needs of populations in areas devastated by natural disasters.</p>	<p><b>ETS1-1:</b> Criteria and Constraints <b>ETS1-2:</b> Evaluating Solutions <b>ETS1-3:</b> Analyzing Results <b>ETS1-4:</b> Modeling and Iterative Testing</p>	<p><b>LS1-7:</b> Cellular Respiration <b>LS15:</b> Growth</p>
<p><b>Populations and Resources</b></p> <p>In their role as biologists, students work to uncover the cause of the moon jelly population explosion in Glacier Sea. They learn about how organisms interact in an ecosystem to get the resources they need.</p>	<p><b>LS2-1:</b> Resources and Populations <b>LS2-2:</b> Ecosystem Relationships</p>	<p><b>LS2-4:</b> Changes Affect Populations <b>LS1-4:</b> Behaviors &amp; Structures; Reproduction <b>LS2-5:</b> Ecosystem Services</p>
<p><b>Matter &amp; Energy in Ecosystems</b></p> <p>Students act as ecologists to investigate a failed biodome. In the process they learn about how matter, carbon in particular, flows through biotic and abiotic components of an ecosystem.</p>	<p><b>LS16: Photosynthesis</b> <b>LS2-3:</b> Flow of Energy and Cycling of Matter</p>	<p><b>LS1-2:</b> Cell Parts <b>LS2-4:</b> Changes Affect Populations <b>LS2-5:</b> Ecosystem Services</p>



<b>Name &amp; Summary</b>	<b>Focal NGSS Performance Expectation(s)</b>	<b>Additional Performance Expectations Addressed</b>
<p><b>Traits &amp; Reproduction</b></p> <p>Working as biomedical scientists, students investigate the causes of surprising variation in spider silk flexibility. Students learn why organisms—even parents, offspring, and siblings—vary in their traits.</p>	<p><b>LS3-1:</b> Gene, Protein, Trait, &amp; Mutation</p> <p><b>LS3-2:</b> Sexual Vs. Asexual Reproduction</p>	<p><b>LS1-1:</b> Living Things Made of Cells</p> <p><b>LS1-2:</b> Cell Parts</p> <p><b>LS1-5:</b> Growth</p> <p><b>LS4-5:</b> Artificial Selection and Genetic Engineering</p> <p><b>LS1-4:</b> Behaviors &amp; Structures; Reproduction</p>
<p><b>Natural Selection</b></p> <p>In the role of biologists, students investigate how a population of rough-skinned newts in Oregon State Park become incredibly poisonous. They learn about variation, adaptation, and the mechanism of natural selection.</p>	<p><b>LS4-4:</b> Genetic Variation in Populations</p> <p><b>LS4-6:</b> Changes in Traits in Populations via Natural Selection</p>	<p><b>LS3-1:</b> Gene, Protein, Trait, &amp; Mutations</p> <p><b>LS1-4:</b> Behaviors &amp; Structures; Reproduction</p> <p><b>LS4-5:</b> Artificial Selection and Genetic Engineering</p>
<p><b>Natural Selection Engineering Internship</b></p> <p>As clinical engineers, students apply what they have learned about natural selection as well as engineering and design concepts to develop, test and refine treatments for drug-resistant malaria.</p>	<p><b>ETS1-1:</b> Criteria and Constraints</p> <p><b>ETS1-2:</b> Evaluating Solutions</p> <p><b>ETS1-3:</b> Analyzing Results</p> <p><b>ETS1-4:</b> Modeling and Iterative Testing</p>	<p><b>LS4-4:</b> Genetic Variation in Populations</p> <p><b>LS3-1:</b> Gene, Protein, Trait, &amp; Mutations</p>
<p><b>Evolutionary History</b></p> <p>In the role of paleontologists, students investigate a fossil recently excavated in Egypt that could be more closely related to whales or to wolves. They learn how the fossil record helps provide evidence for evolutionary relationships.</p>	<p><b>LS4-1:</b> Fossils</p> <p><b>LS4-2:</b> Comparative Anatomy</p>	<p><b>LS4-3:</b> Embryonic Development</p> <p><b>ESS1-4:</b> Strata and Earth Age</p>

<b>Name &amp; Summary</b>	<b>Focal NGSS Performance Expectation(s)</b>	<b>Additional Performance Expectations Addressed</b>
<p><b>Harnessing Human Energy</b></p> <p>In their role as energy scientists, students learn about energy transfer and conversion as they design a system to power the electronic devices of rescue workers.</p>	<p><b>PS3-5: Motion and Energy Transfer</b></p>	<p><b>PS1-3:</b> Synthetic materials</p> <p><b>PS3-1:</b> Kinetic Energy: Mass &amp; Speed</p> <p><b>PS3-2:</b> Potential Energy and Non-Touching Forces</p>
<p><b>Force and Motion</b></p> <p>As student physicists at the fictional Universal Space Agency, students must analyze what went wrong in a space station docking failure. To do so, they need to apply what they learn about forces, changes in motion, and collisions.</p>	<p><b>PS2-1:</b> Newton's 3rd law (equal &amp; opposite forces)</p> <p><b>PS2-2:</b> Sum of Forces</p>	<p><b>PS3-1:</b> Kinetic Energy: Mass &amp; Speed</p> <p><b>PS3-5:</b> Motion and Energy Transfer</p>
<p><b>Force and Motion Engineering Internship</b></p> <p>As mechanical engineering interns, students apply ideas about force and motion, as well as engineering and design concepts, to design supply pods to be dropped in disaster areas.</p>	<p><b>ETS1-1:</b> Criteria and Constraints</p> <p><b>ETS1-2:</b> Evaluating Solutions</p> <p><b>ETS1-3:</b> Analyzing Results</p> <p><b>ETS1-4:</b> Modeling and Iterative Testing</p>	<p><b>PS2-1:</b> Equal &amp; Opposite Forces</p> <p><b>PS2-2:</b> Sum of Forces</p>
<p><b>Magnetic Fields</b></p> <p>In their role as student physicists, students must analyze why the new magnet-driven space jet launcher is not working as expected. They apply ideas about non-touching forces and potential energy.</p>	<p><b>PS2-5:</b> Force Fields and Nontouching Forces</p> <p><b>PS3-2:</b> Potential Energy and Non-Touching Forces</p>	<p><b>PS2-3:</b> Strength of Magnetic and Electric Forces</p> <p><b>PS3-5:</b> Motion and Energy Transfer</p> <p><b>PS2-4:</b> Gravity Depends on Mass</p>
<p><b>Thermal Energy</b></p> <p>In their role as thermal scientists, students evaluate competing proposals for heating a school, applying what they learn about matter, energy and temperature.</p>	<p><b>PS3-3:</b> Thermal Energy Transfer</p> <p><b>PS3-4:</b> Energy and Temperature</p>	<p><b>PS1-1:</b> Atomic Theory/Molecules</p> <p><b>PS3-5:</b> Motion and Energy Transfer</p>



# Physical Science

<b>Name &amp; Summary</b>	<b>Focal NGSS Performance Expectation(s)</b>	<b>Additional Performance Expectations Addressed</b>
<p><b>Phase Change</b></p> <p>Students, in their role as student chemists, investigate the mystery of disappearing methane lakes on Saturn's moon, Titan. They must apply what they learn about phase change, matter and energy.</p>	<p><b>PS1-4:</b> Phase change <b>PS3-4:</b> Energy and Temperature</p>	<p><b>PS1-1:</b> Atomic Theory/Molecules <b>PS3-5:</b> Motion and Energy Transfer</p>
<p><b>Phase Change Engineering Internship</b></p> <p>As chemical engineering interns, students design and test plans for an incubator for premature and low birth weight babies, applying ideas about phase change and the engineering and design process.</p>	<p><b>ETS1-1:</b> Criteria and Constraints <b>ETS1-2:</b> Evaluating Solutions. <b>ETS1-3:</b> Analyzing Results <b>ETS1-4:</b> Modeling and Iterative Testing</p>	<p><b>PS1-4:</b> Phase Change <b>PS3-3:</b> Thermal Energy Transfer</p>
<p><b>Chemical Reactions</b></p> <p>Students play the role of forensic chemists, applying what they learn about matter and chemical reactions to solve the mystery of mysterious substances appearing in a county's water supply.</p>	<p><b>PS1-1:</b> Atomic Theory/Molecules <b>PS1-2:</b> Chemical Reactions <b>PS1-5:</b> Atoms Conserved</p>	<p><b>PS1-3:</b> Synthetic materials <b>PS1-6:</b> Thermal Energy &amp; Chemical Processes <b>LS1-6:</b> Photosynthesis <b>LS1-7:</b> Cellular Respiration</p>
<p><b>Light Waves</b></p> <p>In their role as spectroscopists, students learn about light waves and how they interact with matter, and apply this knowledge to investigate Australia's elevated skin cancer rate.</p>	<p><b>PS4-1:</b> Amplitude and Waves <b>PS4-2:</b> Waves Interact with Materials</p>	<p><b>PS4-3:</b> Digitized Signals and Waves <b>PS4-3:</b> Digital is Best</p>



# **TCI Social Studies Alive! And History Alive!**

## **K - 8 Scope and Sequence**

Kindergarten: Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.

1st Grade: My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.

2nd Grade: My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.

3rd Grade: Our Community and Beyond broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

4th Grade: Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Students examine how each of these social sciences impact life in California.

5th Grade: America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

6th Grade: The Ancient World introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world.

7th Grade: The Medieval World and Beyond explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas.

8th Grade: The United States Through Modern Times captures the story of the United States from the precolonial era to the 21st century.

## **Kindergarten**

Kindergarten: Social Studies Alive! Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.

### 1. Who Am I?

In a series of Writing for Understanding activities, students explore what they look like, what they care about, how they feel, and things they can do. They then create "What Am I?" books and have classmates guess who is being described.

Reading Further: The Story of Our Flag

### 2. What Is a Family?

In a series of Writing for Understanding activities, students identify and picture the members of their families, the things they do together, and the special "gifts" their family members offer one another.

Reading Further: Our Country's Birthday

### 3. How Do I Get Along with Others?

In an Experiential Exercise, students learn firsthand why taking turns is important for getting along.

Reading Further: Rules Help Us

### 4. How Do I Make Friends?

In a series of Social Studies Skill Builders, students learn four skills for making new friends.

Reading Further: The First Thanksgiving

### 5. How Do I Solve Problems with Others?

In a series of Social Studies Skill Builders, students learn and practice four problem solving steps: stop and calm down, talk and listen, think of solutions, and agree on a plan to try.

Reading Further: Who Can Help?

### 6. How Can I Be a Good Helper at School?

Through a series of Social Studies Skill Builders, students learn and practice four ways to be "handy helpers."

Reading Further: Who Works at My School?

### 7. What Is in My Neighborhood?

In a Problem Solving Groupwork activity, students take on specific roles to design and build a three-dimensional neighborhood.



Reading Further: How Can We Improve Our Neighborhood?

#### 8. Where Am I in the World?

In a series of Writing for Understanding activities, students assemble a book of pictures that show where they live and then read their book to a friend.

Reading Further: Symbols of Our Country

#### 9. How Do People Live Around the World?

In an Experiential Exercise, students discover that people use different languages to communicate. They also take an “airplane flight” to Japan to “share a meal,” and they play two cultures’ versions of a sidewalk game.

Reading Further: Birthdays Then and Now

#### 10. What Do People Need and Want?

In a Response Group activity, students will identify examples of needs (food, clothing, and shelter) and wants in various images. They will predict how people can meet their needs in different environments.

Reading Further: I Make Choices When I Shop

#### 11. How Can I Help Take Care of the World?

In a series of Social Studies Skill Builders, students discover where garbage goes after it is thrown away and learn specifically what they can do to recycle, reuse, and reduce.

Reading Further: Saving Money

## 1st Grade

1st Grade: Social Studies Alive! My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.

### 1. How Do We Get Along in School?

In an Experiential Exercise, students discover the value of cooperating to complete a task.

Reading Further: A Place to Share

### 2. Why Is It Important to Learn from Each Other?

In a Social Studies Skill Builder, students complete questionnaires that reveal their own interests and special talents. They then practice appropriate ways to talk and listen.

Reading Further: The Grasshopper's Choice

### 3. Why Do Schools Have Rules?

In an Experiential Exercise, students play a game without rules to discover why rules are needed. They then read about reasons for school rules and talk about the consequences of not following them.

Reading Further: Who Makes the Rules?

### 4. Who Works at Your School?

In a Visual Discovery activity, students analyze photographs of school staff and listen to a recording of each person describing his or her job. They then use this information to act out each role.

Reading Further: Ms. Johnson Has Many Jobs

### 5. How Are We Good Helpers at School?

In a Response Group activity, students explore four situations that they might encounter at school and discuss the best ways to be good helpers.

Reading Further: Clara Barton Helped Others

### 6. What Is a Map?

In a Social Studies Skill Builder, students practice reading a classroom map, its key, and a compass rose.

Reading Further: The Right Kind of Map

## 7. What Groups Do We Belong To?

In a Social Studies Skill Builder, students examine pictures and categorize them into groups as school, family, or community. They then read about and recognize the different type of groups to which they belong.

Reading Further: My Groups

## 8. How Are Families Special?

In a Writing for Understanding activity, students read about different family members, types of homes, and family activities. They then create a book to share how their own families are special.

Reading Further: Families Live in Different Places

## 9. What Do Families Need and Want?

In a Problem Solving Groupwork activity, students create triaramas (three-dimensional scenes) that depict what families would need and want on a camping trip, and then explain why selected items are needs or wants.

Reading Further: From Farm to Table

## 10. How Do Family Members Care for Each Other?

In a Response Group activity, students sort family pictures into three categories of caring for each other—helping each other, sharing knowledge, and spending time together.

Reading Further: Taking Care of Earth

## 11. How Do Families Change over Time?

In a Visual Discovery activity, students explore what happens when people grow older. They also learn some reasons why families change in size.

Reading Further: Old Family Pictures

## 12. What Do Families Need and Want?

In a Problem Solving Groupwork activity, students create triaramas (three-dimensional scenes) that depict what families would need and want on a camping trip, and then explain why selected items are needs or wants.

Reading Further: From Farm to Table

## 13. Where Do Families Live?

In an Experiential Exercise, students explore the term tradition and then experience family traditions for birthdays and holidays from two different cultures.

Reading Further: Learning About the Dust Bowl

## 14. What Are Family Traditions?

In an Experiential Exercise, students explore the term tradition and then experience family traditions for birthdays and holidays from two different cultures.

Reading Further: U.S. Symbols and Traditions

15. What Do Good Neighbors Do?

In a Problem Solving Groupwork activity, groups of four illustrate and assemble puzzles that show examples of actions good neighbors take.

Reading Further: Trading for Apples

## 2nd Grade

2nd Grade: Social Studies Alive! My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.

### 1. What Is a Community?

In a Problem Solving Group activity, students design a community that includes places to live, work, and play.

Reading Further: One Community's History

### 2. How Are Communities Different?

In a Visual Discovery activity, students learn about the features, advantages, and disadvantages of urban, rural, and suburban communities.

Reading Further: Instant Suburbs

### 3. What Is a Map?

In a Social Studies Skill Builder, students work in pairs to read and answer questions about maps.

Reading Further: Mapping a Trip

### 4. What Is Geography?

In a Social Studies Skill Builder, pairs identify geographic features and locate them on a physical map.

Reading Further: Riding for Climate

### 5. How Do People Use Our Environment?

In a Response Group activity, students explore how people use natural resources in various environments and discover the effects of pollution.

Reading Further: Using Plants in New Ways

### 6. How Are Goods Made and Brought to Us?

In an Experiential Exercise, students make a toy using assembly-line techniques, participate in a relay race to learn how goods are transported to stores, and read about how goods are produced and distributed.

Reading Further: Food from the Desert

### 7. Who Provides Services in a Community?

In a Writing for Understanding activity, students create puppets representing service workers and write descriptions of their workers' job that they then present at a "job fair."

Reading Further: Working in Central Park

#### 8. How Can I Be a Smart Consumer?

In an Experiential Exercise, students make choices about what to buy and distinguish between economic needs and wants. Then they read about economic principles and practices that help consumers spend wisely.

Reading Further: Shopping for School

#### 9. How Do Communities Change?

In a Problem Solving Groupwork activity, students read about how communities grow and change. They then create a plan to make a neighborhood better.

Reading Further: Los Angeles Grows

#### 10. How Did One Community Change?

In a Visual Discovery activity, students analyze images of San Francisco in 1846 and 1849 and then create act-it-outs to explore what life was like during those two time periods. Then they build a timeline by placing the events of the 1906 San Francisco earthquake in sequence.

Reading Further: Family Stories

#### 11. How Can One Person Make a Difference?

In a Response Group activity, students propose possible solutions to given community problems and compare their solutions with how people actually solved these problems.

Reading Further: Save the Park Day

#### 12. How Do Leaders Help Their Communities?

In an Experiential Exercise, students make predictions about what leaders can do. Then they conduct a mock demonstration urging community leaders to take certain actions to fix a playground.

Reading Further: Leaders Vote for the Community

#### 13. What Does a Good Citizen Do?

In a Writing for Understanding activity, students create a Good Citizen book to record the good-citizen actions they will perform.

Reading Further: Good Citizen Lincoln

#### 14. What Do Communities Share?

In an Experiential Exercise, students discover the economic interdependence of communities and states by exchanging product cards. They also complete a map illustrating social connections among communities.

Reading Further: Happy Birthday, USA!

## 3rd Grade

3rd Grade: Social Studies Alive! Our Community and Beyond broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

### 1. Understanding the Geography of the World

Essential Question: Where in the world is our community?

During a Visual Discovery activity, students act as space shuttle astronauts who are returning to Earth and learn about the geographic features of the globe as they get nearer and nearer to their landing site.

Reading Further: Explorers Find New Lands

### 2. Finding Places in the United States

Essential Question: Where in the United States is our community?

In a Social Studies Skill Builder, students use a map and compass rose to locate their community, identify directions, and measure distances to other places.

Reading Further: Eagles, Flags, and Midnight Parades

### 3. Geography and the Way We Live

Essential Question: How does geography affect the way we live?

In a Writing for Understanding activity, students write and illustrate travel brochures for four communities in the United States based on physical features, climate, and natural resources.

Reading Further: Telling Stories with Maps

### 4. Settling in the United States

Essential Question: How do people become part of our country?

In an Experiential Exercise, students explore the reasons why people immigrate, the challenges immigrants face in getting to the United States, and some of the benefits and drawbacks of being an immigrant.

Reading Further: One Immigrant's Story

### 5. Diversity in the United States

Essential Question: What different groups of people make up our culture?

In a Response Group activity, students explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, and traditions, and they brainstorm lists of additional contributions.

Reading Further: Many People, Many Ways of Life

## 6. Making Communities Better

Essential Question: How do people improve their communities?

In a Problem Solving Groupwork activity, students create human monuments honoring the contributions of four other individuals whose actions made a difference in the lives of people in their own community and around the country.

Reading Further: Helping a Community in Need

## 7. Cultures Around the World

Essential Question: How are people around the world alike and different?

In a Writing for Understanding activity, pairs read about six children from communities around the world and study artifacts related to the children's daily lives. Students use Venn diagrams to note similarities and differences between their lives and those of the children they read about.

Reading Further: The Story of Mexico City

## 8. Understanding Our Economy

Essential Question: How do we buy and sell things?

In a Visual Discovery, students analyze a series of images about the economy and bring two of them to life. Then students ask questions about our economy, gather and evaluate sources, write explanations using claims and evidence, and present to the class.

Reading Further: Making Mail Faster

## 9. Choices in a Free Market

Essential Question: Why do prices change in our economy?

In an Experiential Exercise, students discover what happens to prices when supply and demand change. Students then predict what will happen to prices in hypothetical situations that affect supply or demand.

Reading Further: Becoming an Entrepreneur

## 10. Using Money Wisely

Essential Question: Why do we save money?

In a Response Group activity, students analyze a variety of situations dealing with money.

Reading Further: Creating a Budget



## 11. The United States and Global Trade

Essential Question: How does global trade affect our economy?

In an Experiential Exercise, students take on the roles of countries around the world and use a ball of yarn to create a trade web connecting all the countries to one another.

Reading Further: How Trade Is Changing Bengaluru

## 12. Providing Public Services

Essential Question: What different services does our community have?

In a Social Studies Skill Builder, students analyze artifacts related to the six public services and then read about the services.

Reading Further: Benjamin Franklin, Public Servant

## 13. Government in the United States

Essential Question: How is our government set up?

In a Writing for Understanding activity, students read letters to city hall, choose the office best suited to deal with the issue raised in each letter, and write a short response.

Reading Further: The Constitution Protects Our Rights

## 14. Citizenship and Participation

Essential Question: How do we have a voice in our community?

In a Visual Discovery activity, they use their acting skills to bring to life images of public meetings, peaceful demonstrations, support for candidates, and voting.

Reading Further: Making Your Voice Count

## 15. Protecting the Environment

Essential Question: How can we care for the environment?

In a Response Group activity, students work in small groups to investigate three case studies of communities faced with specific environmental problems.

Reading Further: Finding New Sources of Energy

## 16. Making a Difference in the World

Essential Question: How can we help the world around us?

In a Problem Solving Groupwork activity, students design, present, and implement a class project to help the world around them.

Reading Further: Learning About Others Through Art

# 4th Grade

4th Grade: Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.

### 1. Discovering the Social Sciences

Essential Question: What do social scientists do?

In a Response Group activity, students discuss artifacts from the perspective of each of these social science traditions: economics, geography, political science, and history.

Study Your State: The First People in Your State

Reading Further: Clues from Cahokia

### 2. Exploring Regions of the United States

Essential Question: How do geographers study the regions of the United States?

In a Social Studies Skill Builder, students work in pairs to interpret a series of special purpose maps depicting five regions of the United States and attempt to identify the locations where five images of the United States were taken.

Study Your State: Regions of California

Reading Further: The Mighty Mississippi

### 3. The Peopling of the United States

Essential Question: How have different groups contributed to the United States?

In a Social Studies Skill Builder, students work in pairs to read about one of five ethnic groups American Indians, Latinos, European Americans, African Americans, and Asian Americans and draw images and symbols to represent that group's experience.

Study Your State: Settling in California

Reading Further: New York City: Layers of the Past

### 4. A Train Tour of the Northeast

Essential Question: What are different parts of the Northeast like?

In a Writing for Understanding activity, groups of students sit on a “train” and listen to a tour guide while they view images of places in the Northeast to learn key concepts and facts about the region.

Study Your State: The Most Important Cities in California

Reading Further: Lowell, Massachusetts: Factory Life

### 5. Population Density and Life in the Northeast

Essential Question: How do people live in the Northeast?

In an Experiential Exercise, students use their bodies and desks to simulate the population density of the Northeast and several comparative locales.

Study Your State: Population Density in California

Reading Further: Inventing New Ways of Living

## 6. A Boat and Bus Tour of the Southeast

Essential Question: What factors have shaped the culture of the Southeast?

In a Writing for Understanding activity, students “travel” by boat and bus while listening to a tour guide and viewing images depicting life in the Southeast. The tour stops at three sites, where students engage in interactive experiences and learn key concepts and facts about the region.

Study Your State: Landmarks of California

Reading Further: The Quilters of Gee’s Bend

## 7. The Effects of Geography on Life in the Southeast Video

Essential Question: How has geography helped shape daily life in the Southeast?

In a Social Studies Skill Builder, students look at maps and answer questions about climate, elevation, natural resources, and bodies of water in the Southeast.

Study Your State: California’s Natural Resources and Natural Hazards

Reading Further: Hurricane Andrew

## 8. A Crop Duster Tour of the Midwest

Essential Question: Why do we call the Midwest “America’s Heartland”?

In a Writing for Understanding activity, students “tour” the Midwest in a crop duster and listen to a tour guide and view images of the Midwest. Through interactive experiences, students learn key concepts and facts about the region.

Study Your State: The Industries of California

Reading Further: Detroit During World War II

## 9. Agricultural Changes in the Midwest

Essential Question: How has farming changed in the Midwest over time?

In a Visual Discovery activity, students analyze images of farm life in 1800, 1900, and today to discover how agriculture has changed in the Midwest.

Study Your State: Agriculture in California

Reading Further: Corn: Key Crop of the Midwest

## 10. A Big Rig Tour of the Southwest

Essential Question: How have geography and history shaped life in the Southwest?

In a Writing for Understanding activity, students sit in “big rigs” in groups of three, listen to a tour guide, and view nine images depicting life in the Southwest. The trucks stop at three sites, where students learn more through interactive experiences.

Study Your State: Researching a City in California

Reading Further: Freedom—or Death

#### 11. A Case Study in Water Use: The Colorado River

Essential Question: How do people depend on the Colorado River and share its water?

In an Experiential Exercise, students act out the roles of people living near the Colorado River in four different time periods to understand how its water has been used and shared, and how it might be used in the future.

Study Your State: Water in California

Reading Further: At Home in the Grand Canyon

#### 12. A Van and Airplane Tour of the West

Essential Question: What are the features that have drawn people to the West?

In a Writing for Understanding activity, students take a “van and airplane tour” and listen to a tour guide and view nine images of places in the West. Through interactive experiences, students learn key concepts and facts about the region.

Study Your State: Nominate California

Reading Further: Exploring the Pacific Crest Trail

#### 13. Cities of the West

Essential Question: What attracts people to the cities of the West?

In a Problem Solving Groupwork activity, students learn about seven cities in the West as they research, plan, and perform television commercials about the cities.

Study Your State: Outdoor Fun in California

Reading Further: Portland, Oregon: Green and Clean

#### 14. The Geography of California

Essential Question: How has geography influenced life in California?

In a Social Studies Skill Builder, pairs of students research the geography of California using maps, atlases, library books, and the Internet and then design a board game that includes the geographic features they identified.

Study Your State: Changing the Environment in California

Reading Further: Uncovering the Secrets of Ozette

#### 15. The History of California

Essential Question: How can you learn about your California's history?

In a Writing for Understanding activity, students research a building, create a model of the building, write a script that tells about one era in California's history from the perspective of the building, and bring the building to life to tell the story of California's history.

Study Your State: California's History

Reading Further: Lost and Found

## 16. Researching California's Economy

Essential Question: What do you need to know to understand California's economy?

In a Problem Solving Groupwork activity, students research one of eight economic activities in California and then create a museum exhibit about that activity. Each figure in the exhibit "comes to life" to talk about the essential aspects of the state's economy.

Study Your State: The Economy of California

Reading Further: Doing Real Work in the Real World

## 17. Researching California's Government

Essential Question: How does your California's government work?

In a Writing for Understanding activity, students play a game to learn the sequence of a state's legislative process. After researching California's government, they write a letter to a state leader asking that he or she help solve a problem by working to get a new law passed.

Study Your State: California's Government

Reading Further: Student Citizens Help Make Laws

## 5th Grade

5th Grade: Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

### 1. Geography of the United States

Essential Question: What can geography teach us about the United States?

In a Social Studies Skill Builder, students work in pairs to label features on maps and a diagram. They define geographic terms and apply them to the geography of the United States.

Reading Further: Where Geography Meets History

### 2. American Indians and Their Land

Essential Question: How did American Indians adapt to different environments in North America?

In a Visual Discovery activity, students work in pairs, using maps and photographs to trace migration routes of the first Americans and to summarize how these groups adapted to different environments.

Reading Further: Recording Lakota History

### 3. American Indian Cultural Regions

Essential Question: How and why did American Indian cultural regions differ?

In a Response Group activity, students analyze historical artifacts from different American Indian groups and then compare and contrast life in the various regions.

Reading Further: Four Young American Indians

### 4. How and Why Europeans Came to the New World

Essential Question: What did explorers take to and from the New World during the Age of Exploration?

In a Social Studies Skill Builder, pairs take on the role of underwater archaeologists to examine objects from an explorer's sunken ship and categorize them as navigation tools, motives for exploration, or new products from the Americas.

Reading Further: Changes in Europe Spur Exploration

## 5. Routes of Exploration to the New World

Essential Question: How did exploration of the Americas lead to settlement?

In a Social Studies Skill Builder, students use an illustrated classroom matrix to organize information about European explorers and then play a game in which they answer questions about the explorers.

Reading Further: Who Wins Florida?

## 6. Early English Settlements

Essential Question: What challenges faced the first English colonies?

In a Visual Discovery activity, students analyze images of Roanoke, Jamestown, and Plymouth to create act-it-outs that show why settlers came, the hardships they endured, and the reasons why each settlement succeeded or failed.

Reading Further: King Philip Decides on War

## 7. Comparing the Colonies

Essential Question: How were the three colonial regions alike and different?

In a Problem Solving Groupwork activity, students create a billboard for one of six British colonies and then try to persuade other students to settle in their colony.

Reading Further: Choosing a Career in the Colonies

## 8. Slavery in the Americas

Essential Question: What was the impact of slavery on Africans?

In a Response Group activity, student groups analyze and respond to three dilemmas faced by Africans during enslavement: trading slaves for guns in West Africa, surviving the Middle Passage, and living as a slave in the colonies.

Reading Further: How Slaves Kept Hope Alive

## 9. Life in Colonial Williamsburg

Essential Question: What were key parts of life for Southern colonists in the 1700s?

In a Writing for Understanding activity, students take a “walking tour” of colonial Williamsburg to examine aspects of colonial life, such as government, social life, and religion.

Reading Further: A Religious Revival in the Colonies

## 10. Tensions Grow Between the Colonies and Great Britain

Essential Question: What were key parts of life for Southern colonists in the 1700s?

In a Writing for Understanding activity, students take a “walking tour” of colonial Williamsburg to examine aspects of colonial life, such as government, social life, and religion.

Reading Further: A Religious Revival in the Colonies

## 11. To Declare Independence or Not

Essential Question: What were the arguments for and against colonial independence from Great Britain?

In a Problem Solving Groupwork activity, student groups represent six historical figures in a panel debate between Loyalists and Patriots.

Reading Further: Patrick Henry, Radical Revolutionary

## 12. The Declaration of Independence

Essential Question: What are the main ideas in the Declaration of Independence?

In a Social Studies Skill Builder, students examine objects on Thomas Jefferson’s desk, such as a letter and an invitation, to learn about the events and ideas that led to Jefferson’s drafting of the Declaration of Independence.

Reading Further: Jefferson’s Conflict: Ideas vs. Reality

## 13. The American Revolution

Essential Question: How did the colonists win the American Revolution?

In an Experiential Exercise, students engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution.

Reading Further: The Revolution’s Home Front

## 14. The Constitution

Essential Question: What are the key features of the U.S. Constitution?

In a Social Studies Skill Builder, students play a game in which they are presented with a series of situations that the government might face and determine which branch or branches of government will resolve each situation.

Reading Further: Inside the Constitutional Convention



## 15. The Bill of Rights

Essential Question: What are the basic rights and freedoms of the American people?

In an Experiential Exercise, students work in small groups to create tableaux vivants, or living scenes, to represent key amendments in the Bill of Rights.

Reading Further: Individual Rights vs. Society's Needs

## 16. Our Role in Government

Essential Question: What does it mean to be a citizen of the United States?

In a Problem Solving Groupwork activity, students follow an inquiry process to identify a local issue and suggest solutions in a multimedia presentation.

Reading Further: How Students Make a Difference

## 17. Shaping America's Economy

Essential Question: How did the Founding Fathers create the economy we use today?

In a Social Studies Skill Builder, students interpret excerpts from the Constitution. They evaluate how the Constitution provides a foundation for our free enterprise system.

Reading Further: The Rise of Cotton in the South

## 18. Manifest Destiny and Settling the West

Essential Question: How did the expansion of the United States affect people inside and outside the country?

In an Experiential Exercise, students act as 19th-century settlers and migrate into the western territories of an outline of the United States.

Reading Further: The Cherokee Trail of Tears

## 19. The Diverse Peoples of the West

Essential Question: What drew new settlers to the western part of the United States in the 1800s?

In a Problem Solving Groupwork activity, students create interactive dramatizations about the experiences of six groups of people who lived in or moved to the West in the 1800s and how these groups were helped or harmed by the westward expansion of the United States.

Reading Further: Laura Ingalls Wilder on the Prairie

## 20. The Causes of the Civil War

Essential Question: What factors helped drive apart the North and the South in the mid-1800s?

In a Social Studies Skill Builder, students use a metaphor to compare prewar events with a story about a brother and sister who disagree. Then students complete an illustrated storybook to reflect the growing tensions between the North and the South.

Reading Further: Harriet Beecher Stowe's Book

## 21. The Civil War

Essential Question: What factors contributed to the outcome of the Civil War?

In a Writing for Understanding activity, students take a "walking tour" to visit five sites at the battlefield at Gettysburg in July 1863 and examine and take notes on written and visual information about aspects of the Civil War, such as military tactics and technology and combat conditions.

Reading Further: Life After Slavery in the South

## 22. The American Industrial Revolution

Essential Question: How did industrialization change the United States?

In a Social Studies Skill Builder activity, students analyze primary source images and data related to industrialization.

Reading Further: Buying Goods: Then and Now

## 23. The Modern United States

Essential Question: How has life in the United States changed since industrialization?

In a Social Studies Skill Builder, students work in pairs to create an illustrated timeline of modern American history. Then they play a card game to better understand the importance of the historical periods in the past 200 years of U.S. history.

Reading Further: Challenges and Hope for Immigrants

## 6th Grade

6th Grade: History Alive! The Ancient World introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world.

### Unit 1: Early Humans and the Rise of Civilization

#### 1. Investigating the Past

Essential Question: How do social scientists interpret the past?

In a Social Studies Skill Builder, students learn how social scientists reconstruct the lives of prehistoric humans by examining images of cave paintings and other artifacts.

#### 2. Early Hominins

Essential Question: What capabilities helped hominins survive?

In a Visual Discovery activity, students analyze images of various hominid groups and explore how physical and cultural adaptations gave later hominid groups advantages over earlier groups.

#### 3. From Hunter Gatherers to Farmers

Essential Question: How did the development of agriculture change daily life in the Neolithic Age?

In a Writing for Understanding activity, students learn how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade.

#### 4. The Rise of Sumerian City-States

Essential Question: How did geographic challenges lead to the rise of city-states in Mesopotamia?

In a Response Group activity, students learn how responses to geographic challenges resulted in the formation of complex Sumerian city-states

#### 5. Ancient Sumer

Essential Question: How did geographic challenges lead to the rise of city-states in Mesopotamia?

In a Response Group activity, students learn how responses to geographic challenges resulted in the formation of complex Sumerian city-states

## 6. Exploring Four Empires of Mesopotamia

Essential Question: What were the most important achievements of the Mesopotamian empires?

Students work in small groups in a Problem Solving Groupwork activity to create “mechanical dioramas” that illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia from approximately 2300 to 539 B.C.E.

## Unit 2: Ancient Egypt and the Middle East

### 7. Geography and the Early Settlement of Egypt, Kush, and Canaan

Essential Question: How did geography affect early settlement in Egypt, Kush, and Canaan?

In an Experiential Exercise, students use their bodies to recreate the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas.

### 8. The Ancient Egyptian Pharaohs

Essential Question: What did the pharaohs of ancient Egypt accomplish, and how did they do it?

In a Writing for Understanding activity, students board an Egyptian sailing boat and “visit” monuments along the Nile River, to learn about four ancient Egyptian pharaohs and their important accomplishments.

### 9. Daily Life in Ancient Egypt

Essential Question: How did social class affect daily life in ancient Egypt?

Students create and perform interactive dramatizations in a Problem Solving Groupwork activity to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class.

### 10. The Kingdom of Kush

Essential Question: How did location influence the history of Kush?

In a Visual Discovery activity, students analyze images of significant events and leaders from four periods in the history of ancient Kush to learn about the development of the independent kingdom of Kush and its changing relationship with ancient Egypt.

### 11. The Origins of Judaism

Essential Question: How did Judaism originate and develop?

In a Writing for Understanding activity, students identify key historical leaders of the ancient Israelites and explain their role in the development of Judaism.

### 12. Learning about World Religions: Judaism

Essential Question: What are the central teachings of Judaism, and why did they survive to modern day?

In an Experiential Exercise, students identify the central teachings of Judaism as they explore ways in which these traditions have survived throughout history.

### Unit 3: Ancient India

#### 13. Geography and the Early Settlement of India

Essential Question: How did geography affect early settlement in India?

In a Response Group activity, students identify physical features of the Indian subcontinent and explain how geography influenced the location of early settlement in India.

#### 14. Unlocking the Secrets of Mohenjodaro

Essential Question: What can artifacts tell us about daily life in Mohenjodaro?

Students act as archaeologists in an Experiential Exercise and examine artifacts from Mohenjodaro to learn about daily life in the Indus valley civilization.

#### 15. Learning about World Religions: Hinduism

Essential Question: What are the origins and beliefs of Hinduism?

In a Response group activity, students analyze images representing important beliefs in Hinduism to discover the religion's origins in ancient traditions and discuss how these beliefs affect life in ancient India and today.

#### 16. Learning about World Religions: Buddhism

Essential Question: What are the main beliefs and teachings of Buddhism?

In a Visual Discovery activity, students analyze images to learn about the life of Siddhartha Gautama and how his teachings became the basis of Buddhism.

#### 17. The Unification of India

Essential Question: How did Ashoka unify the Mauryan Empire and spread Buddhist values?

Students work in pairs in a Social Studies Skill Builder to interpret excerpts from King Ashoka's edicts to analyze how he unified the Mauryan Empire during his rule.

#### 18. The Achievements of the Gupta Empire

Essential Question: Why is the period during the Gupta Empire known as the "golden age"?

In a Writing for Understanding activity, students "visit" seven sites around the Gupta Empire that highlight important cultural and intellectual achievements and explain in writing why this period was a "golden age" in ancient India.

### Unit 4: Ancient China

## 19. Geography and the Early Settlement of China

Essential Question: How did geography affect life in ancient China?

In a Problem Solving Groupwork activity, students create a relief map and a geographic poster of China's five regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China.

## 20. The Shang Dynasty

Essential Question: What do Shang artifacts reveal about this civilization?

Students work in pairs in a Social Studies Skill Builder to "excavate" a tomb to learn about the government, social structure, religion, writing, art, and technology of the Shang dynasty.

## 21. Three Chinese Philosophies

Essential Question: How did Confucianism, Daoism, and Legalism influence political rule in ancient China?

In an Experiential Exercise, students learn about Confucianism, Daoism, and Legalism under classroom conditions that reflect the main beliefs of each philosophy.

## 22. The First Emperor of China

Essential Question: Was the Emperor of Qin an effective leader?

In a Visual Discovery activity, students analyze and bring to life images about Qin Shihuangdi's political and cultural unification of China, his efforts to protect China's northern boundaries, and his dispute with Confucian scholars.

## 23. The Han Dynasty

Essential Question: In what ways did the Han dynasty improve government and daily life in China?

Students work in pairs in a Social Studies Skill Builder and visit seven stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science.

## 24. The Silk Road

Essential Question: How did the Silk Road promote an exchange of goods and ideas?

Students travel along a simulated Silk Road in an Experiential Exercise to learn about facing obstacles, trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han dynasty.

## Unit 5: Ancient Greece

## 25. Geography and the Early Settlement of Greece

Essential Question: How did geography influence settlement and way of life in ancient Greece?

Students examine and analyze thematic maps in a Visual Discovery activity to learn about the physical geography of ancient Greece and how it influenced the development of Greek civilization.

## 26. The Rise of Democracy

Essential Question: How did democracy develop in ancient Greece?

In an Experiential Exercise, students use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class, as a way to examine the various forms of government in ancient Greece that led to the development of democracy.

## 27. Life in Two City-States: Athens and Sparta

Essential Question: What were the major differences between Athens and Sparta?

In a Social Studies Skill Builder, students examine the major differences between Athens and Sparta by working in pairs to create placards with illustrations and challenge questions about each city-state.

## 28. Fighting the Persian Wars

Essential Question: What factors influenced the outcome of the Persian wars?

In a Response Group activity, students learn about the wars between the Greek city-states and the Persian Empire by dramatizing key events and debating which factors contributed to the eventual outcome of the wars.

## 29. The Golden Age of Athens

Essential Question: What were the major cultural achievements of Athens?

In a Response Group activity, students learn about the wars between the Greek city-states and the Persian Empire by dramatizing key events and debating which factors contributed to the eventual outcome of the wars.

## 30. Alexander the Great and His Empire

Essential Question: How did Alexander build his empire?

In a Response Group activity, students learn about the rise of Macedonia after the Peloponnesian War and debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire.

### 31. The Legacy of Ancient Greece

Essential Question: How did ancient Greece contribute to the modern world?

In a Social Studies Skill Builder, students learn about the enduring contributions of the ancient Greeks by matching descriptions of modern life to images of Greek achievements in language, literature, government, the arts, the sciences, and sports.

### Unit 6: Ancient Rome

### 32. Geography and the Early Development of Rome

Essential Question: How did the Etruscans and Greeks influence the development of Rome?

In a Response Group Activity, students learn about the founding of Rome, and examine images to identify evidence of Etruscan and Greek influences on Rome.

### 33. The Rise of the Roman Republic

Essential Question: What were the characteristics of the Roman Republic and how did they change over time?

In an Experiential Exercise, students assume the roles of patricians and plebeians to learn how the struggle between these two groups led to a more democratic government in the Roman Republic.

### 34. From Republic to Empire

Essential Question: Did the benefits of Roman expansion outweigh the costs?

In a Problem Solving Groupwork activity, students explore and record events leading to the expansion of Roman territory and the creation of the empire.

### 35. Daily Life in the Roman Empire

Essential Question: How did wealth affect daily life in the Roman Empire?

In a Social Studies Skill Builder, students work in pairs and read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each.

### 36. The Origins and Spread of Christianity

Essential Question: How did Christianity originate and spread?

In a Social Studies Skill Builder, students learn about the development and spread of Christianity in the Roman Empire, and analyze parables to understand the teachings of Jesus.

### 37. Learning about World Religions: Christianity



Essential Question: How do the beliefs and practices of Christianity shape Christians' lives?

In a Visual Discovery activity, students analyze images of Christian sacraments, worship, and holidays to learn about the key beliefs and practices of Christianity.

### 38. The Legacy of Rome in the Modern World

Essential Question: To what extent does ancient Rome influence us today?

In a Response Group activity, students play the "Rome to Home" game to discover how aspects of Roman culture, such as art and language, influence modern life.

## 7th Grade

7th Grade: History Alive! The Medieval World and Beyond explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas.

### Unit 1: Europe During Medieval Times

#### 1. The Legacy of the Roman Empire

Essential Question: To what extent have the contributions of ancient Rome influenced modern society?

In a Social Studies Skill Builder, students learn about the fall of the Roman Empire and the rise of the Byzantine Empire. They examine contributions of ancient Rome and assess their influences on modern society.

#### 2. The Development of Feudalism in Western Europe

Essential Question: How well did feudalism establish order in Europe in the Middle Ages?

In an Experiential Exercise, students assume the roles of serfs, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society.

#### 3. The Roman Catholic Church in Medieval Europe

Essential Question: How influential was the Roman Catholic Church in medieval Europe?

In an Experiential Exercise, students “visit” six medieval sites, such as Chartres Cathedral in France and the University of Bologna in Italy, to analyze the influence of the Catholic Church in medieval Europe.

#### 4. Life in Medieval Towns

Essential Question: What was life like in medieval European towns?

In a Problem Solving Groupwork activity, students create six dramatizations to learn about aspects of life in medieval European towns.

#### 5. The Decline of Feudalism

Essential Question: How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.

#### 6. The Byzantine Empire

Essential Question: How did the Byzantine Empire develop and form its own distinctive church?

In a Visual Discovery activity, students act out images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 1054.

## Unit 2: Islam in Medieval Times

### 7. The Origins and Spread of Islam

Essential Question: How did Islam originate and spread?

In a Writing for Understanding activity, students explore the origins and spread of Islam by taking on the role of Arab nomads, listening to a recording about the origins of Islam, and creating an illuminated manuscript retelling the story of the origins of Islam.

### 8. Learning About World Religions: Islam

Essential Question: How do the beliefs and practices of Islam shape Muslims' lives?

In a Problem Solving Groupwork activity, students read, create illustrations, and make presentations to demonstrate an understanding of eight main beliefs and practices of Islam.

### 9. Muslim Innovations and Adaptations

Essential Question: What important innovations and adaptations did medieval Muslims make?

Pairs of students visit nine stations in a Social Studies Skill Builder to read and learn about Muslim innovations and adaptations in fields such as science, geography, mathematics, philosophy, medicine, art, and literature.

### 10. From the Crusades to New Muslim Empires

Essential Question: How did the Crusades affect the lives of Christians, Muslims, and Jews?

In an Experiential Exercise, students experience the challenges facing various groups as they compete to acquire and control the same territory, and compare their experience to the competition over Jerusalem during the Middle Ages.

## Unit 3: The Culture and Kingdoms of West Africa

### 11. Early Societies in West Africa

Essential Question: What was the most significant factor in the development of early West Africa?

In a Response Group activity, students respond to three possible situations faced by early West African societies, and then read to learn what really happened in each situation.

## 12. Ghana: A West African Trading Empire

Essential Question: To what extent did trans-Saharan trade lead to Ghana's wealth and success?

In an Experiential Exercise, students role-play trans-Saharan trade in gold and salt, using the silent-barter system to explore how it helped to make Ghana a powerful empire.

## 13. The Influence of Islam on West Africa

Essential Question: In what ways did Islam influence West African society?

In a Social Studies Skill Builder, students work in pairs to learn about various Islamic influences during the Middle Ages and use this knowledge to identify Islamic influences on West Africa today.

## 14. The Cultural Legacy of West Africa

Essential Question: In what ways do the cultural achievements of West Africa influence our culture today?

In a Problem Solving Group activity, students listen to a griot tell the story of Sundjata and create a griot performance of scenes from the story.

## Unit 4: Imperial China

### 15. The Political Development of Imperial China

Essential Question: Which method of selecting officials led to the best leaders for China?

In an Experiential Exercise, students role-play figures from medieval China as they debate the advantages and disadvantages of three methods used by rulers to select government officials.

### 16. China Develops a New Economy

Essential Question: How did the Chinese improve their economy during the Tang and Song dynasties?

In a Visual Discovery activity, students analyze images of advancements in agriculture and trade and commerce in medieval China, and evaluate their influence on China's economy.

### 17. Chinese Discoveries and Inventions

Essential Question: How have medieval Chinese discoveries and inventions influenced the modern world?

Students work in pairs in a Social Studies Skill Builder to investigate Chinese discoveries and inventions to determine their influence on the modern world.

### 18. China's Contacts with the Outside World

Essential Question: How did the foreign-contact policies of three medieval Chinese dynasties affect China?

In a Response Group activity, students consider the benefits and drawbacks of foreign contact during three Chinese dynasties and evaluate the effects on China of their foreign-contact policies.

## Unit 5: Japan During Medieval Times

### 19. The Influence of Neighboring Cultures on Japan

Essential Question: In what ways did neighboring cultures influence Japan?

In a Social Studies Skill Builder, students create playing cards to study the influences of India, China, and Korea on the development of Japanese culture, and play a game to learn about cultural diffusion in medieval Japan.

### 20. Heian-kyo: The Heart of Japan's Golden Age

Essential Question: What was life like for aristocrats during the Heian period?

In a Writing for Understanding activity, students learn about aristocratic life and the cultural accomplishments of Japan during the Heian period by “visiting” the home of a Japanese aristocrat. They learn how a Japanese aristocrat might act in certain situations, and then write a diary entry describing a day in the life of a Heian noble.

### 21. The Rise of the Warrior Class in Japan

Essential Question: What was the role of the samurai in the military society of medieval Japan?

In an Experiential Exercise, students learn about the rise of a warrior class and the pivotal role these samurai played from the end of the 12th century to the 19th century.

## Unit 6: Civilizations of the Americas

### 22. The Mayas

Essential Question: What led to the rise, flourishing, and fall of the Mayan civilization?

In a Response Group activity, students use a Sacred Round to solve problems related to four aspects of Mayan culture.

### 23. The Aztecs

Essential Question: How did the Aztecs rise to power?

In a Visual Discovery activity, students learn about the origins of the Aztecs and the growth of their empire by analyzing images representing key stages in the development of the Aztec Empire and by using information they have learned through historical reenactments.

### 24. Daily Life in Tenochtitlán

Essential Question: What was daily life like for Aztecs in Tenochtitlán?

In a Writing for Understanding activity, students “visit” the Great Market of Tenochtitlán and barter for information about additional aspects of daily life before creating illustrated journal entries from the perspective of a fictional Aztec character.

## 25. The Incas

Essential Question: How did the Incas manage their large and remote empire?

In an Experiential Exercise, students work in groups to role-play Incan chasquis (messengers) to communicate information about aspects of Incan culture to their classmates.

## 26. Achievements of the Mayas, Aztecs, and Incas

Essential Question: What were the significant achievements of the Mayas, Aztecs, and Incas?

In a Social Studies Skill Builder, students learn about important achievements of the Mayas, Aztecs, and Incas by identifying and categorizing a series of artifacts representing achievements of the three civilizations that they “discover” in a fictitious museum.

## Unit 7: Europe’s Renaissance and Reformation

### 27. The Renaissance Begins

Essential Question: What changes in Europe led to the Renaissance?

In a Visual Discovery activity, students trace the changes in Europe that led to the birth of the Renaissance, and then create a live Renaissance tableau.

### 28. Florence: The Cradle of the Renaissance

Essential Question: What advances were made during the Renaissance?

In an Experiential Exercise, Students take a “walking tour” of Florence, visiting seven sites to learn about various aspects of the Renaissance. Students apply their knowledge by creating a scrapbook page about their visit to Florence.

### 29. Leading Figures of the Renaissance

Essential Question: In what ways have various leading figures of the Renaissance affected modern society?

In a Response Group activity, students create illustrated pedestals for ten prominent Renaissance figures that highlight their lives and achievements. Groups then examine the pedestals in the class “gallery,” identify which Renaissance figure each represents, and discuss two critical thinking questions related to these figures.

### 30. The Reformation Begins

Essential Question: What factors led to the weakening of the Catholic Church and the beginning of the Reformation?

In a Visual Discovery activity, students explore the factors that contributed to the weakening of the Catholic Church and then examine the leaders whose ideas led to Reformation.

### 31. The Spread and Impact of the Reformation

Essential Question: What were the effects of the Reformation?

In a Social Studies Skill Builder, students work in pairs to explore the beliefs and practices of three denominations of Protestantism, and then create an illustrated cause-and-effect poster to show how the Reformation affected Europe and the world.

## Unit 8: Europe Enters the Modern Age

### 32. The Age of Exploration

Essential Question: How did the Age of Exploration change the way Europeans viewed the world?

In an Experiential Exercise, students explore “uncharted territory” to discover some of the rewards, challenges, and dangers during the Age of Exploration. Students then compare their experience to those of actual European explorers.

### 33. The Scientific Revolution

Essential Question: How did the Scientific Revolution change the way people understood the world?

In a Visual Discovery activity, students analyze a series of images that represent key scientists, inventions, and discoveries of the Scientific Revolution. They “step into” these images to bring them to life.

### 34. The Enlightenment

Essential Question: How have the ideas of the Enlightenment influenced modern government?

In a Response Group activity, students “visit” an Enlightenment-era salon to learn about the ideas of five important Enlightenment thinkers. Students then analyze excerpts from significant historical documents and try to match them to the correct source.

## 8th Grade

8th Grade: History Alive! The United States Through Modern Times captures the story of the United States from the precolonial era to the 21st century.

### 1. The First Americans

Essential Question: How did the first Americans adapt to their environments?

In a Social Studies Skill Builder, students hypothesize the geographic origins of American Indian artifacts to explore how the first Americans in eight cultural regions adapted to their environments.

## 2. European Exploration and Settlement

Essential Question: How did Europeans explore and establish settlements in the Americas?

In a Visual Discovery activity, students analyze and bring to life images depicting European exploration and settlement to discover how European nations explored and established settlements in the Americas.

## 3. The English Colonies in North America

Essential Question: What were the similarities and differences among the colonies in North America?

In a Problem Solving Groupwork activity, students analyze the similarities and differences among the English colonies in North America by creating and visiting sales booths in a “colonial fair.”

## 4. Life in the Colonies

Essential Question: What was life really like in the colonies?

Students work in pairs in a Social Studies Skill Builder to analyze primary and secondary source material to explore eight aspects of life in the American colonies, including rights of colonists, religion, education, and life for enslaved African Americans.

## 5. Toward Independence

Essential Question: When is it necessary for citizens to rebel against their government?

In a Response Group activity, students participate in a series of colonial town meetings to debate whether to rebel against British rule. In the process, they evaluate the events that deeply divided the American colonists and eventually caused them to rebel against the British government.

## 6. The Declaration of Independence

Essential Question: What principles of government are expressed in the Declaration of Independence?

Students learn about key events leading up to the writing of the Declaration of Independence and, in a Writing for Understanding activity, analyze key excerpts of the Declaration and the principles of government they express.

## 7. The American Revolution

Essential Question: How was the Continental army able to win the war for independence from Great Britain?



In an Experiential Exercise, students participate in a game of Capture the Flag. They compare their experience to the determining factors of the war for independence from Great Britain—examining the strengths and weaknesses of each side, important battles, and other key factors in the conflict—to determine how the British were defeated.

## 8. Creating the Constitution

Essential Question: What compromises emerged from the Constitutional Convention?

In an Experiential Exercise, students examine the factors that led to the creation of a stronger central government under the U.S. Constitution by re-creating a key debate from the Constitutional Convention.

## 9. The Constitution: A More Perfect Union

Essential Question: How has the Constitution created “a more perfect Union”?

In a Social Studies Skill Builder, students work in pairs to explore the key features and guiding principles of the U.S. Constitution by assuming the role of law students taking a final exam on the Constitution.

## 10. The Bill of Rights

Essential Question: What freedoms does the Bill of Rights protect and why are they important?

In a Response Group activity, students learn about the important rights and freedoms protected by the Bill of Rights by analyzing a series of scenarios to determine whether the Bill of Rights protects certain actions taken by citizens.

## 11. Foreign Affairs in the Young Nation

Essential Question: To what extent should the United States have become involved in world affairs in the early 1800s?

In a Response Group activity, students assume the roles of foreign policy advisers to early presidents to evaluate the extent to which the country should have become involved in world affairs.

## 12. A Growing Sense of Nationhood

Essential Question: What did it mean to be an American in the early 1800s?

In a Writing for Understanding activity, students visit an art exhibit, cotillion, and literary gathering to experience American culture in the early 1800s. They then create a chapter of a book describing what it meant to be an American in this period.

## 13. Andrew Jackson and the Growth of American Democracy

Essential Question: How well did President Andrew Jackson promote democracy?

In a Visual Discovery activity, students analyze and bring to life images of key events in the presidency of Andrew Jackson to evaluate how well he promoted democracy.

#### 14. Manifest Destiny and the Growing Nation

Essential Question: How justifiable was U.S. expansion in the 1800s?

In a Response Group activity, students re-create each territorial acquisition of the 1800s and then evaluate whether the nation's actions were justifiable.

#### 15. Life in the West

Essential Question: What were the motives, hardships, and legacies of the groups that moved west in the 1800s?

In a Problem Solving Groupwork activity, students create and perform minidramas about eight groups of people who moved to the West in the 1800s to explore these people's motives for moving, the hardships they faced, and the legacies they left behind for future generations.

#### 16. An Era of Reform

Essential Question: To what extent did the reform movements of the mid-1800s improve life for Americans?

Students examine the reform movements of the mid-1800s to evaluate to what extent they improved life for Americans. In a Response Group activity, they debate the extent to which grievances from the Declaration of Sentiments have been redressed today.

#### 17. The Worlds of North and South

Essential Question: How was life in the North different from life in the South?

In a Visual Discovery activity, students analyze and bring to life images from the mid-1800s to compare the different ways of life in the North and the South.

#### 18. African Americans in the Mid-1800s

Essential Question: How did African Americans face slavery and discrimination in the mid-1800s?

In a Writing for Understanding activity, students analyze quotations and examine images to discover how African Americans faced slavery and discrimination in the mid-1800s. They then create a journal describing some of the experiences of a slave in the period.

#### 19. A Dividing Nation

Essential Question: Which events of the mid-1800s kept the nation together and which events pulled it apart?

In a Visual Discovery activity, students analyze and bring to life images depicting the growing conflict between the North and the South to understand why the nation could not prevent civil war.

#### 20. The Civil War

Essential Question: What factors and events influenced the outcome of the Civil War?

In an Experiential Exercise, students take on the role of soldiers at the Battle of Gettysburg and encounter key aspects of what it was like to be a soldier in the Civil War and then write about their experiences.

## 21. The Reconstruction Era

Essential Question: To what extent did Reconstruction bring African Americans closer to full citizenship?

In a Visual Discovery activity, students analyze primary source images to evaluate how close African Americans came to full citizenship during Reconstruction.

## 22. Tensions in the West

Essential Question: How did settlers change the West and affect American Indians?

Students work together in a Problem Solving Groupwork activity to create a music video to illustrate how western settlement impacted the Nez Percé. They then examine how settlers changed the West and impacted other American Indian groups.

## 23. The Rise of Industry

Essential Question: Did the benefits of industrialization outweigh the costs?

In an Experiential Exercise, students take on the role of workers on an assembly line to experience the costs and benefits of industrialization.

## 24. The Great Wave of Immigration

Essential Question: What was life like for immigrants in the early 1900s?

In a Writing for Understanding activity, students create scrapbooks illustrating what life was like for immigrants in the early 1900s.

## 25. The Progressive Era

Essential Question: Did the progressives improve life in the United States?

In a Response Group activity, students take on the roles of Progressive era leaders in a panel discussion to evaluate whether progressives improved life in the United States.

## 26. The United States Becomes a World Power

Essential Question: Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned?

In a Social Studies Skill Builder, pairs of students analyze political cartoons about U.S. actions in world affairs around the turn of the 20th century and evaluate the differing viewpoints of those actions.

## 27. The Roaring Twenties and the Great Depression

Essential Question: What trends, events, and people shaped the 1920s and the 1930s?

In a Visual Discovery activity, students analyze and bring to life images depicting key events of the Roaring Twenties, the Great Depression, and the New Deal.

## 28. World War II

Essential Question: How did World War II change the United States?

In a Problem Solving Groupwork activity, students present radio broadcasts on the impact of World War II on eight social and ethnic groups in the United States.

## 29. The Cold War

Essential Question: How did rivalry between the United States and the Soviet Union shape the world in the years after World War II?

In an Experiential Exercise, students play a game of tag in which two teams compete for players, much as the two superpowers vied for influence with countries in a bipolar world, and then students connect historical events to their experience playing tag.

## 30. The Civil Rights Movement

Essential Question: How did civil rights activists improve life for African Americans?

In a Visual Discovery activity, students analyze and bring to life images depicting key events of the civil rights movement.

## 31. Contemporary American Society

Essential Question: What changes since the 1950s have shaped how we live today?

In a Social Studies Skill Builder activity, students create a time capsule containing artifacts representing key events that occurred in one of the decades from the 1950s through the 2000s.

## Early Learning

UNIT 1 Skills for Learning	UNIT 2 Empathy	UNIT 3 Emotion Management	UNIT 4 Friendship Skills and Problem Solving	UNIT 5 Transitioning to Kindergarten
<ol style="list-style-type: none"> <li>1. Welcoming</li> <li>2. Listening</li> <li>3. Focusing Attention</li> <li>4. Self-Talk</li> <li>5. Following Directions</li> <li>6. Asking for What You Need or Want</li> </ol>	<ol style="list-style-type: none"> <li>7. Identifying Feelings (happy, sad)</li> <li>8. More Feelings (surprised, scared)</li> <li>9. Identifying Anger</li> <li>10. Same or Different Feelings</li> <li>11. Accidents</li> <li>12. Caring and Helping</li> </ol>	<ol style="list-style-type: none"> <li>13. We Feel Feelings in Our Bodies (worried)</li> <li>14. Strong Feelings (frustrated)</li> <li>15. Naming Feelings</li> <li>16. Managing Disappointment</li> <li>17. Managing Anger</li> <li>18. Managing Waiting</li> </ol>	<ol style="list-style-type: none"> <li>19. Fair Ways to Play (play together, trade, take turns)</li> <li>20. Having Fun with Friends</li> <li>21. Inviting to Play</li> <li>22. Joining In with Play</li> <li>23. Saying the Problem</li> <li>24. Thinking of Solutions</li> <li>25. Speaking Assertively</li> </ol>	<ol style="list-style-type: none"> <li>26. Learning in Kindergarten</li> <li>27. Riding the Kindergarten Bus</li> <li>28. Making New Friends in Kindergarten</li> </ol>

## Kindergarten

UNIT 1 Skills for Learning	UNIT 2 Empathy	UNIT 3 Emotion Management	UNIT 4 Problem Solving
<ol style="list-style-type: none"> <li>1. Learning to Listen</li> <li>2. Focusing Attention</li> <li>3. Following Directions</li> <li>4. Self-Talk for Staying on Task</li> <li>5. Being Assertive</li> </ol>	<ol style="list-style-type: none"> <li>6. Feelings</li> <li>7. More Feelings</li> <li>8. Identifying Anger</li> <li>9. Same or Different?</li> <li>10. Accidents</li> <li>11. Caring and Helping</li> </ol>	<ol style="list-style-type: none"> <li>12. We Feel Feelings in Our Bodies</li> <li>13. Managing Frustration</li> <li>14. Calming Down Strong Feelings</li> <li>15. Handling Waiting</li> <li>16. Managing Anger</li> <li>17. Managing Disappointment</li> <li>18. Handling Being Knocked Down</li> </ol>	<ol style="list-style-type: none"> <li>19. Solving Problems</li> <li>20. Inviting to Play</li> <li>21. Fair Ways to Play</li> <li>22. Having Fun with Our Friends</li> <li>23. Handling Having Things Taken Away</li> <li>24. Handling Name-Calling</li> <li>25. Reviewing <i>Second Step</i> Skills</li> </ol>

## Grade 1

UNIT 1 Skills for Learning	UNIT 2 Empathy	UNIT 3 Emotion Management	UNIT 4 Problem Solving
<ol style="list-style-type: none"> <li>1. Listening to Learn</li> <li>2. Focusing Attention</li> <li>3. Following Directions</li> <li>4. Self-Talk for Learning</li> <li>5. Being Assertive</li> </ol>	<ol style="list-style-type: none"> <li>6. Identifying Feelings</li> <li>7. Looking for More Clues</li> <li>8. Similarities and Differences</li> <li>9. Feelings Change</li> <li>10. Accidents</li> <li>11. Showing Care and Concern</li> </ol>	<ol style="list-style-type: none"> <li>12. Identifying Our Own Feelings</li> <li>13. Strong Feelings</li> <li>14. Calming Down Anger</li> <li>15. Self-Talk for Calming Down</li> <li>16. Managing Worry</li> </ol>	<ol style="list-style-type: none"> <li>17. Solving Problems, Part 1</li> <li>18. Solving Problems, Part 2</li> <li>19. Fair Ways to Play</li> <li>20. Inviting to Join In</li> <li>21. Handling Name-Calling</li> <li>22. Reviewing <i>Second Step</i> Skills</li> </ol>

## Grade 2

UNIT 1 Skills for Learning	UNIT 2 Empathy	UNIT 3 Emotion Management	UNIT 4 Problem Solving
<ol style="list-style-type: none"> <li>1. Being Respectful</li> <li>2. Focusing Attention and Listening</li> <li>3. Using Self-Talk</li> <li>4. Being Assertive</li> </ol>	<ol style="list-style-type: none"> <li>5. Identifying Feelings</li> <li>6. Learning More About Feelings</li> <li>7. Feeling Confident</li> <li>8. Respecting Different Preferences</li> <li>9. Showing Compassion</li> <li>10. Predicting Feelings</li> </ol>	<ol style="list-style-type: none"> <li>11. Introducing Emotion Management</li> <li>12. Managing Embarrassment</li> <li>13. Handling Making Mistakes</li> <li>14. Managing Anxious Feelings</li> <li>15. Managing Anger</li> <li>16. Finishing Tasks</li> </ol>	<ol style="list-style-type: none"> <li>17. Solving Problems, Part 1</li> <li>18. Solving Problems, Part 2</li> <li>19. Taking Responsibility</li> <li>20. Responding to Playground Exclusion</li> <li>21. Playing Fairly on the Playground</li> <li>22. Reviewing <i>Second Step</i> Skills</li> </ol>

### Grade 3

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Skills for Learning</b> 1. Being Respectful Learners 2. Using Self-Talk 3. Being Assertive 4. Planning to Learn	<b>Empathy</b> 5. Identifying Others' Feelings 6. Understanding Perspectives 7. Conflicting Feelings 8. Accepting Differences 9. Showing Compassion 10. Making Friends	<b>Emotion Management</b> 11. Introducing Emotion Management 12. Managing Test Anxiety 13. Handling Accusations 14. Managing Disappointment 15. Managing Anger 16. Managing Hurt Feelings	<b>Problem Solving</b> 17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Solving Classroom Problems 20. Solving Peer Exclusion Problems 21. Dealing with Negative Peer Pressure 22. Reviewing <i>Second Step</i> Skills

### Grade 4

UNIT 1	UNIT 2	UNIT 3
<b>Empathy and Skills for Learning</b> 1. Empathy and Respect 2. Listening with Attention 3. Being Assertive 4. Respecting Similarities and Differences 5. Understanding Complex Feelings 6. Understanding Different Perspectives 7. Conversation and Compliments 8. Joining In 9. Showing Compassion	<b>Emotion Management</b> 10. Introducing Emotion Management 11. Managing Strong Feelings 12. Calming Down Anger 13. Managing Anxiety 14. Avoiding Jumping to Conclusions 15. Handling Put-Downs	<b>Problem Solving</b> 16. Solving Problems, Part 1 17. Solving Problems, Part 2 18. Making a Plan 19. Solving Playground Problems 20. Taking Responsibility for Your Actions 21. Dealing with Peer Pressure 22. Reviewing <i>Second Step</i> Skills

### Grade 5

UNIT 1	UNIT 2	UNIT 3
<b>Empathy and Skills for Learning</b> 1. Empathy and Respect 2. Listening with Attention 3. Being Assertive 4. Predicting Feelings 5. Taking Others' Perspectives 6. Accepting Differences 7. Disagreeing Respectfully 8. Responding with Compassion	<b>Emotion Management</b> 9. Introducing Emotion Management 10. Calming Down 11. Managing Anxiety 12. Managing Frustration 13. Resisting Revenge 14. Handling Put-Downs 15. Avoiding Assumptions	<b>Problem Solving</b> 16. Solving Problems, Part 1 17. Solving Problems, Part 2 18. Making a Plan 19. Seeking Help 20. Dealing with Gossip 21. Dealing with Peer Pressure 22. Reviewing <i>Second Step</i> Skills

## Grade 6

THEME 1 Mindsets and Goals	THEME 2 Values and Friendships	THEME 3 Thoughts, Emotions, and Decisions	THEME 4 Serious Peer Conflict
1. Welcome! 2a. Starting Middle School 2a. Helping New Students 3. Grow Your Brain 1 4. Grow Your Brain 2 5. Can Personalities Change? 6. Setting Goals 7. If–Then Plans  Unit 1 Knowledge Assessment	8. Values and Decisions 9. Social Values 10. What’s a Friend? 11. Making Friends 12. Challenge: Making Friends  Unit 2 Knowledge Assessment	13. What Are Emotions? 14. Values and Emotions 15. Spot the Thought 16. Calming Down 17. Slow Breathing  Unit 3 Knowledge Assessment	18. Perspectives 19. Challenge: Perspectives 20. Recognizing Serious Conflicts 21. Challenge: Recognizing Conflicts 22. Resolving Serious Conflicts 23. Challenge: Resolving Conflicts 24. Making Amends 25. Bullying 26. Gratitude  Unit 4 Knowledge Assessment

## Grade 7

THEME 1 Mindsets and Goals	THEME 2 Values and Friendships	THEME 3 Thoughts, Emotions, and Decisions	THEME 4 Serious Peer Conflict
1. Welcome! 2a. Starting Middle School 2a. Helping New Students 3. Making Mistakes 4. Personalities Change 5. Setting Goals 6. If–Then Plans  Unit 1 Knowledge Assessment	7. Values and Decisions 8. Online Values 9. What Kind of Friend Are You? 10. Strengthening Friendships 11. Challenge: Friendships  Unit 2 Knowledge Assessment	12. The Role of Emotions 13. Handling Emotions 14. Unhelpful Thoughts 15. Be Calm 16. Frustration  Unit 3 Knowledge Assessment	17. Jumping to Conclusions 18. Challenge: Conclusions 19. Avoiding Serious Conflicts 20. Challenge: Avoiding Conflicts 21. Resolving Serious Conflicts 22. Challenge: Resolving Conflicts 23. Taking Responsibility 24. Gender Harassment 25. What You Learned  Unit 4 Knowledge Assessment

## Grade 8

THEME 1 Mindsets and Goals	THEME 2 Values and Relationships	THEME 3 Thoughts, Emotions, and Decisions	THEME 4 Serious Peer Conflict
1. Welcome! 2. Helping New Students 3. Learning Strategies 4. Labels 5. SMART Goals 6. If–Then Plans  Unit 1 Knowledge Assessment	7. Values and Decisions 8. Positive Relationships 9. Relationships Change 10. Negative Relationships 11. Challenge: Relationships  Unit 2 Knowledge Assessment	12. Emotions and Decisions 13. Responding to Anger 14. Handling Rejection 15. Stay Calm 16. Anxiety  Unit 3 Knowledge Assessment	17. Assumptions 18. Challenge: Assumptions 19. Helping Friends Avoid Conflicts 20. Challenge: Avoiding Conflicts 21. Helping Friends Resolve Conflicts 22. Challenge: Resolving Conflicts 23. Helping Friends After a Conflict 24. Sexual Harassment 25. High School  Unit 4 Knowledge Assessment

## Second Step Early Learning Program and Head Start Performance Standards

The *Second Step* Early Learning program teaches preschool-aged children core social-emotional and self-regulation skills, including executive-function skills, skills for learning, empathy, emotion management, problem-solving skills, friendship skills, and transitioning to kindergarten. Registered users have access to a dedicated website, [SecondStep.org](http://SecondStep.org), which provides staff-training materials and additional program information and resources, such as Weekly Plan templates, book lists, and video examples of Weekly Theme activities. In addition, all child and family materials are available for download in Spanish at no extra cost.

The program consists of 28 Weekly Themes divided into five units. Each Weekly Theme features short five- to seven-minute activities that incorporate a variety of learning strategies, including:

- Puppet scripts featuring two child puppets included in the kit
- Stories and discussions based on large color photos of typical early childhood scenarios
- Small-group skill-practice activities
- Songs that reinforce program skills and concepts, with CD and lyrics sheets included in the kit
- Brain Builder games that develop the executive-function skills of flexible attention, working memory, and inhibitory control
- Visual aids, including a set of 20 Feelings Cards, three colorful posters, and Listening Rules Cards
- Home Link activities that families can do with their children to reinforce skills

Head Start Program Performance Standards: Subpart C—Education and Child Development Program Services	<i>Second Step: Social-Emotional Skills for Early Learning</i>
<p><b>1302.30</b></p> <p>All programs must provide high-quality early education and child development services . . . that promote children’s cognitive, social, and emotional growth for later success in school.</p> <p>All programs must implement a research-based curriculum . . . that supports individualization and growth in the areas of development described in the Head Start Early Learning Outcomes Framework and supports children’s learning and development.</p> <p>A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.</p>	<p><b>General Description</b></p> <p>The <i>Second Step</i> Early Learning program teaches preschool-aged children core self-regulation and social-emotional skills. It is research-based and aligns strongly with the Head Start Early Learning Outcomes Framework in the following domains:</p> <ul style="list-style-type: none"> <li>• Approaches to Learning</li> <li>• Social and Emotional Development</li> </ul> <p>It is designed for typically developing four-year-olds in culturally diverse classrooms, but can be used successfully in multi-age classrooms with three- and four-year-olds.</p>



Head Start Program Performance Standard	Second Step Early Learning Program
<p><b>1302.31 (a)</b></p> <p>A program must ensure . . . an organized learning environment that promotes . . . children’s skill growth aligned with the Head Start Early Learning Outcomes Framework.</p>	<p>The program promotes skill development in the following Framework domains</p> <ul style="list-style-type: none"> <li>• Approaches to Learning</li> <li>• Social and Emotional Development</li> </ul> <p>For alignment with the Framework, see the <i>Second Step Early Learning Program</i> and Head Start Outcomes Framework chart beginning on page 6.</p>
<p><b>1302.31 (b) (1) (i)</b></p> <p>Teaching practices must emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities.</p>	<p>A core component of the program is that teachers model, notice, reinforce, coach, and cue the self-regulation and social-emotional skills being taught. This helps create an environment that promotes social-emotional development and supports teachers in developing close bonds with children. It emphasizes the importance of teachers’ empathic responses to children. Group discussions and small-group skill-practice activities help build trust and safety, and promote language development.</p>
<p><b>1302.31 (b) (1) (ii)</b></p> <p>Teaching practices must focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework.</p>	<p>The program supports teachers in identifying and promoting critical executive-function, self-regulation, and social-emotional skills in a developmentally appropriate way.</p>
<p><b>1302.31 (b) (1) (iv)</b></p> <p>Teaching practices must include developmentally appropriate learning experiences in . . . social and emotional development . . . that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework.</p>	<p>The Weekly Themes provide clear examples of developmentally appropriate learning experiences that promote self-regulation and social-emotional development.</p> <p>For Weekly Theme alignment with the Framework, see the <i>Second Step Early Learning Program</i> and Head Start Outcomes Framework chart.</p>
<p><b>1302.31 (b) (2) (ii)</b></p> <p>For preschool age dual language learners, [a program must] include teaching practices that focus on both English language acquisition and the continued development of the home language.</p>	<p>The <i>Second Step Weekly Theme Cards</i>, songs, Brain Builder games, posters, visual aids, and family materials are available in both English and Spanish.</p>
<p><b>1302.31 (c)</b></p> <p>A program must ensure teachers implement well-organized learning environments with developmentally appropriate . . . lesson plans.</p>	<p>Weekly Theme Cards provide complete scripted plans for short daily activities. They include best-practice pedagogy designed for typically developing four-year-olds, and everything the teacher would need to conduct engaging learning activities.</p>
<p><b>1302.31 (c) (2)</b></p> <p>A program for preschool age children must include teacher-directed . . . activities, active and quiet learning activities . . . and opportunities for small-group and large-group learning activities.</p>	<p>Weekly Theme activities include the following:</p> <ul style="list-style-type: none"> <li>• Large-group activities, including puppet scripts, story-based discussions, and skill practice</li> <li>• Small-group activities focused on skill practice</li> <li>• Active Brain Builder games</li> <li>• Songs</li> </ul>
<p><b>1302.31 (e) (2)</b></p> <p>Snack and mealtimes must be . . . used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child’s learning, development, and socialization.</p>	<p>The program recognizes that snacks and mealtimes are opportunities for learning, and includes suggestions for conversations to practice skills during those times.</p>

1302.31 Teaching and the Learning Environment

Head Start Program Performance Standard		Second Step Early Learning Program
1302.31 Teaching and the Learning Environment	<p><b>1302.31 (e) (3)</b></p> <p>A program must approach routines, such as . . . transitions between activities, as opportunities for strengthening development, learning, and skill growth.</p>	<p>The program includes 12 Brain Builder games with identified levels of difficulty for each game. These are designed to be used at any time of day and especially during transitions. These active games develop children’s executive-function skills (flexible attention, working memory, and inhibitory control).</p>
	<p><b>1302.31 (e) (4)</b></p> <p>A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support . . . learning.</p>	
1302.32 Curricula	<p><b>1302.32 (a) (1) (i)</b></p> <p>Programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements that are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation.</p>	<p>The entire program is research-based and includes suggestions for activities that connect to other curriculum areas, such as dramatic play, literacy, mathematics, art, and science.</p> <p>As part of the program, a Staff-Training Toolkit is available to registered users at <a href="http://SecondStep.org">SecondStep.org</a>. The resources included in the Toolkit provide a standardized way of training staff. There is a group version and an individual version of the training, and both are available in Spanish.</p> <p>When teachers adhere to all the scripted activities on the Weekly Theme Cards and use the visual aids as recommended, the program can be implemented in a consistent manner.</p> <p>The content on <a href="http://SecondStep.org">SecondStep.org</a> provides information on all aspects of the program, including a wide range of video models of the program in action.</p>
	<p><b>1302.32 (a) (1) (ii)</b></p> <p>[Programs must implement curricula] that are aligned with the Head Start Early Learning Outcomes Framework . . . and are sufficiently content rich to promote measurable progress toward development and learning outlined in the Framework.</p>	<p>For alignment with the Framework, see the <i>Second Step</i> Early Learning Program and Head Start Outcomes Framework chart.</p> <p>The program includes a variety of engaging learning strategies and a variety of media, such as:</p> <ul style="list-style-type: none"> <li>• Puppets</li> <li>• Photo-based stories</li> <li>• Brain Builder games</li> <li>• Songs</li> <li>• Visual aids</li> </ul>
	<p><b>1302.32 (a) (1) (iii)</b></p> <p>[Programs must implement curricula] that have an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.</p>	<p>The Scope and Sequence for the program includes lesson concepts and objectives, and identifies behavioral objectives for all skill-practice activities.</p> <p>Weekly Theme Cards, visual aids, and songs provide developmentally appropriate materials to support learning.</p>
	<p><b>1302.32 (a) (2)</b></p> <p>A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p>	<p>The program provides online implementation support, including:</p> <ul style="list-style-type: none"> <li>• Staff-Training Toolkit</li> <li>• Weekly Plan templates</li> <li>• Implementation Survey</li> <li>• Week-at-a-Glance Sheets</li> </ul>

Head Start Program Performance Standard		Second Step Early Learning Program
1302.34 Parent and Family Engagement	<p><b>1302.34 (a)</b></p> <p>Programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.</p>	<p>The following family engagement materials are included in the program:</p> <ul style="list-style-type: none"> <li>• Home Links</li> <li>• Family Letters</li> <li>• Free online resources</li> </ul> <p>These materials recognize and support the importance of family engagement in the child's education. All family materials are available in Spanish.</p> <p><i>Second Step</i> Home Links help families and children build literacy skills through story-based conversations. Family Letters include a code to access free online resources, including a list of books that reinforce program concepts.</p>
	<p><b>1302.34 (a) (2)</b></p> <p>Teachers regularly communicate with parents to ensure they are well informed about their child's routines, activities, and behavior.</p>	<p>Each Weekly Theme has a Home Link that provides information to families about what children are learning, and fun activities they can do to practice the skill of the week.</p>
1302.51 Parent Activities	<p><b>1302.51 (a)</b></p> <p>A program must . . . implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development.</p>	<p>Four Family Letters provide information about the program and tips for developing skills at home, along with a code to access online resources, such as a list of books that reinforce program concepts.</p>
	<p><b>1302.51 (a) (1)</b></p> <p>[A program must offer] activities that support parent-child relationships and child development.</p>	<p>Home Links include fun activities for a family member to do with the child. These activities promote positive interactions that support the parent-child relationship.</p>
1302.71 Transitions to Kindergarten	<p><b>1302.71 (a)</b></p> <p>A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.</p>	<p>The Transitioning to Kindergarten Unit helps children prepare for the transition to kindergarten. Tips for supporting the transition are included.</p>
	<p><b>1302.71 (b) (2) (ii)</b></p> <p>[A program must] help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten.</p>	<p>Home Links that accompany the Transitioning to Kindergarten Unit provide information and activities for families that will help them prepare their children for the transition.</p>
	<p><b>1302.71 (d)</b></p> <p>A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.</p>	<p>The Weekly Themes in the Transitioning to Kindergarten Unit help children review skills they have learned in the program and anticipate how they can use these skills in kindergarten to help them learn, handle unfamiliar situations, and make new friends.</p> <p>Home Links that accompany this unit provide information and activities for families to help them prepare their children for the transition.</p>

Head Start Program Performance Standard		Second Step Early Learning Program
1302.92 Training and Professional Development	<p><b>1302.92 (b) (5)</b></p> <p>A program must establish and implement . . . research-based approaches to professional development for education staff that are focused on effective curriculum implementation.</p>	<p>The Staff-Training Toolkit outlines a step-by-step process for providing on-site professional development.</p> <p>The Staff-Training Toolkit includes the following:</p> <ul style="list-style-type: none"> <li>• An initial three-hour training to introduce the program and practice doing activities</li> <li>• Four Check-In Meeting agendas to review the unit just implemented and prepare for the next, and for teachers to share successes and challenges</li> <li>• A Wrap-Up Meeting agenda to review program implementation and make a plan for next year</li> </ul> <p>The initial three-hour training includes a PowerPoint with scripted narration and directions for a facilitator to deliver in a group setting, as well as a version designed for an individual. Both are available in Spanish.</p>

Head Start Program Performance Standards: Subpart D—Health Program Services		Second Step: Social-Emotional Skills for Early Learning
1302.45 Child Mental Health and Social and Emotional Well-Being	<p><b>1302.45 (a) (1)</b></p> <p>[A program must] provide supports for effective classroom management and positive learning environments; supportive teaching practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.</p>	<p>The program promotes the self-regulation and social-emotional skills that support children’s ability to manage their own behavior. The program as a whole sets clear expectations for prosocial behavior, and provides posters and visual aids to support classroom management.</p> <p>The following program elements provide particular support for children with challenging behaviors:</p> <ul style="list-style-type: none"> <li>• Brain Builder games for development of executive-function skills</li> <li>• Emotion management strategies for managing strong emotions</li> <li>• Skills for learning, including listening, focusing attention, and using self-talk to stay on task</li> </ul>

# Second Step Early Learning Program and Head Start Outcomes Framework

The chart below shows how the *Second Step* Early Learning program supports preschool-aged children in achieving the goals outlined in the Head Start Early Learning Outcomes Framework.

The program addresses multiple indicators in the following domains and sub-domains of the framework, including:

- Domain: Approaches to Learning
  - Sub-Domain: Emotional and Behavioral Self-Regulation
  - Sub-Domain: Cognitive Self-Regulation (Executive Functioning)
- Domain: Social and Emotional Development
  - Sub-Domain: Relationships with Adults
  - Sub-Domain: Relationships with Other Children
  - Sub-Domain: Emotional Functioning
  - Sub-Domain: Sense of Identity and Belonging



## WEEKLY THEMES

Skills and concepts are taught through short, daily activities that take 5–7 minutes with little to no prep time.

UNIT 1 Skills for Learning	UNIT 2 Empathy	UNIT 3 Emotion Management	UNIT 4 Friendship Skills and Problem Solving	UNIT 5 Transitioning to Kindergarten
1. Welcoming 2. Listening 3. Focusing Attention 4. Self-Talk 5. Following Directions 6. Asking for What You Need or Want	7. Identifying Feelings (happy, sad) 8. More Feelings (surprised, scared) 9. Identifying Anger 10. Same or Different Feelings 11. Accidents 12. Caring and Helping	13. We Feel Feelings in Our Bodies (worried) 14. Strong Feelings (frustrated) 15. Naming Feelings 16. Managing Disappointment 17. Managing Anger 18. Managing Waiting	19. Fair Ways to Play (play together, trade, take turns) 20. Having Fun with Friends 21. Inviting to Play 22. Joining In with Play 23. Saying the Problem 24. Thinking of Solutions 25. Speaking Up Assertively	26. Learning in Kindergarten 27. Riding the Kindergarten Bus 28. Making New Friends in Kindergarten



**Executive-function skills are the foundation for self-regulation and social-emotional competence. Brain Builder games played daily throughout the program focus on developing these skills by teaching children to pay attention, use memory, and control behavior.**

Head Start Goal	Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content	
<b>Domain: Approaches to Learning</b>			
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<p><b>Goal P-ATL 1</b></p> <p>Child manages emotions with increasing independence.</p> <p>Note: This goal is the same as P-SE 8</p>	<ul style="list-style-type: none"> <li>Expresses emotions in ways that are appropriate to the situation.</li> </ul>	<p>The Empathy Unit teaches children to identify their feelings.</p> <p><b>Weekly Themes 7–10</b></p> <p>The Emotion Management Unit teaches children to identify and learn ways to manage strong emotions.</p> <p><b>Weekly Themes 13–18</b></p>
		<ul style="list-style-type: none"> <li>Looks for adult assistance when emotions are most intense.</li> </ul>	<p><b>Weekly Themes 7, 13, 15</b></p>
		<ul style="list-style-type: none"> <li>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> </ul>	<p><b>Weekly Themes 13–18</b></p>
	<p><b>Goal P-ATL 2</b></p> <p>Child follows classroom rules and routines with increasing independence.</p>	<ul style="list-style-type: none"> <li>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</li> <li>Responds to signals when transitioning from one activity to another.</li> </ul>	<p>The Skills for Learning Unit focuses on building skills that help children follow classroom rules and routines, including:</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Focusing attention</li> <li>Using self-talk to stay on task</li> <li>Following directions</li> <li>Asking for help</li> </ul> <p><b>Weekly Themes 2–6</b></p>
	<p><b>Goal P-ATL 4</b></p> <p>Child manages own actions, words, and behavior with increasing independence.</p>	<ul style="list-style-type: none"> <li>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</li> </ul>	<p><b>Weekly Themes 11, 13–20</b></p>
		<ul style="list-style-type: none"> <li>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</li> </ul>	<p><b>Weekly Theme 18</b></p>
		<ul style="list-style-type: none"> <li>Refrains from aggressive behavior toward others.</li> </ul>	<p><b>Weekly Themes 9, 17, 23–25</b></p>
		<ul style="list-style-type: none"> <li>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit them.</li> </ul>	<p>The Empathy Unit teaches children how to understand others' feelings and the consequences of their own behavior by helping children learn to:</p> <ul style="list-style-type: none"> <li>Identify others' feelings</li> <li>Look for clues on someone else's face and body</li> <li>Take others' perspectives</li> </ul> <p><b>Weekly Themes 7–12</b></p>

Head Start Goal	Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>  <b>Goal P-ATL 5</b> Child demonstrates an increasing ability to control impulses.	<ul style="list-style-type: none"> <li>Stops an engaging activity to transition to another less desirable activity with guidance and support.</li> <li>Delays having desires met, such as agreeing to wait turn to start an activity.</li> <li>Without adult reminders, waits to communicate information to a group.</li> <li>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</li> </ul>	Many elements of the program are designed to develop the self-regulation skills that help children control their impulses, including: <ul style="list-style-type: none"> <li>Executive-function skills through playing Brain Builder games</li> <li>Skills for learning, such as following Listening Rules, using self-talk, and asking for what they need or want</li> <li>Calming-down skills to manage strong emotions and wait for their turn</li> </ul> <b>Weekly Themes 2–6, 13–18</b>
	<ul style="list-style-type: none"> <li>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</li> </ul>	The program helps develop children's ability to focus through: <ul style="list-style-type: none"> <li>Brain Builder games, which are designed to develop executive-function skills (attention, working memory, inhibitory control)</li> <li>The attent-o-scope, a tool children can use to shut out distractions and help focus their attention</li> </ul> <b>Weekly Themes 2–6</b>
	<ul style="list-style-type: none"> <li>Attends to adults during large- and small-group activities with minimal support.</li> </ul>	The Skills for Learning Unit teaches skills for listening, focusing attention, and using self-talk to stay on task. These skills are used and reinforced throughout the program in the teacher-directed activities for both large and small groups. <b>Weekly Themes 2–6</b>
<b>Goal P-ATL 7</b> Child persists in tasks.	<ul style="list-style-type: none"> <li>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>Returns with focus to an activity or project after having been away from it.</li> </ul>	The Skills for Learning Unit teaches children to: <ul style="list-style-type: none"> <li>Use their attent-o-scopes to maintain focus</li> <li>Use self-talk to stay on task</li> <li>Seek help when they need it</li> </ul> <b>Weekly Themes 2–5</b>  The Emotion Management Unit teaches children to: <ul style="list-style-type: none"> <li>Recognize when they feel frustrated</li> <li>Use the Calming-Down Steps when experiencing strong emotions</li> </ul> <b>Weekly Themes 14–16</b>

Head Start Goal		Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)	<p><b>Goal P-ATL 8</b></p> <p>Child holds information in mind and manipulates it to perform tasks.</p>	<ul style="list-style-type: none"> <li>Accurately recounts recent experiences in the correct order and includes relevant details.</li> </ul>	<p>All Weekly Themes include a Story and Discussion activity. Children are encouraged to recount personal experiences that are relevant to the stories discussed.</p> <p>Brain Builder games help develop children’s working memory—the ability to hold, manipulate, and use information to perform tasks.</p>
		<ul style="list-style-type: none"> <li>Successfully follows detailed, multistep directions, sometimes with reminders.</li> </ul>	<p>The program develops children’s ability to remember and follow multistep directions through:</p> <ul style="list-style-type: none"> <li>Brain Builder games</li> <li>The use of self-talk to remember directions</li> <li>Skill-practice activities</li> </ul>
	<p><b>Goal P-ATL 9</b></p> <p>Child demonstrates flexibility in thinking and behavior.</p>	<ul style="list-style-type: none"> <li>Tries different strategies to complete work or solve problems, including with other children.</li> <li>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>Transitions between activities without getting upset.</li> </ul>	<p>Brain Builder games help support children’s flexibility in thinking and behavior.</p> <p>The Friendship Skills and Problem-Solving Unit teaches children how to solve their own problems in safe ways by:</p> <ul style="list-style-type: none"> <li>Thinking of different solutions</li> <li>Considering fair ways to play with other children</li> <li>Using the Calming-Down Steps when they are upset</li> </ul> <p><b>Weekly Themes 19–25</b></p>
<b>Domain: Social and Emotional Development</b>			
Sub-Domain: Relationships with Adults	<p><b>Goal P-SE 1</b></p> <p>Child engages in and maintains positive relationships and interactions with adults.</p>	<ul style="list-style-type: none"> <li>Interacts readily with trusted adults.</li> <li>Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>Shows affection and preference for adults who interact with them on a regular basis.</li> </ul>	<p>The program encourages teachers to develop close bonds with children, and emphasizes the importance of teachers’ empathic responses to children.</p> <p>All Weekly Themes include Home Links to promote discussion between children and adult family members.</p>
		<ul style="list-style-type: none"> <li>Seeks help from adults when needed.</li> </ul>	<p><b>Weekly Theme 6</b></p>
	<p><b>Goal P-SE 2</b></p> <p>Child engages in prosocial and cooperative behavior with adults.</p>	<ul style="list-style-type: none"> <li>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>Attends to an adult when asked.</li> <li>Follows adult guidelines and expectations for appropriate behavior.</li> <li>Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	<p>The Skills for Learning Unit promotes prosocial and cooperative behavior with adults by teaching children to:</p> <ul style="list-style-type: none"> <li>Focus their attention on an adult when asked</li> <li>Follow Listening Rules</li> <li>Make respectful requests when they have a need or want</li> </ul> <p><b>Weekly Themes 2–6</b></p>



Head Start Goal	Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sub-Domain: Relationships with Other Children</b></p> <p><b>Goal P-SE 3</b> Child engages in and maintains positive interactions and relationships with other children.</p>	<ul style="list-style-type: none"> <li>Engages in and maintains positive interactions with other children.</li> </ul>	<p>The Empathy Unit promotes positive interactions with other children by helping children learn to:</p> <ul style="list-style-type: none"> <li>Listen to others to show they care</li> <li>Say or do something kind for someone else</li> <li>Begin to understand others' perspectives</li> </ul> <p><b>Weekly Themes 7–12</b> The Friendship Skills and Problem-Solving Unit teaches children how to make and keep friends.</p> <p><b>Weekly Themes 19–25</b></p>
	<ul style="list-style-type: none"> <li>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> </ul>	<p>The Friendship Skills and Problem-Solving Unit teaches skills to help children enter social situations, including:</p> <ul style="list-style-type: none"> <li>Fair Ways to Play</li> <li>How to invite others to play</li> <li>How to join in with play</li> </ul> <p><b>Weekly Themes 19–25, 28</b></p>
	<ul style="list-style-type: none"> <li>Takes turns in conversations and interactions with other children.</li> </ul>	<p>All Weekly Themes include large- and small-group activities that provide opportunities for children to have conversations and interact with each other.</p>
	<ul style="list-style-type: none"> <li>Develops friendships with one or two preferred other children.</li> </ul>	<p>The Friendship Skills and Problem-Solving Unit teaches children specific friendship skills, such as:</p> <ul style="list-style-type: none"> <li>Fair Ways to Play</li> <li>How to invite others to play</li> <li>How to join in with play</li> </ul> <p><b>Weekly Themes 19–22</b></p>
	<p><b>Goal P-SE 4</b> Child engages in cooperative play with other children.</p>	<ul style="list-style-type: none"> <li>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrates willingness to include others' ideas during interactions and play.</li> </ul>		<p><b>Weekly Themes 19–22</b></p>
<ul style="list-style-type: none"> <li>Engages in reflection and conversation about past play experiences.</li> </ul>		<p>All Weekly Themes prompt children to reflect on concepts learned in the program. Children are encouraged to share their experiences during large- and small-group activities.</p>

Head Start Goal	Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content	
Sub-Domain: Relationships with Other Children	<p><b>Goal P-SE 5</b></p> <p>Child uses basic problem-solving skills to resolve conflicts with other children.</p>	<ul style="list-style-type: none"> <li>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”</li> </ul>	<p>Feelings Cards help children practice identifying others’ feelings.</p> <p>Each Weekly Theme features a story based on a photo. The stories depict common problems young children may encounter during their school day. These are used to explore concepts like:</p> <ul style="list-style-type: none"> <li>Fair Ways to Play</li> <li>Using words to describe social problems</li> </ul> <p>The Empathy Unit teaches children to identify and understand others’ feelings by:</p> <ul style="list-style-type: none"> <li>Looking for physical and situational clues</li> <li>Understanding that other people can have different feelings about the same thing</li> </ul> <p><b>Weekly Themes 7–12</b></p>
	<ul style="list-style-type: none"> <li>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</li> </ul>	<p>The Friendship Skills and Problem-Solving Unit teaches children how to deal with conflicts by:</p> <ul style="list-style-type: none"> <li>Using one of the Fair Ways to Play (playing together, trading, and taking turns)</li> <li>Using problem-solving steps</li> </ul> <p><b>Weekly Themes 19–25</b></p>	
	<ul style="list-style-type: none"> <li>Expresses feelings, needs, and opinions in conflict situations.</li> </ul>	<p>The Friendship Skills and Problem-Solving Unit teaches children how to:</p> <ul style="list-style-type: none"> <li>Describe problems in conflict situations</li> <li>Speak up assertively</li> </ul> <p><b>Weekly Themes 23–25</b></p>	
	<ul style="list-style-type: none"> <li>Seeks adult help when needed to resolve conflicts.</li> </ul>	<p><b>Weekly Themes 15, 17</b></p>	
Sub-Domain: Emotional Functioning	<p><b>Goal P-SE 6</b></p> <p>Child expresses a broad range of emotions and recognizes these emotions in self and others.</p>	<ul style="list-style-type: none"> <li>Recognizes and labels basic emotions in books or photographs.</li> </ul>	<p>Feelings Cards help children recognize basic emotions.</p> <p>Each Weekly Theme features a story based on a photo. Children practice recognizing and labeling emotions using these photos.</p>
	<ul style="list-style-type: none"> <li>Uses words to describe own feelings.</li> </ul>	<p>The Emotion Management Unit teaches children to describe how they are feeling by:</p> <ul style="list-style-type: none"> <li>Learning feelings words</li> <li>Recognizing how they feel feelings in their bodies</li> <li>Describing feelings as comfortable or uncomfortable</li> </ul> <p><b>Weekly Themes 13–18</b></p>	

Head Start Goal		Head Start Indicators Supported by the <i>Second Step</i> Program (By 60 Months)	<i>Second Step</i> Program Content
Sub-Domain: Emotional Functioning	<b>Goal P-SE 6</b> (continued) Child expresses care and concern toward others.	<ul style="list-style-type: none"> <li>Uses words to describe the feelings of adults or other children.</li> </ul>	<p>Feelings Cards help children practice identifying others' feelings.</p> <p>Each Weekly Theme features a story based on a photo. Children practice recognizing and labeling emotions using these photos.</p>
	<b>Goal P-SE 7</b> Child expresses care and concern toward others.	<ul style="list-style-type: none"> <li>Makes empathetic statements to adults or other children.</li> <li>Offers support to adults or other children who are distressed.</li> </ul>	<b>Weekly Themes 1, 12, 21</b>
	<b>Goal P-SE 8</b> Child manages emotions with increasing independence. Note: This goal is the same as P-ATL 1	<ul style="list-style-type: none"> <li>Expresses feelings in ways that are appropriate to the situation.</li> </ul>	<p>The Empathy Unit teaches children how to identify their own feelings.</p> <p><b>Weekly Themes 7–10</b></p> <p>The Emotion Management Unit teaches children to identify and learn ways to manage strong emotions.</p> <p><b>Weekly Themes 13–18</b></p>
		<ul style="list-style-type: none"> <li>Looks for adult assistance when feelings are most intense.</li> <li>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</li> </ul>	<p><b>Weekly Themes 7, 13, 15</b></p> <p><b>Weekly Themes 14–18</b></p>
Sub-Domain: Sense of Identity and Belonging	<b>Goal P-SE 9</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<ul style="list-style-type: none"> <li>Describes self using several different characteristics.</li> <li>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> </ul>	The program fosters participation in group discussions with encouragement to express thoughts and feelings.
	<b>Goal P-SE 10</b> Child expresses confidence in own skills and positive feelings about self.	<ul style="list-style-type: none"> <li>Expresses own ideas or beliefs in group contexts or in interactions with others.</li> </ul>	All Weekly Themes include large- and small-group activities that provide opportunities for children to express their own ideas.

## Second Step: Social-Emotional Skills for Early Learning

The research-based *Second Step* program helps preschoolers develop lasting executive-function and self-regulation skills by teaching them how to focus attention and manage emotions. Fun Weekly Themes, Brain Builders, puppets, and songs allow youngsters to enter kindergarten ready to learn.

Head Start programs are well supported by *Second Step* materials that include family communications, all-staff training, planning and assessment tools, and many components available in Spanish. In multi-age classrooms, the program allows four-year-olds to take the lead and help younger learners excel.



### Contact Us:

800-634-4449

clientsupport@children.org

### Learn More:

[cfchildren.org/early-childhood](http://cfchildren.org/early-childhood)



## Second Step Program and Academic Standards (Common Core and McREL)

Kindergarten–Grade 5

### The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains produced by SEL programs that support students' academic achievement include:

- 11 percentile-point gain in achievement test scores
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

### About the Second Step Program

The evidence-based *Second Step* program is the premier SEL curriculum in the United States, reaching more than 10 million school children in the U.S. every year. The universal, classroom-based program promotes the development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

#### SECOND STEP KEY CONCEPTS

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

#### CORE LEARNING STRATEGIES

- Brain Builders
- Story and Discussion
- Activity/Skill Practice
- Reinforcing Skills

Teaching the social-emotional and self-regulation skills in the *Second Step* program need not be confined to the lessons! Students can practice their *Second Step* skills while learning about literature, math, science, health, and more. In fact, while applying their *Second Step* skills to academics, students can also boost their achievement!

### How to Use This Document

This chart shows how the *Second Step* program and academic learning standards from two sources complement and support each other in many ways. English and math standards are from the Common Core State Standards, which can be found online at [corestandards.org](http://corestandards.org). All other standards are from John S. Kendall and Robert J. Marzano, (2004), *Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education* (fourth edition), found at [www2.mcrel.org/compendium](http://www2.mcrel.org/compendium).















Skills for Social and Academic Success

Kindergarten—Grade 3 (cont.)

Subject		Core Learning Strategies																																									
		Key Concepts										Core Learning Strategies																															
		Skills for Learning					Empathy					Emotion Management					Problem Solving				Brain Builders			Story and Discussion					Skill Practice			Reinforcing Skills											
Life Skills: Thinking and Reasoning	Academic Content Standard	3. Effectively use mental processes that are based on identifying similarities and differences.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
		5. Apply basic troubleshooting and problem-solving techniques.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
		6. Apply decision-making techniques.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
		1. Contribute to the overall effort of a group.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
		2. Use conflict-resolution techniques.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
		3. Work well with diverse individuals and in diverse situations.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links
4. Display effective interpersonal communication skills.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links		
5. Demonstrate leadership skills.	Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links		



Subject	Academic Content Standard	Key Concepts										Core Learning Strategies																																																																	
		Empathy and Skills for Learning					Emotion Management					Problem Solving					Story and Discussion					Activity/Skill Practice					Reinforcing Skills																																																		
Language Arts (CC): Speaking and Listening	1. Engage effectively in a range of collaborative discussions with diverse partners on grade-relevant topics and texts, building on others' ideas and expressing their own clearly.	Identify and Understand Their Own and Others' Feelings	✓	Take Others' Perspectives	✓	Listen with Attention	✓	Assertiveness Skills	✓	Friendship Skills	✓	Empathy Skills	✓	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	✓	Focus Attention	✓	Calm Down Strong Feelings Using Steps	✓	Use Calming-Down Strategies	✓	Manage Strong Feelings	✓	Assertive Communication Skills	✓	Use Positive Self-Talk	Calm Down Before Solving Problems	✓	State a Problem Using Non-Blaming Language	✓	Think of Multiple Solutions to a Problem	✓	Explore Consequences of Solutions to Problems	✓	Pick the Best Solution to a Problem	✓	Make a Plan	✓	Apply Problem-Solving Steps to Age-Typical Problems	✓	Interpret Stories	✓	Interpret Audio/Visual Media	✓	Respond to Questions	✓	Large Group and Partner Discussions	✓	Communicate Ideas	✓	Listen to Others	✓	Work with Others	✓	Work Individually	✓	Take Others' Perspectives	✓	Following Directions	✓	Practice Behavioral Skills	✓	Practice Cognitive Skills Through Writing	✓	Daily Practice	✓	Using Skills Every Day	✓	Academic Integration Activities	✓	Home Links	✓				
		Language Arts (CC): Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Others' Feelings	✓	Take Others' Perspectives	✓	Listen with Attention	✓	Assertiveness Skills	✓	Friendship Skills	✓	Empathy Skills	✓	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	✓	Focus Attention	✓	Calm Down Strong Feelings Using Steps	✓	Use Calming-Down Strategies	✓	Manage Strong Feelings	✓	Assertive Communication Skills	✓	Use Positive Self-Talk	Calm Down Before Solving Problems	✓	State a Problem Using Non-Blaming Language	✓	Think of Multiple Solutions to a Problem	✓	Explore Consequences of Solutions to Problems	✓	Pick the Best Solution to a Problem	✓	Make a Plan	✓	Apply Problem-Solving Steps to Age-Typical Problems	✓	Interpret Stories	✓	Interpret Audio/Visual Media	✓	Respond to Questions	✓	Large Group and Partner Discussions	✓	Communicate Ideas	✓	Listen to Others	✓	Work with Others	✓	Work Individually	✓	Take Others' Perspectives	✓	Following Directions	✓	Practice Behavioral Skills	✓	Practice Cognitive Skills Through Writing	✓	Daily Practice	✓	Using Skills Every Day	✓	Academic Integration Activities	✓	Home Links	✓		
				Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.	Identify and Understand Their Own and Others' Feelings	✓	Take Others' Perspectives	✓	Listen with Attention	✓	Assertiveness Skills	✓	Friendship Skills	✓	Empathy Skills	✓	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	✓	Focus Attention	✓	Calm Down Strong Feelings Using Steps	✓	Use Calming-Down Strategies	✓	Manage Strong Feelings	✓	Assertive Communication Skills	✓	Use Positive Self-Talk	Calm Down Before Solving Problems	✓	State a Problem Using Non-Blaming Language	✓	Think of Multiple Solutions to a Problem	✓	Explore Consequences of Solutions to Problems	✓	Pick the Best Solution to a Problem	✓	Make a Plan	✓	Apply Problem-Solving Steps to Age-Typical Problems	✓	Interpret Stories	✓	Interpret Audio/Visual Media	✓	Respond to Questions	✓	Large Group and Partner Discussions	✓	Communicate Ideas	✓	Listen to Others	✓	Work with Others	✓	Work Individually	✓	Take Others' Perspectives	✓	Following Directions	✓	Practice Behavioral Skills	✓	Practice Cognitive Skills Through Writing	✓	Daily Practice	✓	Using Skills Every Day	✓	Academic Integration Activities	✓	Home Links	✓
						Others' Feelings	✓	Take Others' Perspectives	✓	Listen with Attention	✓	Assertiveness Skills	✓	Friendship Skills	✓	Empathy Skills	✓	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	✓	Focus Attention	✓	Calm Down Strong Feelings Using Steps	✓	Use Calming-Down Strategies	✓	Manage Strong Feelings	✓	Assertive Communication Skills	✓	Use Positive Self-Talk	Calm Down Before Solving Problems	✓	State a Problem Using Non-Blaming Language	✓	Think of Multiple Solutions to a Problem	✓	Explore Consequences of Solutions to Problems	✓	Pick the Best Solution to a Problem	✓	Make a Plan	✓	Apply Problem-Solving Steps to Age-Typical Problems	✓	Interpret Stories	✓	Interpret Audio/Visual Media	✓	Respond to Questions	✓	Large Group and Partner Discussions	✓	Communicate Ideas	✓	Listen to Others	✓	Work with Others	✓	Work Individually	✓	Take Others' Perspectives	✓	Following Directions	✓	Practice Behavioral Skills	✓	Practice Cognitive Skills Through Writing	✓	Daily Practice	✓	Using Skills Every Day	✓	Academic Integration Activities	✓	Home Links	✓





# Safe, Supported, and Ready to Learn

The *Second Step Suite* provides a fully integrated framework for protecting children and promoting social, emotional, and academic success.

Use the *Second Step Suite* to build a caring community that improves learning and life.

**Contact Us:**

800-634-4449

[clientsupport@cfchildren.org](mailto:clientsupport@cfchildren.org)

**Learn More:**

[cfchildren.org/suite](http://cfchildren.org/suite)



**Second Step**  
Skills for Social and Academic Success  
Early Learning–Grade 8



**Bullying Prevention Unit**  
The Power to Create a Positive School Climate  
Kindergarten–Grade 5  
*Academic alignment chart available at [cfchildren.org](http://cfchildren.org)*



**Child Protection Unit**  
Working Together to Keep Kids Safe from Abuse  
Early Learning–Grade 5  
*Academic alignment chart available at [cfchildren.org](http://cfchildren.org)*

**Building an Environment for Learning**



Social-Emotional Learning

Bullying Prevention

Child Protection



## Second Step Middle School Program and Academic Standards (Common Core)

Grade 6–Grade 8

### The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains produced by SEL programs that support students' academic achievement include:

- 11 percentile-point gain in achievement test scores
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

### About the Second Step Middle School Program

The *Second Step* Middle School Program is a universal, classroom-based program that promotes the development of critical thinking and problem-solving skills—key skills underlying the principles of the Common Core State Standards. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They are also more likely to benefit from academic instruction.

### How to Use This Document

The charts in this document show how the *Second Step* Program aligns to specific Common Core State Standards, which can be found at [corestandards.org](http://corestandards.org).

Subject	Strand	Standard	Standard Description	Key Concepts														Instructional Strategies									
				Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment	Working with a Partner or Small Group	Summarizing Key Ideas	Applying Concepts to Personal Experiences	Responding to Questions	Communicating Ideas	Listening to Others	Working with a Partner or Small Group	Writing About Personal Experiences	Creating Effective Plans
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		CCSS.ELA-LITERACY.W.6.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Writing	CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Speaking & Listening	CCSS.ELA-LITERACY.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	History & Social Studies	CCSS.ELA-LITERACY.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Literacy in History/Social Studies, Science, & Technical Subjects	Science & Technical Subjects	CC.SS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



Subject	Strand	Standard	Standard Description	Key Concepts														Instructional Strategies									
				Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment	Working with a Partner or Small Group	Summarizing Key Ideas	Applying Concepts to Personal Experiences	Responding to Questions	Communicating Ideas	Listening to Others	Working with a Partner or Small Group	Writing About Personal Experiences	Creating Effective Plans
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓																							
		CCSS.ELA-LITERACY.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Speaking & Listening	CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		CCSS.ELA-LITERACY.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		✓																						
		CCSS.ELA-LITERACY.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		✓																						
		CCSS.ELA-LITERACY.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓																							
	History & Social Studies	CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓																							
		CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓																							
Literacy in History/Social Studies, Science, & Technical Subjects	Science & Technical Subjects	CC.SS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	✓																							

Subject	Strand	Standard	Standard Description	Key Concepts														Instructional Strategies											
				Grow and Change	Setting and Achieving Goals	Planning Ahead for Difficult Situations	Identifying Personal Values	Using Personal Values to Make Good Decisions	Making Friends and Strengthening Friendships	Recognizing Negative Relationships	The Role of Emotions	Handling Unhelpful Thoughts and Strong Emotions	Calming-Down Strategies	Recognizing Different Perspectives	Recognizing and Avoiding Serious Conflicts	Resolving Serious Conflicts	Repairing Relationships	Helping Prevent Bullying and Harassment	Working with a Partner or Small Group	Summarizing Key Ideas	Applying Concepts to Personal Experiences	Responding to Questions	Communicating Ideas	Listening to Others	Working with a Partner or Small Group	Writing About Personal Experiences	Creating Effective Plans		
English Language Arts	Reading: Informational Text	CCSS.ELA-LITERACY.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓																									
		CCSS.ELA-LITERACY.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓																								
	Writing	CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓																									
		CCSS.ELA-LITERACY.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.																										
	Speaking & Listening	CCSS.ELA-LITERACY.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.																										
		CCSS.ELA-LITERACY.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓																									
	History & Social Studies	History & Social Studies	CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓																								
			CC.SS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.																									

# The *Second Step* Suite and Restorative Practices in Schools



The *Second Step* Suite and restorative practices in schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. This document outlines the alignment between the two.

## Restorative Practices in Schools

Restorative practices are a schoolwide approach to creating positive school climate based on building, maintaining, and restoring relationships in the school community. Restorative practices include restorative justice, an approach to wrongdoing and harmful behavior based on repairing the harm that has been done and restoring relationships. Restorative justice includes the active involvement of all involved in resolving the wrongdoing or conflict and in restoring a sense of community, including students, school staff, and (where appropriate) family members. Being able to demonstrate relationship-building actions and respond to restorative questions is important for all involved in restorative practices. *For more information about restorative practices, see the back page.*

## The *Second Step* Suite

The *Second Step* Suite is a research-based, universal prevention program for Early Learning through Grade 8 students. It is designed to promote school success, school connectedness, and a safe, respectful school climate and to prevent problem behaviors. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviors. It is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear schoolwide norms for prosocial behavior.

Second Step Unit Topics for Student Lessons	
Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, Child Protection*
K–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
Grades 4 & 5	Empathy and Skills for Learning, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
Grade 6	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
Grade 7	Empathy and Communication, Bullying Prevention, Emotion Management, Decision Making, Substance Abuse Prevention
Grade 8	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention

\*Units sold separately

### SCHOOL STAFF (ALL GRADES)

One of the core components of the *Second Step* Suite is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

### FAMILIES (ALL GRADES)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.



Second Step Skills and Concepts																							
Restorative Practices	Respect (All grades)	Safety (All grades)	Skills for Learning (Unit in EL-Grade 5, integrated in Grades 6-8)			Empathy and Compassion (All grades)				Emotion Management (All grades)			Interpersonal Problem Solving (All grades)		Friendship Skills (All grades)		Communication Skills (Grades 5-8)		Bullying Prevention (K-Grade 8)	Child Protection (EL-Grade 5)			
	Respectful behaviors emphasized throughout the suite at all grade levels	Safe behaviors emphasized throughout the suite at all grade levels	Listening	Using self-talk to manage behavior or calm down	Being assertive	Identifying others' feelings	Understanding others' perspectives	Showing care and concern, offering support	Accepting differences	Identifying one's own feelings	Calming down strong feelings	Managing anger to prevent behavior that harms others' bodies or feelings	Identifying the problem without blame; identifying needs and wants	Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6-8).	Evaluating positive and negative consequences of each solution	Choosing a solution that works for all parties involved	Including others	Making amends	Taking responsibility for actions (either accidental or on purpose)	Respectful disagreement	Handling a grievance	Recognizing, refusing, and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviors	Recognizing, refusing, and reporting unsafe and sexually abusive situations and touches
Relationship-Building Actions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restorative "Structures"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Restorative Principles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Restorative Questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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# Typical Restorative Practices

## Relationship-building actions

- Create trust
- Demonstrate empathy
- Be respectful
- Use active listening
- Use affective statements
- Show care and concern

## Restorative “structures”

- Community-building circles
- Impromptu conferences to address minor problem behaviors
- Restorative justice circles (repairing harm circles) to address wrongdoing or repair harm, often including family members
- Re-entry circles for students returning from truancy, suspension, or incarceration

## Restorative justice principles

- Identifying who has been harmed and how
- Repairing the harm
- Restoring relationships
- Engaging all parties in resolving conflict or addressing wrongdoing

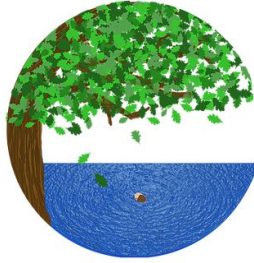
## Restorative questions to guide restorative justice process

- What happened from your perspective?
- How were you feeling?
- What were you thinking?
- Who has been affected by what happened and how?
- What needs to be done to make things as right as possible?

Build a caring community that improves learning and life with the *Second Step* Suite.



## Appendix 6



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### Corporate Documents

Original Articles of Incorporation

Restated Articles of Incorporation 09-21-16  
*(Statement of Information filed with Secretary of State)*

Action by Incorporator

Initial Resolutions

Original Bylaws  
Revised Bylaws 06-09-17  
Revised Bylaws 09-21-16

Original Conflict of Interest Code  
Revised Conflict of Interest Code 09-21-16  
*(To be submitted to county upon authorization)*

Rights of Public

Board of Directors Professional Experience Narratives





ARTS-PB-  
501(c)(3)Articles of Incorporation of a  
Nonprofit Public Benefit Corporation

To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document.

**Important!** California nonprofit corporations are not automatically exempt from paying California franchise tax or income tax each year. A separate application is required in order to obtain tax exempt status. For more information, go to [https://www.ftb.ca.gov/businesses/exempt\\_organizations](https://www.ftb.ca.gov/businesses/exempt_organizations) or call the California Franchise Tax Board at (916) 845-4171.

Note: Before submitting this form, you should consult with a private attorney for advice about your specific business needs.

**FILED**  
Secretary of State  
State of California

JUL 26 2016

This Space For Office Use Only

For questions about this form, go to [www.sos.ca.gov/business/be/filing-tips.htm](http://www.sos.ca.gov/business/be/filing-tips.htm)

**Corporate Name** (List the proposed corporate name. Go to [www.sos.ca.gov/business/be/name-availability.htm](http://www.sos.ca.gov/business/be/name-availability.htm) for general corporate name requirements and restrictions.)

- ① The name of the corporation is Ripple Academy

**Corporate Purpose** (Item 2a: Check one or both boxes. Item 2b: The specific purpose of the corporation must be listed if you are organizing for "public" purposes, or if you intend to apply for tax-exempt status in California.)

- ② a. This corporation is a nonprofit **Public Benefit Corporation** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:  public purposes.  charitable purposes.
- b. The specific purpose of this corporation is to operate a charter school

**Service of Process** (List a California resident or an active 1505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation as the address for service of process is already on file.)

- ③ a. Rodney Pierre-Antoine

Agent's Name

- b. 39110 Ebbetts Street, Newark

Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box

City (no abbreviations)

CA 94560

State Zip

**Corporate Addresses**

- ④ a. 39110 Ebbetts Street, Newark, CA 94560

Initial Street Address of Corporation- Do not list a P.O. Box

City (no abbreviations)

State Zip

- b. 39110 Ebbetts Street, Newark, CA 94560

Initial Mailing Address of Corporation, if different from 4a

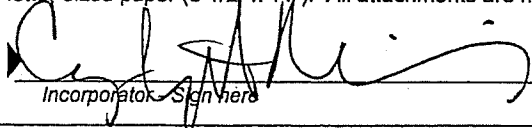
City (no abbreviations)

State Zip

**Additional Statements** (The following statements are required to obtain tax exemption from the Internal Revenue Service or the California Franchise Tax Board under Internal Revenue Code section 501(c)(3). Note: Corporations seeking other types of tax exemptions should not use this form.)

- ⑤ a. This corporation is organized and operated exclusively for the purposes set forth in **Article 2a** hereof within the meaning of Internal Revenue Code section 501(c)(3).
- b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- c. The property of this corporation is irrevocably dedicated to the purposes in **Article 2a** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
- d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.

  
Incorporator Sign here

Casey Williams

Print your name here

Make check/money order payable to: **Secretary of State**  
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

**By Mail**  
Secretary of State  
Business Entities, P.O. Box 944260  
Sacramento, CA 94244-2600

**Drop-Off**  
Secretary of State  
1500 11th Street, 3rd Floor  
Sacramento, CA 95814



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

AUG 02 2016 *pm*

Date: \_\_\_\_\_

*Alex Padilla*

ALEX PADILLA, Secretary of State

**RESTATED ARTICLES OF INCORPORATION  
OF  
RIPPLE ACADEMY**

The undersigned certify that:

1. They are the President and the Secretary of Ripple Academy, a California nonprofit public benefit corporation (the “Corporation”).
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

**I.**

The name of the Corporation is Ripple Academy.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to create manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that

the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

#### **IV.**

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

#### **V.**

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: \_\_\_\_\_

[INSERT NAME BEFORE SIGNING],

President

[INSERT NAME BEFORE SIGNING],

Secretary



**ACTION BY INCORPORATOR OF  
RIPPLE ACADEMY**

The undersigned, as sole incorporator of Ripple Academy, a California non-profit public benefit corporation (the "Corporation"), and pursuant to section 5134 of the California Nonprofit Corporation Law, adopts the following resolutions on behalf of the Corporation:

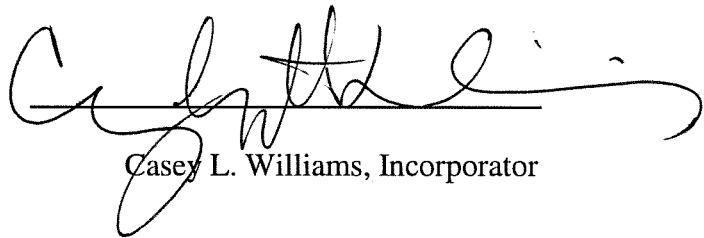
RESOLVED, that the Bylaws presented to the incorporator are hereby adopted as the Bylaws of this Corporation and that a copy of those Bylaws shall be inserted in the Minute Book of this Corporation.

RESOLVED, that pursuant to the foregoing Bylaws, three directors, the following persons are hereby appointed to serve as directors of the Corporation for the following terms:

<b>Director's Name</b>	<b>Length of Initial Terms</b>
Rodney Pierre-Antoine 39110 Ebbetts Street, Newark, CA 94560	Three years
Kathleen Kelly 5275 Proctor Ave, Oakland, Ca 94618	Three years

The sole incorporator hereby resigns as the incorporator of the Corporation effective upon the foregoing election of directors.

Dated: August 9, 2016

  
\_\_\_\_\_  
Casey L. Williams, Incorporator





**RESOLUTION OF THE BOARD OF DIRECTORS OF  
RIPPLE ACADEMY  
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

The undersigned, constituting all the Directors of Ripple Academy, a California nonprofit public benefit corporation (the “Corporation”), acting by written consent without a meeting in accordance with the California Corporations Code and the Bylaws of the Corporation (the “Bylaws”), do hereby adopt the following resolutions:

**RESOLUTION  
Ratification of Actions of Incorporator**

RESOLVED, that the actions of Casey Williams as incorporator of the Corporation, including, but not limited to, the filing of the Corporation’s Articles of Incorporation (the “Articles of Incorporation”), the adoption of the Bylaws, and the election of the initial Directors of the Corporation, be, and hereby are, ratified and approved.

**RESOLUTION  
Minute Book**

RESOLVED, that the Corporation will maintain as part of its corporate records a minute book (the “Minute Book”), which will include, but shall not be limited to: (1) its Articles of Incorporation and amendments to those articles; (2) its bylaws and amendments to its bylaws; (3) minutes from all Board of Director meetings and committee meetings (which shall state the time and place of each meeting, whether it was a regular or special meeting, how notice was given of the meeting, who was present, and what actions and discussions that occurred at the meeting); and (4) and all written consents of Directors in lieu of a meeting.

**RESOLUTION  
Articles of Incorporation**

RESOLVED, that a copy of the Articles of Incorporation, as filed with the California Secretary of State on July 26, 2016 that have the file stamp and certification of the California Secretary of State on them, be inserted in the Minute Book and that the Articles of Incorporation be, and hereby are, ratified and approved.

**RESOLUTION  
Agent for Service of Process**

RESOLVED, that the agent named as the initial agent for service of process in the Articles of Incorporation is hereby confirmed as the Corporation’s agent for service of process in the state of California and that said agent will continue as the designated agent for service of process until he resigns or his successor is designated.

**RESOLUTION**  
**Bylaws**

RESOLVED, that the Bylaws attached hereto as **Exhibit A** are approved and adopted as the Bylaws of the Corporation and that the Secretary of the Corporation is authorized and directed to execute the certificate at the end of the Bylaws and to ensure that a copies of the Bylaws are added to the Minute Book and kept and maintained at the principal office of the Corporation.

**RESOLUTION**  
**Principal Office Location**

RESOLVED, that the principal office of the Corporation will be located at 39110 Ebbetts Street, Newark, CA 94560.

**RESOLUTION**  
**Election of Officers**

RESOLVED, that the following persons are elected to the offices set forth opposite their names, to hold office until their successors are elected and qualified or their earlier resignation or removal:

<u>Name</u>	<u>Office</u>
Rodney Pierre-Antoine	President
Kathleen Kelly	Secretary
Kathleen Kelly	Treasurer

**RESOLUTION**  
**Expenses of Organization**

RESOLVED, that the Officers of the Corporation are authorized and directed to pay the expenses of the organization of the Corporation and, if requested, to reimburse the incorporator for advancing funds, if any, to the Corporation for this purpose.

**RESOLUTION**  
**Federal and State Income Tax Exemption Applications and Fiscal Sponsorship**

RESOLVED, that the Officers of the Corporation are authorized to execute and file all necessary applications for exemption from federal and state income taxes as a nonprofit corporation.

RESOLVED FURTHER, that the Officers of the Corporation are authorized to identify and contract with a nonprofit organization that has obtained and is properly maintaining federal and state income tax exemptions to serve as the Corporation's fiscal sponsor, until such time as the Corporation obtains its own exemptions from federal and state income taxes as a charitable nonprofit corporation.

**RESOLUTION**  
**Conflict of Interest Policy**

RESOLVED, that the Conflict of Interest Policy attached hereto as **Exhibit B** is approved and adopted as the Conflict of Interest Policy of the Corporation.

RESOLVED FURTHER, that each Director and each principal Officer of the Corporation shall be given a copy of the Conflict of Interest Policy and shall sign the acknowledgment attached hereto as **Exhibit C**, which the Secretary shall add to the Minute Book along with a copy of the Conflict of Interest Policy.

**RESOLUTION**  
**Compensation Policy**

RESOLVED, that the Compensation Policy attached hereto as **Exhibit D** is approved and adopted as the Compensation Policy of the Corporation and that the Secretary shall add a copy of the Compensation Policy to the Minute Book.

**RESOLUTION**  
**Statement of Information**

RESOLVED, that the Officers of the Corporation are authorized and directed to execute and file with the California Secretary of State a Statement of Information, setting forth the names and addresses of the Corporation, its Officers, and agent for service of process.

**RESOLUTION**  
**Registry with the Attorney General**

RESOLVED, that the Officers of the Corporation are authorized and directed to register the Corporation with the California Attorney General by completing and filing a Form CT-1, the Initial Registration Form.

**RESOLUTION**  
**Bank Resolutions**

RESOLVED, that the President and Treasurer of this Corporation, acting jointly on behalf of this Corporation, are authorized to open, maintain and close accounts at any bank or similar financial institution as may be necessary or appropriate to conduct the Corporation's business, that all resolutions required by such banks or other financial institutions with respect to such accounts are hereby adopted, and that the Treasurer or Secretary of the Corporation is authorized to certify to any bank or similar financial institution the adoption of such a resolution in the form required by that bank or similar financial institution.

RESOLVED FURTHER, that the President and Treasurer of this Corporation be, and each of them hereby is, authorized to deposit, or cause to be deposited, funds of the Corporation in any authorized account of the Corporation, and, in accordance with these resolutions, to

withdraw from, or charge to, or cause to be withdrawn from or charged to (such amount not to exceed \$5,000.00) said account at any time and from time to time funds of the Corporation against checks, notes, drafts, bills of exchange, acceptances, undertakings, or other instruments or orders for the payment of money.

RESOLVED FURTHER, that the sole signature of either the President or Treasurer is sufficient to authorize the withdrawal of funds of this corporation (such amount not to exceed \$5,000.00) from any authorized account of the Corporation at any time and from time to time against checks, notes, drafts, bills of exchange, acceptances, undertakings, or other instruments or orders for the payment of money, when made, drawn, accepted or endorsed on behalf of this Corporation.

**RESOLUTION**  
**Execution of Contracts and Other Documents**

RESOLVED, that the President, Secretary, and Treasurer are hereby authorized to sign all documents authorized by the Board of Directors on behalf of the Corporation.

**RESOLUTION**  
**Employer Identification Number**

RESOLVED, that President is authorized to secure for the Corporation a federal employer identification number.

**RESOLUTION**  
**Consent to Electronic Transmission**

RESOLVED, that the Corporation may provide official communications to the Directors and Officers by e-mail.

RESOLVED FURTHER, that each Director and Officer who wishes to receive official communications from the Corporation by e-mail will sign the form of consent attached hereto as **Exhibit E** (a “Consent to Electronic Communications”).

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to insert such signed Consents to Electronic Communications in the Minute Book.

**RESOLUTION**  
**Authorization of Additional Acts**

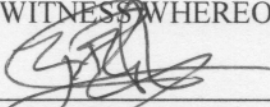
RESOLVED, that the Officers of the Corporation are authorized to do and perform any and all acts, including execution of any and all documents and certificates as they deem necessary or advisable, to carry out the purposes of the foregoing resolutions.

RESOLVED FURTHER, that any lawful actions taken by the incorporator or the Officers of the Corporation before the date hereof that are within the authority conferred hereby are ratified, confirmed and approved in all respects as the acts and deeds of the Corporation.

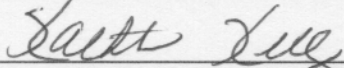
This Action by Written Consent must be filed in the Minute Book and become part of the records of the Corporation.

This Action by Written Consent may be executed in counterparts, each of which shall be deemed an original and all of which taken together shall constitute one instrument.

IN WITNESS WHEREOF, the undersigned have duly executed this Consent as of:

  
\_\_\_\_\_  
Rodney Pierre-Antoine, Director of Ripple Academy

August 30, 2016

  
\_\_\_\_\_  
Kathleen Kelly, Director of Ripple Academy

Aug 30, 2016

**BYLAWS OF  
RIPPLE ACADEMY  
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

**ARTICLE 1 – NAME AND OFFICES**

**Section 1.1 Name:** The name of this Corporation is Ripple Academy.

**Section 1.2 Offices:** The principal office of the Corporation is located at 39110 Ebbetts Street, Newark, California 94560. The Board of Directors may change the location of the principal office by: (a) having the Secretary make a note of such change on these Bylaws opposite this Section; or (b) amending this Section to state the new location. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE 2 – PURPOSE AND LIMITATIONS**

**Section 2.1 Purpose:** This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law (“California Nonprofit Law”) for public and charitable purposes. The specific purpose of this Corporation is to operate a charter school. This Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any other provision of these Bylaws, the Corporation will 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 corresponding section of any future tax code); or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or corresponding section of any future federal tax code).

**Section 2.2 Dedication of Assets:** The property of this Corporation is irrevocably dedicated to the purposes in Section 2.1 of these Bylaws and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director or officer of this Corporation or to the benefit of any private person. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated for educational purposes and which has established its tax-exempt status under Internal Revenue Code Section 501(c)(3).

**ARTICLE 3 – MEMBERSHIP**

**Section 3.1 No Members:** The Corporation will have no voting members within the meaning of California Nonprofit Law.

## ARTICLE 4 – BOARD OF DIRECTORS

**Section 4.1 General Powers:** Subject to the provisions and limitations of California Nonprofit Law, the Board of Directors ("Board") shall manage all the business activities and affairs of the Corporation, and all corporate powers shall be exercised by or under direction of the Board. The Board is responsible for overall policy and direction of the Corporation and shall delegate responsibility for the day-to-day operations employees, volunteers, and/or committees.

**Section 4.2 Specific Powers:** Without limiting the general powers set forth in Section 4.1 above, the Board will have the specific power to:

- (a) Perform any and all duties imposed on them collectively or individually by law, the Corporation's Articles of Incorporation, or these Bylaws;
- (b) Appoint and remove Officers and hire and terminate employees of the Corporation and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation of all Officers and employees of the Corporation;
- (c) Supervise all Officers, agents, and employees of the Corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Qualify the Corporation to conduct its activities in any other state, territory, dependency, or country and to, thereafter, conduct the Corporation's activities outside of California;
- (f) Borrow money and incur debts on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities;
- (g) Pledge or hypothecate funds and other assets of the Corporation for purposes of securing any debt incurred by the Corporation; and
- (h) Invest and reinvest assets of the Corporation.

**Section 4.3 Duties:** Directors shall perform their duties, including duties as members of any committee of the Board upon which the Directors may serve, in good faith, in a manner such Directors believe to be in the best interests of the Corporation and with such care, including reasonable inquiry, as ordinary prudent persons in a like position would use under similar circumstances.

In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, prepared by:

- (a) One or more Officers or employees of this Corporation whom the Director believes to be reliable and competent in the matters presented;
- (b) Attorneys, independent accountants, or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the Director does not serve, as to matters within its designated authority, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the circumstances require inquiry, and without knowledge that would cause such reliance to be unwarranted.

**Section 4.4 Restriction on Interested Directors:** As long as required by law, no more than forty-nine percent (49%) of the persons serving on the Board may be "interested persons." An interested person is: (a) any person compensated by the Corporation for services rendered to the Corporation within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable advancement or reimbursement of expenses incurred by a Director in the performance their duties as a Director; and (b) any sibling, ancestor, descendent, spouse, or in-law of any person described above in (a) of this Section 4.4. Any violation of the provisions of this Section 4.4 shall not, however, affect the validity or enforceability of any transaction entered into by the corporation.

**Section 4.5 Number of Directors:** The Board will be composed of a minimum of two (2) and a maximum of seven (7) persons, with the exact number of Directors to be determined by the Board from time to time. A change to the minimum or maximum number of Directors requires an amendment to this Section of the Bylaws, or a repeal and adoption of a new Section in accordance with these Bylaws.

**Section 4.6 Term of Office:** Directors will serve for a term of three (3) years. Directors may serve any number of consecutive terms.

**Section 4.7 Appointment of Initial Directors:** The initial members of the Board of Directors shall be those two (2) individuals appointed by the sole incorporator of the Corporation pursuant to Section 5134 of the California Corporations Code and as stated in the Action by Incorporator of Ripple Academy dated August 9, 2016. Subsequent Directors shall be elected pursuant to Section 4.8 of these Bylaws.

**Section 4.8 Election of Directors:**

- (a) The directors of the Corporation will be elected for three (3) year terms by all the Directors in office at the time of the election, except for the initial Directors of the



Corporation who were appointed by the incorporator of the Corporation as stated above in Section 4.7.

(b) Directors will be elected at the annual meeting of the Board or at a special meeting of the Board held for that purpose. Each Director, will hold office until the expiration of the term for which he or she was elected and until a successor is elected and qualified. A Director (including an initial Director) may serve for any number of terms, regardless of whether such terms are consecutive or not.

(c) Cumulative voting shall not be permitted during the election of Directors.

**Section 4.9 Vacancies:** A vacancy on the Board shall exist upon:

(a) The death, resignation, or removal of any Director;

(b) The increase of authorized number of Directors; or

(c) The declaration by resolution of the Board of vacancy in the office of a Director who has been declared of unsound mind by court order or convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under Corporations Code Section 5231.

Vacancies may be filled by approval of a majority of the Board, or if the number of Directors then in office is less than a quorum: by (1) unanimous written consent of the Directors then in office; (2) the affirmative vote of a majority of the Directors then in office at a meeting noticed in compliance with these bylaws; or (3) the sole remaining Director.

**Section 4.10 Removal:** A Director may be removed, with or without cause, by a vote of the majority of Directors then in office at a regular meeting or at a special meeting called for that purpose, or at a regular meeting, provided notice of that meeting and the removal questions are given as provide in Section 4.15 of these Bylaws. Any vacancy caused by the removal of a Director shall be filled as provide in Section 4.9 of these Bylaws.

**Section 4.11 Resignation, termination, and absences:** Any Director may resign by giving written notice to the President or Secretary of this Corporation. Such resignation shall be effective upon receipt by the President or Secretary or upon a specified date in the written notice of resignation.

**Section 4.12 Annual Meeting and Regular Meetings:** The Board of Directors shall hold an annual meeting at least once a year, at a time and place designated by the Board for purposes of electing directors, appointing officers, designating committees, and transacting regular business. In addition to the annual meeting, the Board of Directors may fix by resolution the time and place for holding regular Board meetings and the Board shall strive to hold such regular meetings on at least a quarterly basis.

**Section 4.13 Special Meetings:** Special meetings of the Board may be called by the President, the Secretary, or any two Directors.

**Section 4.14 Place of Meetings:** The annual meeting and regular meetings of the Board may be held at any place within or outside the state of California that has been designated from time to time by resolution of the Board or in the notice of the meeting, if any. In the absence of such designation, annual meetings and regular meetings will be held at the principal office of the Corporation. Special meetings of the Board will be held at any place within or outside the state of California that has been designated in the notice of the meeting or, if no place is designated in the notice, at the principal office of the Corporation. Notwithstanding the above provisions, any meeting may be held at any place consented to in writing by all the Directors, either before or after the meeting. Any consent given will be filed with the minutes of the meeting.

Board meetings may be held in full or in part by conference call, video communication, or other electronic transmission, and participating in a meeting through those means shall constitute presence at the meeting, if all of the following are satisfied:

- (a) Each Director participating in the meeting can communicate with all of the other Directors concurrently;
- (b) Each Director is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;
- (c) The Corporation adopts and implements some means of verifying that all persons participating in the meeting are Directors of the Corporation or are otherwise entitled to participate in the meeting, and that all actions of, or votes by, the Board are taken and cast only by Directors and not by persons who are not Directors; and
- (d) Each Director participating in the meeting using electronic transmission has provided an unrevoked written consent to receiving electronic communications from the Corporation.

**Section 4.15 Notice of Meetings:** Notice of all meetings shall state the place, date and time of the meeting. The purpose of any Board meeting does not need to be stated in the notice. Notice must be given to all Directors at least four (4) days in advance if it is sent by first class mail or at least forty-eight (48) hours in advance if delivered personally, by telephone, or by electronic transmission. Notice shall not be given by electronic transmission if the Corporation is unable to deliver two consecutive notices to a Director by that means, or if the inability to deliver the notice becomes known to the Secretary or other person responsible for giving notice.

Actions taken at any meeting shall be valid, even if notice is not provided in accordance with this Section 4.15, if (a) a quorum is present and (b) either before or after the meeting, each Director not at the meeting signs a written waiver of notice, a consent to holding of the meeting, or an approval of the minutes. All waivers, consents, and approvals shall be filed with

the corporate records or made a part of the minutes of the meeting. Valid notice of a meeting shall also be deemed to have been validly given to any Director who attends the meeting and fails, before or at the beginning of the meeting, to object to the lack of adequate notice.

**Section 4.16 Quorum:** A majority of the Board shall constitute a quorum. If a quorum is not present at a meeting. No business may be conducted by the Board at any meeting at which a quorum is not present, and the only motion which shall be voted on is a motion to adjourn the meeting. If at the beginning of meeting a quorum is present but later a quorum is lost due to the withdrawal or exit of Directors from the meeting, the remaining Directors may continue to conduct business as long as any actions taken thereafter are approved by at least a majority of the required quorum, or such greater percentage as may be required by law.

**Section 4.17 Compensation:** Directors shall serve without compensation, except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in these Bylaws. Any payments to Directors shall be approved in advance in accordance with this corporation's conflict of interest policy. Nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation for such service.

**Section 4.18 Board Action:** Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation or these Bylaws, or provisions of the Law require a greater percentage or different voting rules for approval of a matter by the Board.

**Section 4.19 Actions by Unanimous Written Consent Without Meeting:** Any action required or permitted to be taken by the Board under any provision of law may be taken without a meeting if all members of the Board consent in writing to such action. For purposes of this Section only, "all members of the Board," shall not include any "interested Director" as defined in Section 5233 of the California Corporations Code. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors.

## ARTICLE 5 – COMMITTEES

**Section 5.1 Committee Formation:** The Board may, by resolution adopted by a majority of the Directors, provided that a quorum is present, create one or more committees to serve at the pleasure of the Board, consisting of two (2) or more Directors. Appointments to such committees shall be by a majority vote of the Directors. The Board may appoint one or more Directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Such committees may act to the extent of the authority provided in resolution by the Board. Provided however, that such committees, shall not have the authority to:

- (a) approve any action for which California Nonprofit Corporation Law requires Board approval;

(b) fill any vacancies on the Board or on any committee which has the authority of the Board.

(c) amend or repeal the Articles of Incorporation or these Bylaws or adopt new Bylaws.

(d) appoint committees of the Board or the members thereof; and

(e) approve any self-dealing transactions as defined by Section 5233 of the California Corporations Code or any successor section thereto, except as provided by law.

**Section 5.2 Advisory Committee Formation:** The Board, by a majority vote of Directors, may establish one or more advisory committees to the Board. The members of any advisory committee may consist of Directors or non-Directors. Notwithstanding the powers given to other duly-formed committees, advisory committees may not exercise the authority of the Board to make decisions on behalf of the Corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory committees shall be subject to the supervision and control of the Board.

**Section 5.3 Audit Committee:** At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least two Directors and which may include nonvoting advisors. Directors who are employees or officers of the Corporation or who received, directly or indirectly, any consulting, advisory, or other compensatory fees from the Corporation (other than for service as director) may not serve on the audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. Such duties include, but are not limited to:

(a) Assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary;

(b) Negotiating the auditor's compensation;

(c) Conferring with the auditor regarding the corporation's financial affairs;  
and,

(d) Reviewing and accepting or rejecting the audit.

Members of the audit committee shall not receive compensation for their service on the audit committee in excess of that provided to Directors for their service on the Board. If the Corporation has a finance committee, a majority of the members of the audit committee may not concurrently serve as members of the finance committee, and the chair of the audit committee may not serve on the finance committee.

## ARTICLE 6 – OFFICERS

**Section 6.1 Officers:** The Officers of this Corporation shall be a President, a Secretary, a Treasurer and such other Officers with such titles and duties as shall be determined by the Board of Directors. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President.

**Section 6.2 Selection and Term of Office:** The Officers of this Corporation shall be appointed by the Board of Directors and shall serve at the pleasure of the Board.

**Section 6.3 Removal:** Any Officer selected by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of this Corporation would be served thereby, subject to the rights, if any, of an officer under any contract of employment.

**Section 6.4 Resignation:** Any Officer may resign at any time upon written notice to this Corporation without prejudice to the rights, if any, of this Corporation under any contract to which the Officer is a party.

**Section 6.5 Vacancies:** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors.

**Section 6.6 President:** Subject to such powers and duties, if any, as may be prescribed by these Bylaws or the Board of Directors, the President shall be the general manager and chief executive officer of this Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the business and affairs of this Corporation. The President shall preside at all meetings of the Board of Directors.

**Section 6.7 Treasurer:** The Treasurer shall cause regular financial books of the Corporation to be kept and shall render to the Board of Directors, from time to time as may be required, an account of the financial condition of the Corporation and an annual report as required by these Bylaws, as well as such other duties as prescribed by the Board. Such duties may include, but are not limited to, ensuring that appropriate financial reports are completed and made available to the Board, overseeing long-term financial strategies, and developing and maintaining systems to monitor the financial integrity of the Corporation.

**Section 6.8 Secretary:** The Secretary shall cause to be kept at the principal executive office of this Corporation or such other place as the Board of Directors may order minutes of all proceedings of the Board of Directors, with the time and place of each meeting, whether regular or special, and, if special, how authorized, the notice given, and the names of those present. The Secretary shall have all of the powers and perform all of the duties incident to the office of Secretary, and shall have such further powers and shall perform such further duties as may be set by the Board of Directors.

**Section 6.9 Compensation:** The salaries, if any, of the Officers shall be fixed from time to time by resolution of the Board of Directors. Such Compensation shall only be allowed as permitted by California Nonprofit Law, these Bylaws, and any conflict of interest policy adopted by the Board. In all cases, any salaries received by Officers of this Corporation shall be reasonable and given in return for services actually rendered to the Corporation that relate to the performance of the educational purpose of this Corporation. All Officer salaries shall be approved in advance. In approving compensation arrangements, the Board shall base its decision on, among other things, information about compensation paid by similarly situated taxable or tax-exempt organization for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations. The decision to compensate any Officer, including the vote of each individual making such a decision, and the information relied upon in making that decision and its source shall be documented in writing. As is reasonable, the date and terms of any compensation arrangement shall also be documented in writing. No Officer shall be prevented from receiving such salary by reason of the fact that the Officer is also a Director of the Corporation, provided however, that such compensation shall solely be for services as an Officer.

## **ARTICLE 7 – INDEMNIFICATION**

**Section 7.1 Indemnification:** This Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any legal action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this corporation, against expenses, judgments, fines, settlements, attorney's fees, and other amounts actually and reasonably incurred in connection with such proceedings, to the fullest extent permitted under the Law. Notwithstanding any provision of these Bylaws, the corporation shall neither indemnify any person nor purchase any insurance in any manner, which would jeopardize or be inconsistent with qualification of the Corporation as a tax-exempt organization under the Internal Revenue Code, or which would result in liability under Section 4941 of the Internal Revenue Code.

**Section 7.2 Non-exclusive Remedy:** The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled. This indemnification shall continue after a person has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

**Section 7.3 Availability of Indemnification:** In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the Board shall determine in accordance with Section 5238 of the Corporations Code that such Director, Officer or agent was acting in good faith and in a manner such person reasonably believed to be in the best interests of this Corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. Such determination shall be made by a majority vote of Directors who are not parties to the proceeding.

**Section 7.4 Payments:** Payments authorized in the article include amounts paid and expenses incurred in settling any such proceeding. The foregoing does not apply to any

proceeding specifically excluded by law, which includes actions brought by or in the right of this Corporation and certain actions alleging self-dealing or a breach of any duty to assets held in charitable trust.

**Section 7.5 Insurance:** The Corporation may purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified under this article against any liability asserted against or incurred on account of her or his status as an agent of this corporation, other than for violating provisions of law relating to self-dealing as described in Section 5233 of the California Corporations Code. The Corporation may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation any liability for the indemnification provided in this Section.

## **ARTICLE 8 – FISCAL YEAR**

**Section 8.1 Fiscal Years:** The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June.

## **ARTICLE 9 – CORPORATE RECORDS AND REPORTS**

**Section 9.1 Maintenance of Corporate Records:** The Corporation shall keep at its principal office:

- (a) Minutes of all meetings of Directors, committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the name of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- (c) A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

**Section 9.2 Directors' Inspection Rights:** Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation. Any inspection under this Section may be made in person or by an agent or attorney of the Director.

**Section 9.3 Annual Report.** Within one hundred and twenty (120) days after the end of the Corporation's fiscal year, the President shall furnish or cause to be furnished a written report to all Directors containing the following information:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation for the fiscal year;
- (d) The expenses or disbursements of the Corporation during the fiscal year;
- (e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and the transactions in the aggregate involved more than \$50,000; and
- (f) The amount and circumstances of any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any Director or Officer of the Corporation pursuant to these Bylaws, unless such indemnification has already been approved pursuant to Section 5238(e)(2) of the California Corporations Code.

The annual report shall be accompanied by any report of independent accountants or, if no such report exists, the certificate of an authorized Officer of the Corporation that such statements were prepared without an audit from the books and records of the Corporation.

Any statement required by this Section shall describe the names of the interested persons involved in such transactions, stating each person's relationship to the Corporation, the nature of each person's interest in the Corporation, and, where practical, the amount of such interest.

## **ARTICLE 10 – AMENDMENT TO BY-LAWS**

**Section 10.1 Amendments:** The Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board. However, the amendment or repeal of this Section 10.1 shall require the unanimous approval of the Board. After the adoption of these Bylaws, no amendment may be made to extend the term of any initial Director beyond the period for which the Director was originally appointed or for which the Director was later elected.

**Section 10.2 Amendments to Articles of Incorporation:** The Articles of Incorporation of the Corporation may be adopted, amended, or repealed by a majority vote by the entire Board. All amendments to the Articles of Incorporation must be filed with the Secretary of State of the State of California.

## **ARTICLE 11 – CONSTRUCTION AND DEFINITIONS**

**Section 11.1 Construction:** Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Law govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the feminine gender includes the masculine and the neuter, and singular includes the plural, the



plural includes the singular, and the term "persons" includes both a legal entity and a natural person.

**Section 11.2 Electronic Transmission:** Subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary means and may include electronic transmissions, such as e-mail, provided that the transmission creates a record that can be retained, retrieved, and rendered into clear legible tangible form.

### **CERTIFICATION**

This is to certify that the foregoing is a true and correct copy of the Bylaws of Ripple Academy, and that such Bylaws were duly adopted by the Board of Directors of said Corporation on \_\_\_\_\_, 2016.

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Kathleen Kelly, Secretary



**BYLAWS OF  
RIPPLE ACADEMY  
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

**ARTICLE 1 – NAME AND OFFICES**

**Section 1.1 Name:** The name of this Corporation is Ripple Academy.

**Section 1.2 Offices:** The principal office of the Corporation is located at 39110 Ebbetts Street, Newark, California 94560. The Board of Directors may change the location of the principal office by: (a) having the Secretary make a note of such change on these Bylaws opposite this Section; or (b) amending this Section to state the new location. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE 2 – PURPOSE AND LIMITATIONS**

**Section 2.1 Purpose:** This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law (“California Nonprofit Law”) for public and charitable purposes. The specific purpose of this Corporation is to operate a charter school. This Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Notwithstanding any other provision of these Bylaws, the Corporation will 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 corresponding section of any future tax code); or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or corresponding section of any future federal tax code).

**Section 2.2 Dedication of Assets:** The property of this Corporation is irrevocably dedicated to the purposes in Section 2.1 of these Bylaws and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director or officer of this Corporation or to the benefit of any private person. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated for educational purposes and which has established its tax-exempt status under Internal Revenue Code Section 501(c)(3).

**ARTICLE 3 – MEMBERSHIP**

**Section 3.1 No Members:** The Corporation will have no voting members within the meaning of California Nonprofit Law.

## ARTICLE 4 – BOARD OF DIRECTORS

**Section 4.1 General Powers:** Subject to the provisions and limitations of California Nonprofit Law, the Board of Directors ("Board") shall manage all the business activities and affairs of the Corporation, and all corporate powers shall be exercised by or under direction of the Board. The Board is responsible for overall policy and direction of the Corporation and shall delegate responsibility for the day-to-day operations employees, volunteers, and/or committees.

**Section 4.2 Specific Powers:** Without limiting the general powers set forth in Section 4.1 above, the Board will have the specific power to:

- (a) Perform any and all duties imposed on them collectively or individually by law, the Corporation's Articles of Incorporation, or these Bylaws;
- (b) Appoint and remove Officers and hire and terminate employees of the Corporation and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation of all Officers and employees of the Corporation;
- (c) Supervise all Officers, agents, and employees of the Corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Qualify the Corporation to conduct its activities in any other state, territory, dependency, or country and to, thereafter, conduct the Corporation's activities outside of California;
- (f) Borrow money and incur debts on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities;
- (g) Pledge or hypothecate funds and other assets of the Corporation for purposes of securing any debt incurred by the Corporation; and
- (h) Invest and reinvest assets of the Corporation.

**Section 4.3 Duties:** Directors shall perform their duties, including duties as members of any committee of the Board upon which the Directors may serve, in good faith, in a manner such Directors believe to be in the best interests of the Corporation and with such care, including reasonable inquiry, as ordinary prudent persons in a like position would use under similar circumstances.

In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, prepared by:

- (a) One or more Officers or employees of this Corporation whom the Director believes to be reliable and competent in the matters presented;
- (b) Attorneys, independent accountants, or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the Director does not serve, as to matters within its designated authority, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the circumstances require inquiry, and without knowledge that would cause such reliance to be unwarranted.

**Section 4.4 Restriction on Interested Directors:** As long as required by law, no more than forty-nine percent (49%) of the persons serving on the Board may be "interested persons." An interested person is: (a) any person compensated by the Corporation for services rendered to the Corporation within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable advancement or reimbursement of expenses incurred by a Director in the performance their duties as a Director; and (b) any sibling, ancestor, descendent, spouse, or in-law of any person described above in (a) of this Section 4.4. Any violation of the provisions of this Section 4.4 shall not, however, affect the validity or enforceability of any transaction entered into by the corporation.

**Section 4.5 Number of Directors:** The Board will be composed of a minimum of five (5) and a maximum of fifteen (15) persons, with the exact number of Directors to be determined by the Board from time to time. A change to the minimum or maximum number of Directors requires an amendment to this Section of the Bylaws, or a repeal and adoption of a new Section in accordance with these Bylaws.

**Section 4.6 Term of Office:** Directors will serve for a term of three (3) years, with the exception of the initial Board who will serve staggered terms of one (1) year, two (2) years, or three (3) years as determine at the first Board Meeting by Random Drawing. Directors may serve any number of consecutive terms.

**Section 4.7 Appointment of Initial Directors:** The initial members of the Board of Directors shall be those two (2) individuals appointed by the sole incorporator of the Corporation pursuant to Section 5134 of the California Corporations Code and as stated in the Action by Incorporator of Ripple Academy dated August 9, 2016. Subsequent Directors shall be elected pursuant to Section 4.8 of these Bylaws.

**Section 4.8 Election of Directors:**

- (a) The directors of the Corporation will be elected for three (3) year terms by all the Directors in office at the time of the election, except for the initial Directors of the

Corporation who were appointed by the incorporator of the Corporation as stated above in Section 4.7.

(b) Directors will be elected at the annual meeting of the Board or at a special meeting of the Board held for that purpose. Each Director, will hold office until the expiration of the term for which he or she was elected and until a successor is elected and qualified. A Director (including an initial Director) may serve for any number of terms, regardless of whether such terms are consecutive or not.

(c) Cumulative voting shall not be permitted during the election of Directors.

**Section 4.9 Vacancies:** A vacancy on the Board shall exist upon:

(a) The death, resignation, or removal of any Director;

(b) The increase of authorized number of Directors; or

(c) The declaration by resolution of the Board of vacancy in the office of a Director who has been declared of unsound mind by court order or convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under Corporations Code Section 5231.

Vacancies may be filled by approval of a majority of the Board, or if the number of Directors then in office is less than a quorum: by (1) unanimous written consent of the Directors then in office; (2) the affirmative vote of a majority of the Directors then in office at a meeting noticed in compliance with these bylaws; or (3) the sole remaining Director.

**Section 4.10 Removal:** A Director may be removed, with or without cause, by a vote of the majority of Directors then in office at a regular meeting or at a special meeting called for that purpose, or at a regular meeting, provided notice of that meeting and the removal questions are given as provide in Section 4.15 of these Bylaws. Any vacancy caused by the removal of a Director shall be filled as provide in Section 4.9 of these Bylaws.

**Section 4.11 Resignation, termination, and absences:** Any Director may resign by giving written notice to the President or Secretary of this Corporation. Such resignation shall be effective upon receipt by the President or Secretary or upon a specified date in the written notice of resignation.

**Section 4.12 Annual Meeting and Regular Meetings:** The Board of Directors shall hold an annual meeting at least once a year, at a time and place designated by the Board for purposes of electing directors, appointing officers, designating committees, and transacting regular business. In addition to the annual meeting, the Board of Directors may fix by resolution the time and place for holding regular Board meetings and the Board shall strive to hold such regular meetings on at least a quarterly basis.

**Section 4.13 Special Meetings:** Special meetings of the Board may be called by the President, the Secretary, or any two Directors.

**Section 4.14 Place of Meetings:** The annual meeting and regular meetings of the Board may be held at any place within or outside the state of California that has been designated from time to time by resolution of the Board or in the notice of the meeting, if any. In the absence of such designation, annual meetings and regular meetings will be held at the principal office of the Corporation. Special meetings of the Board will be held at any place within or outside the state of California that has been designated in the notice of the meeting or, if no place is designated in the notice, at the principal office of the Corporation. Notwithstanding the above provisions, any meeting may be held at any place consented to in writing by all the Directors, either before or after the meeting. Any consent given will be filed with the minutes of the meeting.

Board meetings may be held in full or in part by conference call, video communication, or other electronic transmission, and participating in a meeting through those means shall constitute presence at the meeting, if all of the following are satisfied:

- (a) Each Director participating in the meeting can communicate with all of the other Directors concurrently;
- (b) Each Director is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation;
- (c) The Corporation adopts and implements some means of verifying that all persons participating in the meeting are Directors of the Corporation or are otherwise entitled to participate in the meeting, and that all actions of, or votes by, the Board are taken and cast only by Directors and not by persons who are not Directors; and
- (d) Each Director participating in the meeting using electronic transmission has provided an unrevoked written consent to receiving electronic communications from the Corporation.

**Section 4.15 Notice of Meetings:** Notice of all meetings shall state the place, date and time of the meeting. The purpose of any Board meeting does not need to be stated in the notice. Notice must be given to all Directors at least four (4) days in advance if it is sent by first class mail or at least forty-eight (48) hours in advance if delivered personally, by telephone, or by electronic transmission. Notice shall not be given by electronic transmission if the Corporation is unable to deliver two consecutive notices to a Director by that means, or if the inability to deliver the notice becomes known to the Secretary or other person responsible for giving notice.

Actions taken at any meeting shall be valid, even is notice is not provided in accordance with this Section 4.15, if (a) a quorum is present and (b) either before or after the meeting, each of Director not at the meeting signs a written waiver of notice, a consent to holding of the meeting, or an approval of the minutes. All waivers, consents, and approvals shall be filed with

the corporate records or made a part of the minutes of the meeting. Valid notice of a meeting shall also be deemed to have been validly given to any Director who attends the meeting and fails, before or at the beginning of the meeting, to object to the lack of adequate notice.

**Section 4.16 Quorum:** A majority of the Board shall constitute a quorum. If a quorum is not present at a meeting. No business may be conducted by the Board at any meeting at which a quorum is not present, and the only motion which shall be voted on is a motion to adjourn the meeting. If at the beginning of meeting a quorum is present but later a quorum is lost due to the withdrawal or exit of Directors from the meeting, the remaining Directors may continue to conduct business as long as any actions taken thereafter are approved by at least a majority of the required quorum, or such greater percentage as may be required by law.

**Section 4.17 Compensation:** Directors shall serve without compensation, except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in these Bylaws. Any payments to Directors shall be approved in advance in accordance with this corporation's conflict of interest policy. Nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation for such service.

**Section 4.18 Board Action:** Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation or these Bylaws, or provisions of the Law require a greater percentage or different voting rules for approval of a matter by the Board.

**Section 4.19 Actions by Unanimous Written Consent Without Meeting:** Any action required or permitted to be taken by the Board under any provision of law may be taken without a meeting if all members of the Board consent in writing to such action. For purposes of this Section only, "all members of the Board," shall not include any "interested Director" as defined in Section 5233 of the California Corporations Code. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors.

## ARTICLE 5 – COMMITTEES

**Section 5.1 Committee Formation:** The Board may, by resolution adopted by a majority of the Directors, provided that a quorum is present, create one or more committees to serve at the pleasure of the Board, consisting of two (2) or more Directors. Appointments to such committees shall be by a majority vote of the Directors. The Board may appoint one or more Directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Such committees may act to the extent of the authority provided in resolution by the Board. Provided however, that such committees, shall not have the authority to:

- (a) approve any action for which California Nonprofit Corporation Law requires Board approval;



- (b) fill any vacancies on the Board or on any committee which has the authority of the Board.
- (c) amend or repeal the Articles of Incorporation or these Bylaws or adopt new Bylaws.
- (d) appoint committees of the Board or the members thereof; and
- (e) approve any self-dealing transactions as defined by Section 5233 of the California Corporations Code or any successor section thereto, except as provided by law.

**Section 5.2 Advisory Committee Formation:** The Board, by a majority vote of Directors, may establish one or more advisory committees to the Board. The members of any advisory committee may consist of Directors or non-Directors. Notwithstanding the powers given to other duly-formed committees, advisory committees may not exercise the authority of the Board to make decisions on behalf of the Corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory committees shall be subject to the supervision and control of the Board.

**Section 5.3 Audit Committee:** At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least two Directors and which may include nonvoting advisors. Directors who are employees or officers of the Corporation or who received, directly or indirectly, any consulting, advisory, or other compensatory fees from the Corporation (other than for service as director) may not serve on the audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. Such duties include, but are not limited to:

- (a) Assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary;
  - (b) Negotiating the auditor's compensation;
  - (c) Conferring with the auditor regarding the corporation's financial affairs;
- and,
- (d) Reviewing and accepting or rejecting the audit.

Members of the audit committee shall not receive compensation for their service on the audit committee in excess of that provided to Directors for their service on the Board. If the Corporation has a finance committee, a majority of the members of the audit committee may not concurrently serve as members of the finance committee, and the chair of the audit committee may not serve on the finance committee.

## ARTICLE 6 – OFFICERS

**Section 6.1 Officers:** The Officers of this Corporation shall be a President, a Secretary, a Treasurer and such other Officers with such titles and duties as shall be determined by the Board of Directors. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President.

**Section 6.2 Selection and Term of Office:** The Officers of this Corporation shall be appointed by the Board of Directors and shall serve at the pleasure of the Board.

**Section 6.3 Removal:** Any Officer selected by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of this Corporation would be served thereby, subject to the rights, if any, of an officer under any contract of employment.

**Section 6.4 Resignation:** Any Officer may resign at any time upon written notice to this Corporation without prejudice to the rights, if any, of this Corporation under any contract to which the Officer is a party.

**Section 6.5 Vacancies:** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors.

**Section 6.6 President:** Subject to such powers and duties, if any, as may be prescribed by these Bylaws or the Board of Directors, the President shall be the general manager and chief executive officer of this Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the business and affairs of this Corporation. The President shall preside at all meetings of the Board of Directors.

**Section 6.7 Treasurer:** The Treasurer shall cause regular financial books of the Corporation to be kept and shall render to the Board of Directors, from time to time as may be required, an account of the financial condition of the Corporation and an annual report as required by these Bylaws, as well as such other duties as prescribed by the Board. Such duties may include, but are not limited to, ensuring that appropriate financial reports are completed and made available to the Board, overseeing long-term financial strategies, and developing and maintaining systems to monitor the financial integrity of the Corporation.

**Section 6.8 Secretary:** The Secretary shall cause to be kept at the principal executive office of this Corporation or such other place as the Board of Directors may order minutes of all proceedings of the Board of Directors, with the time and place of each meeting, whether regular or special, and, if special, how authorized, the notice given, and the names of those present. The Secretary shall have all of the powers and perform all of the duties incident to the office of Secretary, and shall have such further powers and shall perform such further duties as may be set by the Board of Directors.

**Section 6.9 Compensation:** The salaries, if any, of the Officers shall be fixed from time to time by resolution of the Board of Directors. Such Compensation shall only be allowed as permitted by California Nonprofit Law, these Bylaws, and any conflict of interest policy adopted by the Board. In all cases, any salaries received by Officers of this Corporation shall be reasonable and given in return for services actually rendered to the Corporation that relate to the performance of the educational purpose of this Corporation. All Officer salaries shall be approved in advance. In approving compensation arrangements, the Board shall base its decision on, among other things, information about compensation paid by similarly situated taxable or tax-exempt organization for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations. The decision to compensate any Officer, including the vote of each individual making such a decision, and the information relied upon in making that decision and its source shall be documented in writing. As is reasonable, the date and terms of any compensation arrangement shall also be documented in writing. No Officer shall be prevented from receiving such salary by reason of the fact that the Officer is also a Director of the Corporation, provided however, that such compensation shall solely be for services as an Officer.

## **ARTICLE 7 – INDEMNIFICATION**

**Section 7.1 Indemnification:** This Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any legal action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this corporation, against expenses, judgments, fines, settlements, attorney's fees, and other amounts actually and reasonably incurred in connection with such proceedings, to the fullest extent permitted under the Law. Notwithstanding any provision of these Bylaws, the corporation shall neither indemnify any person nor purchase any insurance in any manner, which would jeopardize or be inconsistent with qualification of the Corporation as a tax-exempt organization under the Internal Revenue Code, or which would result in liability under Section 4941 of the Internal Revenue Code.

**Section 7.2 Non-exclusive Remedy:** The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled. This indemnification shall continue after a person has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

**Section 7.3 Availability of Indemnification:** In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the Board shall determine in accordance with Section 5238 of the Corporations Code that such Director, Officer or agent was acting in good faith and in a manner such person reasonably believed to be in the best interests of this Corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. Such determination shall be made by a majority vote of Directors who are not parties to the proceeding.

**Section 7.4 Payments:** Payments authorized in the article include amounts paid and expenses incurred in settling any such proceeding. The foregoing does not apply to any

proceeding specifically excluded by law, which includes actions brought by or in the right of this Corporation and certain actions alleging self-dealing or a breach of any duty to assets held in charitable trust.

**Section 7.5 Insurance:** The Corporation may purchase and maintain insurance, in such amounts as the Board may deem appropriate, on behalf of any person indemnified under this article against any liability asserted against or incurred on account of her or his status as an agent of this corporation, other than for violating provisions of law relating to self-dealing as described in Section 5233 of the California Corporations Code. The Corporation may also purchase and maintain insurance, in such amounts as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation any liability for the indemnification provided in this Section.

## **ARTICLE 8 – FISCAL YEAR**

**Section 8.1 Fiscal Years:** The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June.

## **ARTICLE 9 – CORPORATE RECORDS AND REPORTS**

**Section 9.1 Maintenance of Corporate Records:** The Corporation shall keep at its principal office:

- (a) Minutes of all meetings of Directors, committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the name of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- (c) A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

**Section 9.2 Directors' Inspection Rights:** Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation. Any inspection under this Section may be made in person or by an agent or attorney of the Director.

**Section 9.3 Annual Report.** Within one hundred and twenty (120) days after the end of the Corporation's fiscal year, the President shall furnish or cause to be furnished a written report to all Directors containing the following information:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation for the fiscal year;
- (d) The expenses or disbursements of the Corporation during the fiscal year;
- (e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and the transactions in the aggregate involved more than \$50,000; and
- (f) The amount and circumstances of any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any Director or Officer of the Corporation pursuant to these Bylaws, unless such indemnification has already been approved pursuant to Section 5238(e)(2) of the California Corporations Code.

The annual report shall be accompanied by any report of independent accountants or, if no such report exists, the certificate of an authorized Officer of the Corporation that such statements were prepared without an audit from the books and records of the Corporation.

Any statement required by this Section shall describe the names of the interested persons involved in such transactions, stating each person's relationship to the Corporation, the nature of each person's interest in the Corporation, and, where practical, the amount of such interest.

## **ARTICLE 10 – AMENDMENT TO BY-LAWS**

**Section 10.1 Amendments:** The Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board. However, the amendment or repeal of this Section 10.1 shall require the unanimous approval of the Board. After the adoption of these Bylaws, no amendment may be made to extend the term of any initial Director beyond the period for which the Director was originally appointed or for which the Director was later elected.

**Section 10.2 Amendments to Articles of Incorporation:** The Articles of Incorporation of the Corporation may be adopted, amended, or repealed by a majority vote by the entire Board. All amendments to the Articles of Incorporation must be filed with the Secretary of State of the State of California.

## **ARTICLE 11 – CONSTRUCTION AND DEFINITIONS**

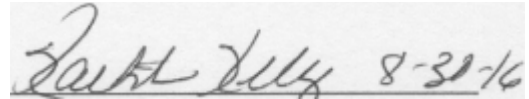
**Section 11.1 Construction:** Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Law govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the feminine gender includes the masculine and the neuter, and singular includes the plural, the

plural includes the singular, and the term "persons" includes both a legal entity and a natural person.

**Section 11.2 Electronic Transmission:** Subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary means and may include electronic transmissions, such as e-mail, provided that the transmission creates a record that can be retained, retrieved, and rendered into clear legible tangible form.

### CERTIFICATION

This is to certify that the foregoing is a true and correct copy of the Bylaws of Ripple Academy, and that such Bylaws were duly adopted by the Board of Directors of said Corporation on (kj) 7/1, 2016.

A handwritten signature in cursive script, appearing to read "Kathleen Kelly", followed by the date "8-30-16". The signature is written in black ink on a light-colored background.

Kathleen Kelly, Secretary

**BYLAWS  
OF  
RIPPLE ACADEMY**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is Ripple Academy.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 39110 Ebbetts Street, Newark, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the

preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.



- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than thirteen (13), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered with three (3) seats serving a one (1) year term, three (3) seats serving a two (2) year term, and three (3) seats serving a three (3) year term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. Not more than 49% of the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director;

(b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought

before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. **TELECONFERENCE MEETINGS.** Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the

Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Corporation Law, also requires approval of the members or approval of a majority of all members;

- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Principal shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given;

the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII  
INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV**



## **INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no

annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Ripple Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], California.

[REDACTED]

[REDACTED], Secretary

**RIPPLE ACADEMY  
CONFLICT OF INTEREST POLICY**

**ARTICLE 1 PURPOSE**

The purpose of this Conflict of Interest Policy is to protect the interests of Ripple Academy, a California nonprofit public benefit corporation (the “Corporation”), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation 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 2 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 Corporation has a transaction or arrangement,

b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation 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 Corporation is negotiating a transaction or arrangement.

3. 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 3, Section 2 below, 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 3 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 or 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 or 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 Corporation 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 Corporation'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 Conflict 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 4 RECORDS OF PROCEEDINGS**

The minutes of the governing board and all committees with board delegated powers shall contain:

1. 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.

2. 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 5 COMPENSATION**

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **ARTICLE 6 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 conflict of interest policy; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands the Corporation 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 7 PERIODIC REVIEWS**

To ensure the Corporation 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:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation'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 8 USE OF OUTSIDE EXPERTS**

When conducting the periodic reviews as provided for in Article 7, the Corporation 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.

**RIPPLE ACADEMY  
CONFLICT OF INTEREST POLICY ACKNOWLEDGMENT**

I, the undersigned, hereby affirm that I have received a copy of the Conflict of Interest Policy (the “Policy”) of Ripple Academy, a California nonprofit public benefit corporation (the “Corporation”). I have read and understand the Policy and agree to comply with all its terms and provisions.

Further, I understand that the Corporation is a nonprofit charitable organization and that, in order to maintain its federal tax exemption, the Corporation must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

**RIPPLE ACADEMY  
CONFLICT OF INTEREST POLICY ACKNOWLEDGMENT**

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Further, I understand that the Corporation is a nonprofit charitable organization and that, in order to maintain its federal tax exemption, the Corporation must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Date: Aug 30, 2016

Signature: Kathleen Kelly

Printed Name: Kathleen Kelly

Title: Director



**RIPPLE ACADEMY  
CONFLICT OF INTEREST POLICY ACKNOWLEDGMENT**

I, the undersigned, hereby affirm that I have received a copy of the Conflict of Interest Policy (the "Policy") of Ripple Academy, a California nonprofit public benefit corporation (the "Corporation"). I have read and understand the Policy and agree to comply with all its terms and provisions.

Further, I understand that the Corporation is a nonprofit charitable organization and that, in order to maintain its federal tax exemption, the Corporation must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Date: Aug 30 2016

Signature: 

Printed Name: Rodney Pierre-Antoine

Title: Director

# **RIPPLE ACADEMY**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Ripple Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Ripple Academy (“Charter School”), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

### **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the [INSERT TITLE OF LEAD ADMINISTRATOR], who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**EXHIBIT A**

**Designated Positions**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Principal	1, 2
CFO	1, 2
Director of Instruction	3
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Principal may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

**EXHIBIT B**

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any school district that has authorized a Ripple Academy charter school, or
  - of any facility utilized by Ripple Academy, or
  - of a proposed site for a Ripple Academy facility.
  
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Ripple Academy.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or

distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



Often referred to as “the open meeting law,” the Brown Act guarantees the public’s right to attend and participate in meetings of local legislative bodies. The Ripple Academy Board of Directors conducts its meetings in compliance with the Brown Act.

### **Meetings**

Meetings, as defined by the Brown Act, include the following:

- Face to face Meetings
- Any congregation of a majority of the members at the same time and place to “hear, discuss or deliberate” on any issue under the jurisdiction of the board (Meetings can be formal or informal and need not constitute an official meeting of the board. No action by the board is required for a meeting to have occurred)
- Meetings of all committees
- Social gatherings are not “meetings” so long as there is no discussion of specific business within the jurisdiction of the board
- Serial Meetings (i.e., a series of communications, each of which involves less than a quorum, but when taken as a whole involves a majority of the board’s members. This includes direct communications, communications through intermediaries and email.)
- Teleconference Meetings
  - Permissible when at least a majority of the members must be within the jurisdiction of the Authorizer
  - Each teleconference location must be fully accessible to members of the public (ADA compliant)
  - Each teleconference location must be listed in the notice and agenda and the agenda needs to be posted at each location
  - Each teleconference location must include a means for the public to testify
- Writings as Meetings – circulation of written consents

### **Notice and Agenda Requirements**

All Meetings are subject to the following Notice and Agenda Requirements.

For Regular Meetings:

- Agendas must be posted 72 hours in advance
- Items not on agenda may be considered only in special circumstances
- Minutes must be taken and available to public
- Public allowed to address board, but Board may set time limits

For Special Meetings:

- 24-hour notice to Board and media outlets that request
- Agendas must be posted 24 hours in advance
- Only items on agenda may be discussed
- Minutes must be taken and available to public



# Ripple Academy

## *Rights of Public*

For Emergency Meetings (work stoppage or crippling disaster)

- One hour Notice by phone to local media that request
- Only listed agenda items may be considered

### **Rights of the Public**

- Permitted to attend without providing identification or other information
- Right to provide testimony
- Agendas and all other documents provided to Board (other than closed session items) are disclosable to public on request
- Documents finally approved in closed session must be made available

Closed Sessions are permitted only when considering the following:

1. Specified personnel matters
2. Employment, evaluations of performance, discipline or dismissal
3. To hear complaints or charges against an employee
4. Pending litigation
5. Labor negotiations
6. Real estate negotiations
7. Public security
8. Student discipline

Closed session topics must be listed in agenda. The Board must announce before going into closed session what will be discussed. Following the closed session, an oral or written report must be made on any action taken and the vote or abstention of all board members.



## Governing Board Members

Ripple Academy has developed a Founding Board who collectively have the depth and breadth of experiences that are needed to successfully open and operate a charter school. A list of current Board Members, along with current and former titles and biographies is provided below, followed by a matrix identifying functional areas of expertise for each member.

- **Rodney Pierre-Antoine, Co-Founder (Ex Officio)**  
**Principal, Ripple Academy**

Mr. Pierre-Antoine has been an educator in the Bay Area since 1998. That year he was accepted into Teach For America, after graduating with a BA in Communication from the University of Maryland. Mr. Pierre-Antoine was placed in Oakland where he taught 5th Grade at Hoover Elementary School for 6 years before transitioning to the Oakland Diocese. Since leaving the public sector, Mr. Pierre-Antoine has served in a number of administrative capacities, first as a vice-principal for 2 years, a school principal for 8 years and a network director for 2 years. During this time Mr. Pierre-Antoine earned a Masters in Educational Leadership from the University of Notre Dame.

Mr. Pierre-Antoine firmly believes that learning is maximized when students are actively engaged in the process. He is committed to providing Ripple students an education that forms their minds to be critical thinkers and their hearts to be socially aware and responsive citizens. Mr. Pierre-Antoine is also driven to cultivating a culture of continual improvement for Ripple Academy.

- **Kathleen Kelly, Co-Founder**  
Interim CFO, CalTrain  
Former CFO, Bay Area Rapid Transit

Ms. Kelly worked in the public sector on transportation-related projects for more than 30 years, first in Washington, D.C., with the Congressional Budget Office, and later in the Bay Area, with Muni, BART, and AC Transit. She held executive positions in Finance, Planning and Operations departments, and, as a consultant during the past three years, has served as Interim CFO or CEO at three different public agencies. She holds an undergraduate degree in Economics from the University of Notre Dame, and a Masters in Public Affairs from the LBJ School at the University of Texas.

Five years ago, Ms. Kelly began volunteering several days per week at a K-8 school in the Dimond District of Oakland, and subsequently organized a volunteer program at the school that has grown to approximately 25 volunteers

annually. She works with emerging readers in Grades K-2 to increase word recognition and reading fluency. She also served on the school board at the K-8 school that her own two children attended, and served as Board president for two years.

Along with Mr. Pierre-Antoine, Ms. Kelly is a co-founder of Ripple Academy.

- **Steven Powers Burke**  
**Retired Lawyer**

Mr. Burke is a 1972 graduate of Loyola Marymount University in Los Angeles, having obtained a B.A. in English. In 1976 he graduated with a J.D. from Boalt Hall School of Law (University of California Berkeley). An enthusiastic Oakland resident since 1981, Mr. Burke practiced law actively in the Bay Area for some 35 years. He is still an active member of the Bar, but confines his practice to pro bono service.

Mr. Burke has long been interested in K-8 education. He tutored for eight years at St. Martin de Porres in West Oakland. He has also been an active fundraiser for Family Aid to Catholic Schools, an organization that raises approximately \$1.5 million/year to provide tuition support to families that send their children to Catholic schools in the Oakland Diocese. For the past eight years, Mr. Burke has been a Board member of Strive for Change, which raises funds for agencies that support the Working Poor in Alameda and Contra Costa counties.

- **Ellen Davis, MA Therapist 1**  
Alameda County Sheriff's Office  
Youth and Family Services Bureau

Ms. Davis is a coordinating and providing clinical assessment, treatment plans, and case management for families, couples, teenagers, children and individuals through the Alameda County Sheriff's Office. Her work focuses on both treatment of inmates, as well as re-entry plans. She collaborates deeply with Alameda County Social Services Agencies, Alameda County Health, EPSTD, MC/NMC, and other agencies.

- **Jose Duarte**  
Information Systems Manager,  
Alameda County Sheriff's Office

- **Kristina Garrido**  
Executive Communications, Google

Ms. Garrido is a communications specialist, supporting Google's SVP & Chief Business Officer, VP of Go to Market Operations, and VP of Global Partnerships. Prior

to this role, she worked in partnerships and account strategy for Google Marketing Solutions. Prior to Google, she worked as a Sales and Account Management Intern at SurveyMonkey and as a Data Analytics Intern at the National Institute of Health. Ms. Garrido holds a Bachelor of Arts from Harvard University in Psychology with a Secondary in Global Health and Health Policy, Cum Laude. She was on the Harvard Women's Varsity Soccer Team, winning the Ivy League Championship in 2011 and 2013.

- **John Howell**

Senior Construction Manager,  
Cordoba Corporation, Education and Facilities Program Management Division

Mr. Howell is a Construction Manager with Cordoba Corporation in the Education and Facilities Program Management Division, specifically overseeing education bond measure programs and capital improvement projects. Prior to joining Cordoba Corporation, he worked as Project Manager on several local projects including Health Care: Oakland Kaiser Medical Center Project; Education: Elmhurst Elementary School Auditorium Remodel and La Escuelita Downtown Education Center, Phase II both for Oakland Unified School District. He also performed close out of a \$229M Bond Measure B Program for San Leandro Unified School District.

Mr. Howell brings a unique brand of experience to his current Construction Management career after having spent 14 years in the Financial Services Industry as a Fixed Income Bond Trader in New York, London, UK and Virginia. His professional passion lies not only in transactional business but also development and construction that adds to the betterment of his community. It is because of this, Mr. Howell has rededicated his career to Construction Management and Construction/Project Management Consulting. In addition, Mr. Howell invests his time in his community in various ways including as a volunteer mentor with the Omega Gents Youth Mentorship Program and he sits on the Board of Trustees for the Junior Center of Arts and Sciences.

Mr. Howell earned his Bachelors of Science and Finance with a Minor in Economics from Fisk University in Nashville, TN. Mr. Howell is a native of Oakland who is also passionate about golf, food, music and culture and believes the betterment of your community begins with your involvement in your community.

- **Eduardo Jimenez**

Patient Care Coordinator,  
Grove Medical Equipment

Eduardo Jimenez is a Oakland native and a graduate of the Fremont High School Media Academy. He went on to Laney College in Oakland and was admitted to the University of California, Los Angeles in their Latin American Studies

Department but decided against attending after receiving an internship with then Speaker of the California Assembly, Antonio Villaraigosa, which led to a position with Sony Pictures Home Entertainment.

After returning back home from Los Angeles, he managed projects for the Port of Oakland through the Bay Area World Trade Center and the Bay Area Rapid Transit (BART) through Cordoba Corporation. He also worked for several successful local political campaigns for various Oakland politicians including City Councilman Ignacio de la Fuente's reelection campaign in 2008 and the Roseann Torres OUSD School Board campaign in 2012: both campaigns were for District 5 which consists largely of the Fruitvale District.

He has served as the Executive Director of the Latino Connection Political Action Committee and was appointed to serve two terms on the Peralta Community Colleges Measure A Citizens' Review Oversight Committee.

He currently works for Grove Medical Equipment as their Patient Care Coordinator and is a Licensed Exemptee through the California Department of Health. He is also a published writer whose writings have appeared on the Pacific News Service, zocalopublicsquare.org, and his personal essay, "My Two Oaklands" was republished on the Sacramento Bee Sunday Opinion Section on September 22, 2013.

On his spare time, he has coached his son's basketball team and assisted on his flag football team. He is currently the Athletic Director for St. Jarlath School.

- **Stefan Matthews**

Director for Grocery West,  
Advantage Solutions

Stefan Matthews is the Director –Grocery West for Advantage Solutions, a \$2B privately held company. Mr. Matthews joined Advantage in 2015 and is responsible for increasing the organic growth of Advantage Solutions West sales division by leveraging client and customer relationships to acquire new business.

Prior to his current position leading the West Grocery team, Mr. Matthews held the position of General Manager Northern California, where he actively oversaw the implementation of comprehensive services for Northern California grocery clients and customers.

With more than 20 years of experience in the Consumer Goods industry, Mr. Matthews began his career in a variety of managerial roles for the Campbell Soup Company. Before joining Advantage Solutions in 2015, he held the position of Director Strategy and Planning for the Away from Home division at Campbell Soup. An active member of the community, he serves on the board of the

Northern California Food Industries Circle which supports the Northern California Chapter of the City of Hope.

Mr. Matthews earned his Bachelors of Science from Hampton University and his M.B.A. from St. Joseph’s University. He resides in Oakland, along with his wife and two children.

- **Laura Page**

Retired Human Resources Director & Director of Learning and Development, Mandarin Oriental Hotel Group

Ms. Page has worked in the hospitality industry for more than 40 years. She held various management positions during that time, most notably Human Resources Director and Director of Learning and Development for 14 years in San Francisco with the global, luxury hotel company Mandarin Oriental Hotel Group. During the past eight years Ms. Page has been a consultant to numerous Bay Area corporations and non-profit organizations with a primary focus on anti-discrimination and harassment training. She holds a BA degree in Sociology.

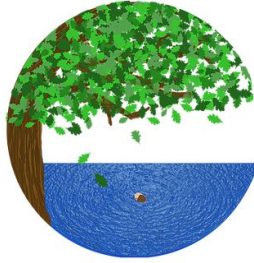
Since 2013, Ms Page has been a classroom volunteer for the K-2 grades in a Dimond District school in Oakland. She works individually with young readers to increase their reading proficiency and comprehension.

**Matrix of Expertise - Board of Directors**

Functional Expertise of Founding Board								
Member	Educational Program	Finance	Governance & Human Resources	Facility Planning & Acquisition	Fundraising	Community Outreach and Advocacy	School Administration and Operations	Law
Rodney Pierre-Antoine, <i>Ex Officio</i>	X						X	
Kathleen Kelly		X	X					
Steve Burke								X
Ellen Davis						X	X	
Jose Duarte						X	X	
Kristina Garrido					X	X		
John Howell				X				
Eduardo Jimenez						X		
Stefan Matthews			X					
Laura Page			X					



## Appendix 7



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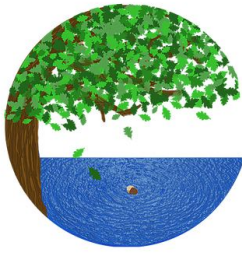
### Health, Wellness, and Safety Policies

Health and Wellness Policies

Complaint Policies







**RIPPLE ACADEMY**

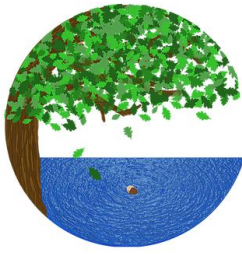
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**Board Policy # [REDACTED]**

**Health and Safety Policies**

This document contains a set of health and safety policies approved by the The Charter School Board of Directors. The policies attached are as follows:

- Policy [REDACTED]: Fingerprinting and Background Checks
- Policy [REDACTED]: Tuberculin Examinations
- Policy [REDACTED]: Safe Facilities
- Policy [REDACTED]: Immunizations/Physical Exams
- Policy [REDACTED]: Communicable, Contagious, or Infectious Disease Prevention Policy
- Policy [REDACTED]: Administration of Medications
- Policy [REDACTED]: Drug- and Alcohol-Free Workplace
- Policy [REDACTED]: Smoke-Free Environment
- Policy [REDACTED]: First Aid, CPR, and Health Screening
- Policy [REDACTED]: Exposure Control Plan for Blood Borne Pathogens
- Policy [REDACTED]: Conditions for Classroom and Charter School Visitation



**DRAFT**

School Safety

Board Policy

#

### ***Fingerprinting and Background Checks***

#### **Fingerprinting**

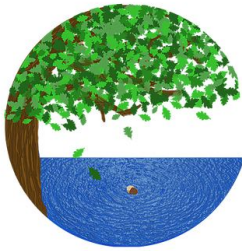
The Charter School (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a Charter School employee, prior to volunteering at the Charter School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

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

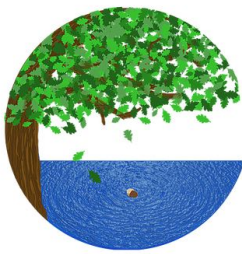
#### **Procedures for Background Checks**



The Principal or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the The Charter School Board will review. The Principal or designee shall monitor compliance with this policy and report to the The Charter School Board of Directors on a quarterly basis.

Adopted:

Amended:



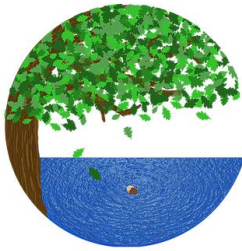
### **DRAFT**

School Safety

Board Policy #     

### ***Tuberculin Examinations***

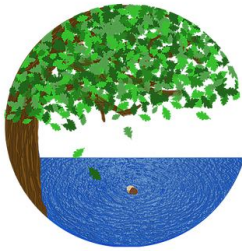
1. No person shall be employed by The Charter School unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually. The cost of the follow-up exam for employees/volunteers is borne by the Charter School.
4. Once an employee/volunteer has a documented positive test for tuberculosis infection conducted pursuant to this policy, which has been followed by an X-ray of the lungs, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care.
5. The Principal or designee may exempt from tuberculosis testing requirements those employees/volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students.
6. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
7. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the physician designated by the Charter School.



8. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.
9. Any child leaving the United States for a short vacation to a country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of tuberculosis exposure must call the County Tuberculosis Clinic for a tuberculosis screening upon return.
10. If the Board determines by resolution, after a public hearing, that the health of the pupils in the Charter School would not be jeopardized thereby, this policy shall not apply to any Charter School employee who files an affidavit stating that he or she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his or her knowledge and belief he or she is free from active tuberculosis. If at any time there should be probable cause to believe that the affiant is afflicted with active tuberculosis, he or she may be excluded from service until the governing board is satisfied that he or she is not so afflicted.

Adopted:

Amended:



**DRAFT**

School Safety

Board Policy #     

**Safe Facilities**

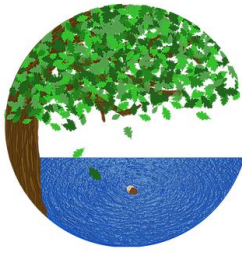
The Charter School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Adopted:

Amended:



### ***DRAFT***

School Safety

Board Policy #     

### ***Immunizations***

#### Applicability

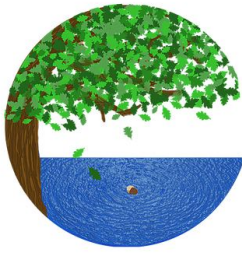
This policy applies to all applicants to the Charter School and Charter School administrators in charge of admissions.

#### Immunizations

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

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

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years. All rising students grade 7 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.



- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

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

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

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

Adopted:

Amended:





### **DRAFT**

School Safety

Board Policy #     

### ***Communicable, Contagious, or Infectious Disease Prevention Policy***

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

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

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

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

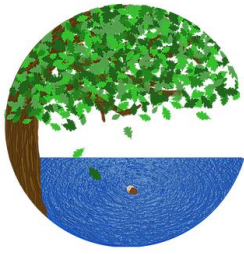
### Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Exposure Control Plan for Blood Borne Pathogens" Policy.)

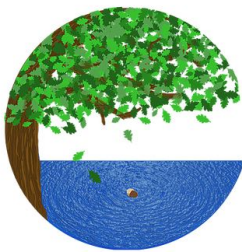
Adopted:



# Ripple Academy

## *Health and Safety Policies*

Amended:



### **DRAFT**

School Safety

Board Policy #     

### ***Administration of Medications***

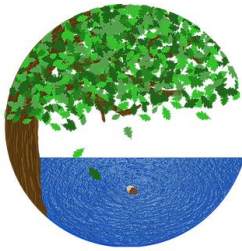
The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

#### *Guidelines:*

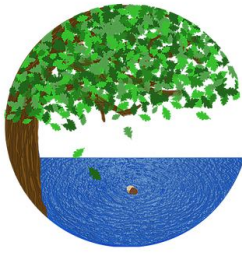
- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.



- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
  
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted:

Amended:



### **DRAFT**

Personnel

Board Policy #     

### ***Drug and Alcohol-Free Workplace***

The Charter School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug and alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

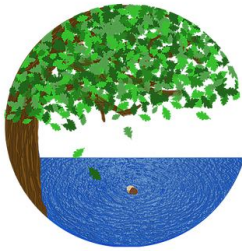
The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of Charter School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the The Charter School Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Adopted:

Amended:



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Personnel

Board Policy #     

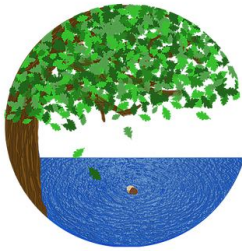
***Smoke-Free Environment***

The Charter School maintains a smoke-free environment.

**Smoking is not allowed anywhere on Charter School property.** It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted:

Amended:



### **DRAFT**

School Safety

Board Policy #     

### ***First Aid, CPR, And Health Screening***

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

### Resuscitation Orders

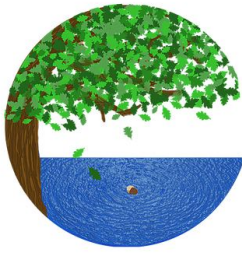
Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

### Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

### Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section



49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

### Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:

Amended:





**DRAFT**

School Safety

Board Policy #     

### ***Exposure Control Plan For Blood Borne Pathogens***

The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

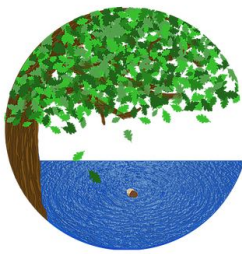
The The Charter School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable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

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted:

Amended:



### **DRAFT**

School Safety

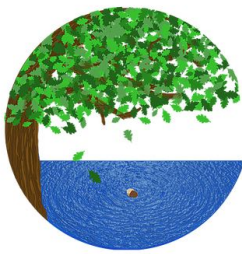
Board Policy #     

### ***Conditions for Classroom and School Visitation and Removal Policy***

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, *et seq.*, to facilitate visits during regular school days:

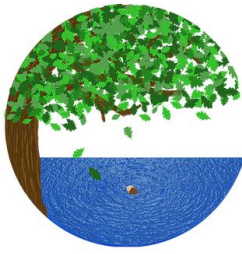
1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.



5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Principal or designee or the The Charter School Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or designee or the Board President within five days after the denial or revocation. The Principal or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal or designee shall be held within seven days after the Principal or designee receives the request. A hearing before the The Charter School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Principal or designee.

### Penalties

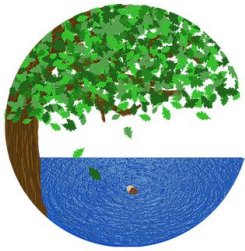
1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.



2. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

Adopted:

Amended:



Board Policy #:

Adopted:

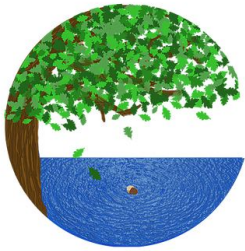
Revised:

## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

### Scope

Ripple Academy (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group, including actual or perceived discrimination, on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.
- (3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of



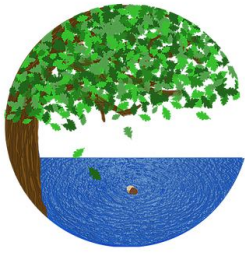
## *Uniform Complaint Procedures*

the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hertzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.



## *Uniform Complaint Procedures*

### Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Rodney Pierre-Antoine, Principal  
Ripple Academy  
2634 Pleasant Street  
Oakland, CA 94602

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

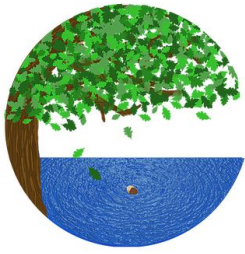
### Notifications

The Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
  - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;



## *Uniform Complaint Procedures*

- b. The complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
- c. An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
- d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the Charter School's decision; and
- e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

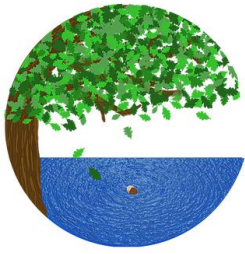
### *Step 1: Filing of Complaint*

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.





## *Uniform Complaint Procedures*

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

### *Step 2: Mediation*

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

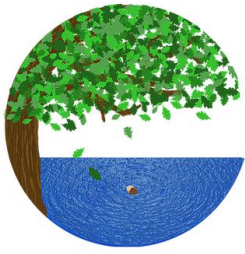
### *Step 3: Investigation of Complaint*

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to



## *Uniform Complaint Procedures*

cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### *Step 4: Response*

#### OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

#### OPTION 2:

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

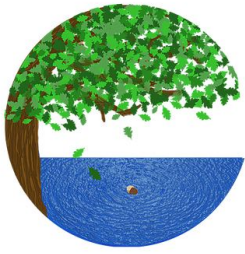
If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

### *Step 5: Final Written Decision*

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.



## *Uniform Complaint Procedures*

2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

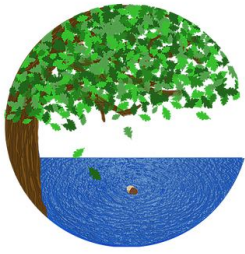
If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.



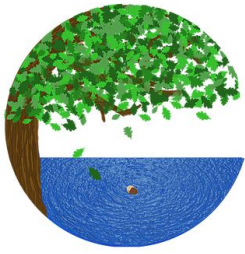
## *Uniform Complaint Procedures*

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



Board Policy #:

Adopted:

Revised:

### **POLICY AGAINST UNLAWFUL HARASSMENT**

The Charter School ("Charter School") is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

#### Prohibited Unlawful Harassment

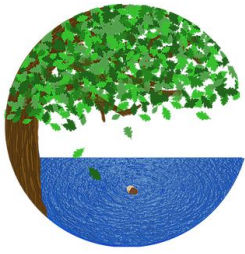
- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment



## *Uniform Complaint Procedures*

decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

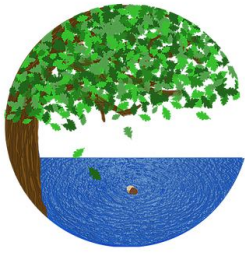
It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
  
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.



## *Uniform Complaint Procedures*

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

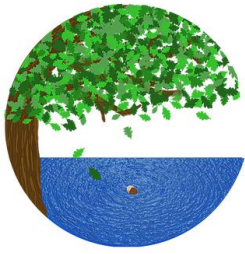
Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in or filing of a complaint or reporting sexual harassment.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.





Board Policy #:

Adopted:

Revised:

### COMPLAINTS AGAINST PERSONNEL INTERNAL COMMUNICATION MODEL

#### DISPUTES ARISING FROM WITHIN THE SCHOOL/COMMUNICATION/MODEL CONFLICT RESOLUTION PROCEDURE

The ultimate purpose of a communication model is to encourage the growth and development of The Charter School (“Charter School”) as a healthy community. Conflict is a part of any development or growth process and may arise in any community. An effective complaint and conflict resolution process is therefore an essential component of the communication model.

The Conflict Resolution Procedure is a model for all members of the Charter School community and is designed to address issues among the following: between parents and teachers; parents and administration; and teachers and teachers. The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Please note that specific complaints of unlawful harassment are addressed under the Charter School’s “Policy Against Unlawful Harassment.” The Charter School Uniform Complaint Policy/Procedure (“UCP”) shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs.

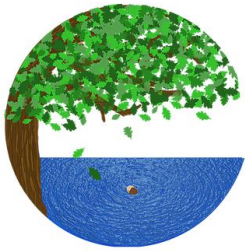
#### A. FOUR MAJOR AREAS OF COMMUNICATION:

**Conflicts may include a wide area of issues, and regard family and staff concerns.**

Conflicts may fall into one of four major areas or may be a combination of these areas as listed below. It is emphasized that the first step in the resolution of any conflicts in our community is direct communication with the involved parties. Where reasonably possible, the concerned parties are strongly encouraged to address their questions or concerns with the appropriate Charter School personnel listed under each communication area as follows:

##### 1. Policies and Legal Issues





## *Uniform Complaint Procedures*

Current policies are available in the Charter School office. Reviewing policies and procedures lends information that may at times solve a conflict. The Board of Directors has final approval for all school policies and procedures. Issues of policy and procedures should be addressed to the Principal.

### **2. Procedures/Daily Operations**

The Principal shall establish procedures designed to carry out the policies adopted by the Board of Directors. Procedures pertain to anything regarding the daily operations of the Charter School. Procedures can be clarified by an office staff member or the Principal. The Principal serves as the primary administrator of the school. Any daily operations/procedural issues should be addressed directly by the Executive Director.

### **3. Pedagogy**

Pedagogical issues, which pertain to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships should be addressed directly to the classroom teacher.

### **4. Interpersonal Communication and Relationships**

Concerns between people or communication breakdown should be directly communicated with the person(s) involved.

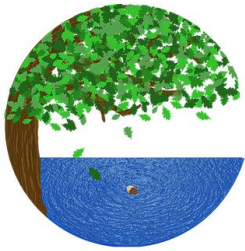
## **B. CONFLICT RESOLUTION PROCEDURE:**

### **1. Internal Complaints (Complaints by Employees Against Employees)**

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

- a. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the



## *Uniform Complaint Procedures*

immediate supervisor (or purportedly offending employee) have failed or if not appropriate; and

- b. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
- c. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

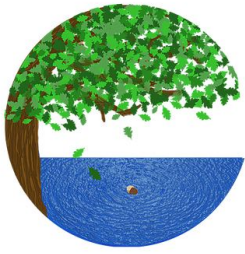
## 2. **Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)**

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

- a. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- b. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal



## *Uniform Complaint Procedures*

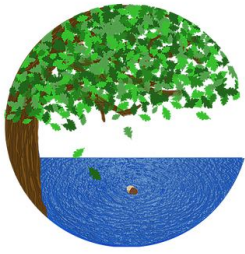
(or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- c. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

### **C. GENERAL REQUIREMENTS**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

The authorizing entity shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or Principal of the Charter School for resolution pursuant to the Charter School's policies.



## Uniform Complaint Procedures

### UNIFORM COMPLAINT PROCEDURE FORM

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Street Address/Apt. #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

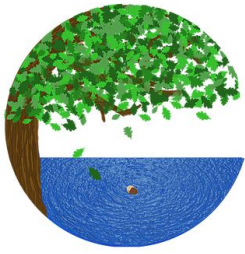
- |   |   |                                      |  |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> Consolidated Programs        | <input type="checkbox"/> Categorical | <input type="checkbox"/> Nutrition Services            |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education |                                      | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees                   |                                      | <input type="checkbox"/> Local Control Funding Formula |

**For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:**

- |                                 |  |   |
|---------------------------------|--|---|
| Age                             | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived)   |
| Ancestry                        | National Origin                              | Sexual Orientation (Actual or Perceived)  |
| Color                           | Race   | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Religion                                     |   |
| Ethnic Group Identification     |  |   |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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## Uniform Complaint Procedures

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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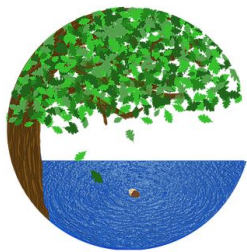
3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Rodney Pierre-Antoine, Principal  
 Ripple Academy  
 2634 Pleasant Street  
 Oakland, CA 94602



### HARASSMENT COMPLAINT FORM

*It is the policy of The Charter School ("Charter School") that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the Charter School, you may file this form with the Principal or Board President.*

*Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

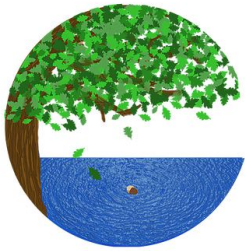
Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else: \_\_\_\_\_

\_\_\_\_\_

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## Uniform Complaint Procedures

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

—

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I acknowledge that I have read and that I understand the above statements. I hereby authorize The Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_ Date: \_\_\_\_\_

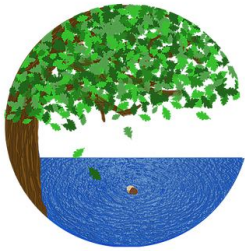
Signature of Complainant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
To be completed by The Charter School:

Received by:

Date: \_\_\_\_\_



## Uniform Complaint Procedures

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Signature

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Print Name

### COMPLAINT FORM

Your Name: ----- Date: -----

Date of Alleged Incident(s): -----

Name of Person(s) you have a complaint against:

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-

List any witnesses that were present: -----

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-

Where did the incident(s) occur?

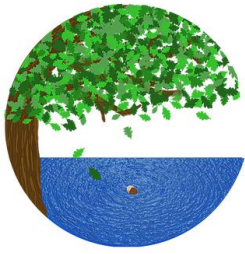
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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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## *Uniform Complaint Procedures*

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I hereby authorize The Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

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Signature of Complainant

Date: -----

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Print Name

-----  
To be completed by The Charter School:

Received by:

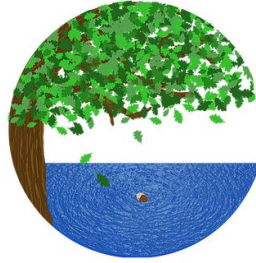
Date: -----

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Signature

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Print Name



## Appendix 8

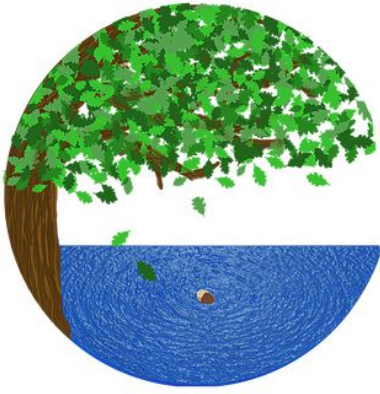


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### Student Recruitment

Recruitment Flyer - English  
Recruitment Flyer - Spanish





# Ripple Academy

*Cultivating strong, self-confident students  
who positively impact their families, peers  
and global community.*

## Who We Are

Ripple Academy is a public, TK-8 charter school. The school will open in Fall 2018 to serve the educational needs of the Dimond and Fruitvale neighborhoods community. Ripple Academy will grow to serve 216 students at full capacity across Kindergarten through 8th grade in 2022.

## Why We Exist

Ripple Academy strives to leverage a mission-centered approach that emphasizes holistic formation in a small TK – 8th Grade school community. There is an urgent need to embrace alternative models that are both sustainable and accessible to all, while still putting the children served on a path to college and career readiness. Our vision at Ripple Academy is to develop a safe and rigorous TK – 8 school that serves a population of confident, solution-oriented students who excel academically while actively serving the community around them.

## What We Believe In

Our mission and vision are rooted in a set of core values that are cultivated in Ripple Academy scholars, parents and the faculty and staff.

- **Excellence** - Steadfast dedication to giving your personal best at all times
- **Persistence** - Unwavering commitment to seeing a course of action through to the end, regardless of the obstacles or challenges that may arise
- **Dignity** - Wholehearted belief that every human being has inherent equal value and worth
- **Justice** - Desire to advocate for whatever is morally right and fair
- **Solidarity** - Unity and connectedness with and accountability for all living things
- **Joy** - Great delight, happiness, and passion for life

## What Success Looks Like

Graduates of Ripple Academy possess a toolkit to thrive in the real world.

### Reflective Scholars

Think critically, examine issues from multiple perspectives, and question pre-conceived assumptions.

Integrate and evaluate information from multiple sources

Demonstrate content mastery across all curricular areas and are prepared to transition to a college-preparatory high school

### Resilient Innovators

Embrace a growth mindset and understand that patience and persistence are beneficial

Maintain a solution-oriented approach

Never give up in the face of setbacks

### Collaborative Leaders

Exhibit strong interpersonal skills that allow them to listen to, and negotiate with, others while staying focused on the goal at hand

Genuinely appreciate and embrace the gifts and skills of their peers

Joyful team players who thrive in collaborative environments

### Socially Conscious Change Agents

Cultivate their emotional intelligence through life experiences and ongoing reflection

Leverage their creativity and interpersonal/communication skills to advocate for others

Justice warriors who translate empathy into action

## How to Learn More

Attend a Ripple Academy Informational Session @ 2620 Pleasant Street, Oakland, CA 94602

8/10 @ 10:00 AM & 6:00 PM

8/17 @ 10:00 AM & 6:00 PM

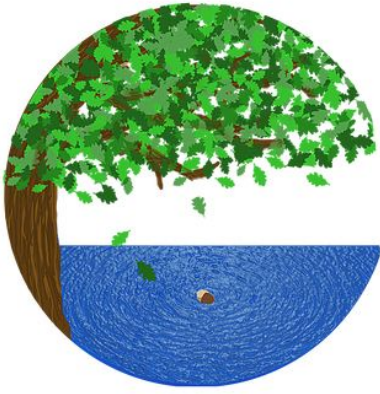
8/24 @ 10:00 AM & 6:00 PM

8/31 @ 10:00 AM & 6:00 PM

Email Ripple Academy founder Rodney Pierre-Antoine - [rpierre-antoine@ripple-academy.org](mailto:rpierre-antoine@ripple-academy.org).

Visit our website at [www.ripple-academy.org](http://www.ripple-academy.org) for additional information about our school and the founding team.

Sign up for our newsletter by emailing [info@ripple-academy.org](mailto:info@ripple-academy.org).



# Ripple Academy

*Cultivando estudiantes fuertes y seguros de sí mismos que impacten positivamente a sus familias, compañeros y a la comunidad global.*

## Quienes somos

Ripple Academy es una escuela pública autónoma TK-8 grado. La escuela abrirá en el otoño del 2018 para atender las necesidades educativas del vecindario y comunidad del distrito de Dimond y Fruitvale. Ripple Academy crecerá para servir a su capacidad completa de 216 estudiantes en el año 2022.

## Porque existimos

Ripple Academy se esfuerza por sacar el mayor provecho de su enfoque y misión que se enfatiza en la formación holística de una pequeña comunidad escolar del TK-8 grado.

## Lo que creemos

Nuestra misión y visión están arraigados en un conjunto de valores fundamentales que son cultivados en los alumnos, padres, profesores y personal.

- **Excelencia** - Firme dedicación de dar personalmente lo mejor en todo momento
- **Persistencia** - Compromiso inquebrantable de ver un curso en acción hasta el final sin importar los obstáculos o desafíos que puedan surgir
- **Dignidad** - Creencia entera de que todo ser humano tiene valor inherente
- **Justicia** - Deseo de abogar por cualquier cosa que sea moralmente buena y justa
- **Solidaridad** - Unidad, conexión y responsabilidad por todas las cosas vivientes
- **Gozo** - Gran deleite, felicidad y pasión por la vida.

## Exito es

Los Graduados de Ripple Academy posearan las herramientas que los harán prosperar en el mundo real.

### Alumno Reflexivo

Piensa de manera crítica, examina cuestiones con múltiples perspectivas y cuestiona decisiones preconcebidas.

Integran y evalúan información de múltiples fuentes

Demuestran manejo agradable en todas las áreas curriculares y que están preparados para hacer la transición a un colegio preparatorio

### Inovador Resistente

Abraza una mentalidad de crecimiento y entiende que la paciencia y la persistencia son beneficiosos.

Mantiene un enfoque orientado hacia las soluciones

Nunca se rinde aun ante los contratiempos

### Lider Colaborativo

Exhibe fuertes habilidades interpersonales que le permiten escuchar y negociar con otros mientras se mantiene enfocado en la meta a mano.

Realmente aprecia y acoge los dones y habilidades de sus compañeros

Jubiloso compañero que prospera en un ambiente colaborativo

### Agente de Cambio Sociable y Consciente

Cultiva su inteligencia emocional a través de sus experiencias de la vida y de su reflexión continua

Sabe aprovechar su creatividad y dones personales/comunicativos para abogar por los demás

Guerreros por la justicia que traducen la empatía en acción

## Como aprender mas

Assiste a una de nuestras sesiones informativas sobre Ripple Academy @ 2620 Pleasant Street, Oakland, CA 94602

8/10 @ 10:00 AM & 6:00 PM

8/17 @ 10:00 AM & 6:00 PM

8/24 @ 10:00 AM & 6:00 PM

8/31 @ 10:00 AM & 6:00 PM

Email Ripple Academy fundador Rodney Pierre-Antoine [rpierre-antoine@ripple-academy.org](mailto:rpierre-antoine@ripple-academy.org).

Visita nuestra pagina web [www.ripple-academy.org](http://www.ripple-academy.org) para informacion adicional sobre nuestra escuela y nuestro equipo fundador.

Sign up for our newsletter by emailing [info@ripple-academy.org](mailto:info@ripple-academy.org).