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LEADERSHIP PUBLIC SCHOOLS

344 Thomas L. Berkley Way
Suite 340
Oakland, CA 94612

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File ID Number: 12-0755
Introduction Date: 3/14/12
Enactment Number:
Enactment Date:
By:

LEADERSHIP PUBLIC SCHOOLS

Dr. Louise Bay Waters
Superintendent & CEO

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Safe Passages

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Active in Community Affairs

Alex Terman
Founder & CEO
Digital Parent

[illegible]ardo Toyloy
[illegible]ibank

Dr. Louise Bay Waters
Superintendent & CEO
Leadership Public Schools

Attention: O.U.S.D. Office of Charter Schools
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, CA 94619
Phone (510) 336-7500
Fax: (510) 482-6774

LPS Oakland R&D Campus – Petition Submission

DATE OF SUBMISSION: March 14, 2012

Name of proposed school: LPS Oakland R&D Campus

Petitioner's authorized representative: Dr. Louise Bay Waters

Full mailing address (include city, state, zip code)
Leadership Public Schools
344 Thomas L. Berkley Way, Ste. 340
Oakland, CA 94612

Daytime telephone number: 510.830.3780
Fax number: 510.225.2575
E-mail address: lwaters@leadps.org

Proposed location of school:
8000 Edgewater Drive
Oakland, CA 94621

Proposed Opening Month and Year: August 2012

Grade levels to be served in year 1: Grade 9

Anticipated enrollment in year 1: 120 students

Grade levels to be served at full capacity: Grades 9-12

Anticipated enrollment at full capacity: 500

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
LPS OAKLAND R&D

The charter school estimates that 6 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code *§ EC47605(l)* and who **are meaningfully interested in teaching at the School under the charter petition.** *Signatures are subject to verification.*

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to LPS Oakland R&D pursuant to Education Code Section 47605 beginning July 1, 2012, with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. We understand that signing this petition does not guarantee us a teaching position at the school.

The petitioners authorize the Lead Petitioner, Dr. Louise Bay Waters, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Alfredo, Mathew	[illegible]	3/8/12	510 633 0750	Clear Single Subject Social Science	11/1/16
Leah Limacher	Leah Limacher	3/8/12	(951)961-6682	Single Subject Math	7/1/16
Elizabeth Heckinger	[illegible]	3/8/12	5103947671	Single Subject Biology	1/1/17

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. ***The proposed charter shall be attached to the petition.*** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
LPS OAKLAND R&D

The charter school estimates that 6 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code *§ EC47605(l)* and who **are meaningfully interested in teaching at the School under the charter petition.** *Signatures are subject to verification.*

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The petitioners authorize the Lead Petitioner, Dr. Louise Bay Waters, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Amy McGeorge		3/8/12	773-354-7908	Single Subject English	10/1/16
DAVE WARNKE		3-8-2012	(510)636-9106	single subject ART	1/1/15
Sainha Tsui		3/8/12	510.316.2895	single subject Chemistry (prelim)	12/01/2016
MELISHA MATLOCK		3/8/12	510-220-3623	SINGLE SUBJECT CLEAR MATH Foundational	8/1/15

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. ***The proposed charter shall be attached to the petition.*** (emphasis added)

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CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
LPS OAKLAND R&D

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The petitioners authorize the Lead Petitioner, Dr. Louise Bay Waters, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Kellee Quane	Kellee Quane	3-8-12	408 839 9669	Single Subject English	9/1/15
JORGE MENDOZA	[illegible]	3/8/12	415 699 8049	Single Subject Spanish	3/1/16
Agnes Zapata	Agnes Zapata	3/8/12	(310) 720-3060	Single Subject English	7/1/15

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. ***The proposed charter shall be attached to the petition.*** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION
TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:
LPS OAKLAND R&D

Teachers can be reached at the school address listed below:

Teacher Name	Phone Contact	Mailing Address
Alfredo Mathew	510-633-0750	LPS College Park 8601 MacArthur Blvd., Bldg 100, Oakland, CA 94605
Leah Limacher	951-961-6682	
Elizabeth Heckinger	510-394-7671	
Amy McGeorge	773-354-7908	
Dave Warnke	510-636-9106	
Sainha Tsui	510-316-2895	
Melisha Matlock	510-220-3623	
Kellee Quane	408-839-5969	
Jorge Mendoza	415-699-8049	
Agnes Zapata	310-720-3060	

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LEADERSHIP
PUBLIC SCHOOLS

LPS OAKLAND R&D CAMPUS

CHARTER & SUPPLEMENTAL MATERIALS

Submitted to the Oakland Unified School District
March 14, 2012

LPS OAKLAND R&D CHARTER PETITION
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LPS OAKLAND R&D CHARTER PETITION

AFFIRMATIONS & ASSURANCES

As the authorized representative of Leadership Public Schools ("LPS"), I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for LPS Oakland R&D Campus ("LPS Oakland"), to be located at 8000 Edgewater Drive, Oakland, CA 94621, is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, LPS is committed to the following affirmations:

- Will not charge tuition, fees, or other mandatory payments for attendance at LPS Oakland or for participation in programs that are required for students.
- 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.
- Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will 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.
- Will not base admission 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.
- Will offer at least the minimum amount of instructional time at each grade level as required by law.
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of LPS Oakland, including, but not limited to, the facilities to be used, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon LPS Oakland and authorizing board.
- 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.
- 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 (I).
- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
- Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
- Will operate in compliance with generally accepted government accounting principles.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will participate in the California State Teachers' Retirement System as applicable.

- 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.
- Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the LPS Governing Board prior to their service.
- Will, in the event the Governing Board 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.
- 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.
- Will provide to the Office of Charter Schools a school code of conduct, Governing Board 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.

Louise Bay Waters

Dr. Louise Waters, CEO, Leadership Public Schools

March 14, 2012
Date

I. EXECUTIVE SUMMARY

Mission Statement

Leadership Public Schools, Inc. ("LPS") is a nonprofit public benefit corporation founded in 2002 by experienced educators and entrepreneurs.

LPS' mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner with school districts to strengthen both ourselves and other public schools.

Vision Statement

We envision a school where students use technology to practice new concepts, backfill missing skills and learn basic content in ways that are individualized to their needs, freeing teachers to create and lead rich, rigorous, engaging lessons that extend students' learning. When technology is supporting students in their individualized work, we envision teachers providing on-the-spot intervention so that no student falls behind.

We envision a school where Spanish students design bilingual websites for Airport Area small businesses, where Green Pioneers build a community garden and hold a weekly Farmer's Market, where student leaders organize work teams for the Alameda County Food Bank.

We envision a school that trains students and teachers in design processes and research skills and hosts entrepreneurs in residence and educational technology partners. We see students providing quality assurance and product testing for our partners and learning entrepreneurial skills that allow them to start their own eCommerce businesses, potentially bringing in revenue for student activities.

We envision a school where students take their first college courses before graduation, learning how to interact with peers across the country, manage their time, and navigate the world of online college courses. And we see some of our alumni choosing to stay and complete their transition to college by continuing with us through their first year of college as part of an LPS – Community College partnership.

California Charter Schools Act

In accordance with the California Charter Schools Act of 1992, as amended ("Charter Schools Act"), LPS hereby submits this petition to operate the charter school for grades 9-12 ("School" or "LPS Oakland") for an initial term of five years.

The Charter Schools Act states:
It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning;
b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
c) Encourage the use of different and innovative teaching methods;
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The LPS Oakland R&D Campus ("LPS Oakland") specifically addresses the intent of the Charter Schools Act by providing an innovative, technology-enhanced program designed to accelerate the learning of academically low-achieving students. Concurrently by involving students in technology production in partnership with ed-tech entrepreneurs, it builds a realistic pathway to, through and beyond college. Finally, it increases the professionalism and professional opportunities for teachers who, themselves, are involved in the R&D process. By providing opportunities to accelerate achievement, build economic assets and transition to college, the LPS Oakland program offers students and families an exciting educational option that meets all traditional accountability measures plus offers the additional outcomes of linked-learning and early college credit.

California Education Code Section 47601(a-g)

Further, Education Code section 47605(b) states in pertinent part: "In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged."
LPS Oakland will make important contributions to the legislative goals outlined above. By granting this charter petition, the charter authorizer will help fulfill the intent of the Charter Schools Act while providing students in the area with an additional quality educational option.

Leadership Public Schools Organizational Team

Leadership Public Schools was founded by a group of experienced charter developers, educators, administrators, Board of Directors and partners. LPS' CEO and Superintendent, Dr. Louise Bay Waters, has over thirty-five years of successful experience in urban education as a teacher, principal, Associate Superintendent, university professor and researcher. Since April 2008 she has led the four Leadership Public Schools in the LPS Charter Management Organization. All members of the LPS Management Team have extensive experience in education within their

specific areas of expertise. In addition, three of the top members of the LPS Leadership Team have extensive experience in Oakland. Dr. Waters served the Oakland Unified School District for five years from 2000-2004 as Associate Superintendent of Student Achievement. From 1986 to 1993 she ran the state's New Teacher Project in Oakland. Yolanda Peeks, LPS Director of Professional Innovation, held many roles in OUSD including Associate Superintendent and Network Executive Director from when she began her teaching career at Brookfield in 1968 until her retirement in 2002. Amy Epstein, LPS Director of Data, Assessment and Intervention served OUSD in a variety of data roles between 1999 and 2006. Other members of the LPS Team include: Joyce Montgomery, Chief Financial Officer; Edie Hoffman, Vice President for Human Resources; Soo Zee Park, Director of Operations; Joe Pacheco, Director of Special Education and Student Services and Ellen DiGiacomo, Director of Technology; Dr. Scot Refsland, Chief Innovation Officer; and Dr. Ann Reidy, Director of Development.

LPS' mission, program and team are designed to implement the legislative goals of the Charter Schools Act, including improving pupil learning (particularly for students identified as low-achieving), creating new professional opportunities for teachers, and providing expanded public school choice for parents and students.

II. EDUCATIONAL PROGRAM

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A-P). These sections of the law and the required descriptions are provided below.

A. TARGET POPULATION TO BE SERVED BY THE SCHOOL

LPS Oakland aims to serve traditionally underserved students, with the objective of graduating students who have the academic, economic and leadership readiness skills to be successful in college, careers and the community. The intention is to serve students who roughly reflect the racial and ethnic socio-economic background of schools within the Oakland Unified School District and specifically East Oakland. OUSD high schools that are most reflective of the populations we aim to serve are the small schools located at the Castlemont and Fremont Federation Campuses.

	FRL%	Latino	African American	Asian	White	Other/ DTS
Castlemont	73.00%	42%	49%	6%	1%	2%
Fremont Federation	81.40%	54%	32%	13%	1%	1%
Target Population	**80%**	**51%**	**40%**	**8%**	**1%**	**1%**

"Traditionally underserved students" is defined by the LPS Board as low-income students who are benefit eligible for the National School Lunch Program, traditionally underserved students of color, or students who are the first generation to attend college in their families.

Our program is also designed to serve English Language Learners and students with Special Education needs. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the assets of our students, their parents, and their local communities, rather than any perceived deficits.

The means to achieve this diversity and a student population that roughly reflects the diversity of the District is described in more detail in Appendix F: Management, Enrollment and Operating Procedures. The charts below demonstrate the projected enrollment goals as LPS Oakland grows by one grade each year and LPS College Park winds down.

LPS Oakland R&D Enrollment Projections

	2012-13	2013-14	2014-15	2015-16
9th	120*	128	128	128
10th		128	128	128
11th			115	115
12th				104
TOTAL	**120**	**256**	**371**	**475**

LPS College Park Enrollment Projections

	2012-13	2013-14	2014-15	2015-16
9th				
10th	100			
11th	78	92		
12th	60	75	85	
TOTAL	**238**	**167**	**85**	**0**

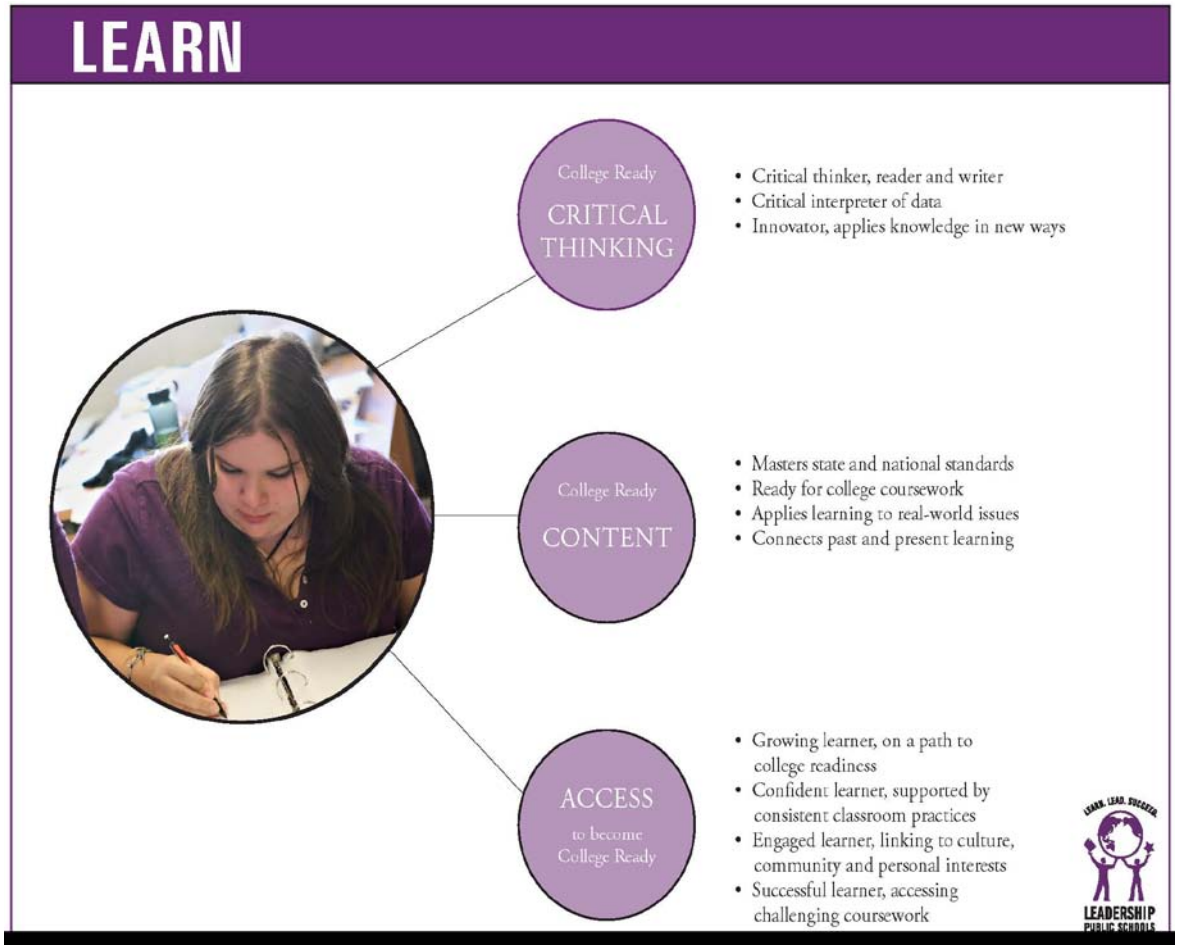
B. EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

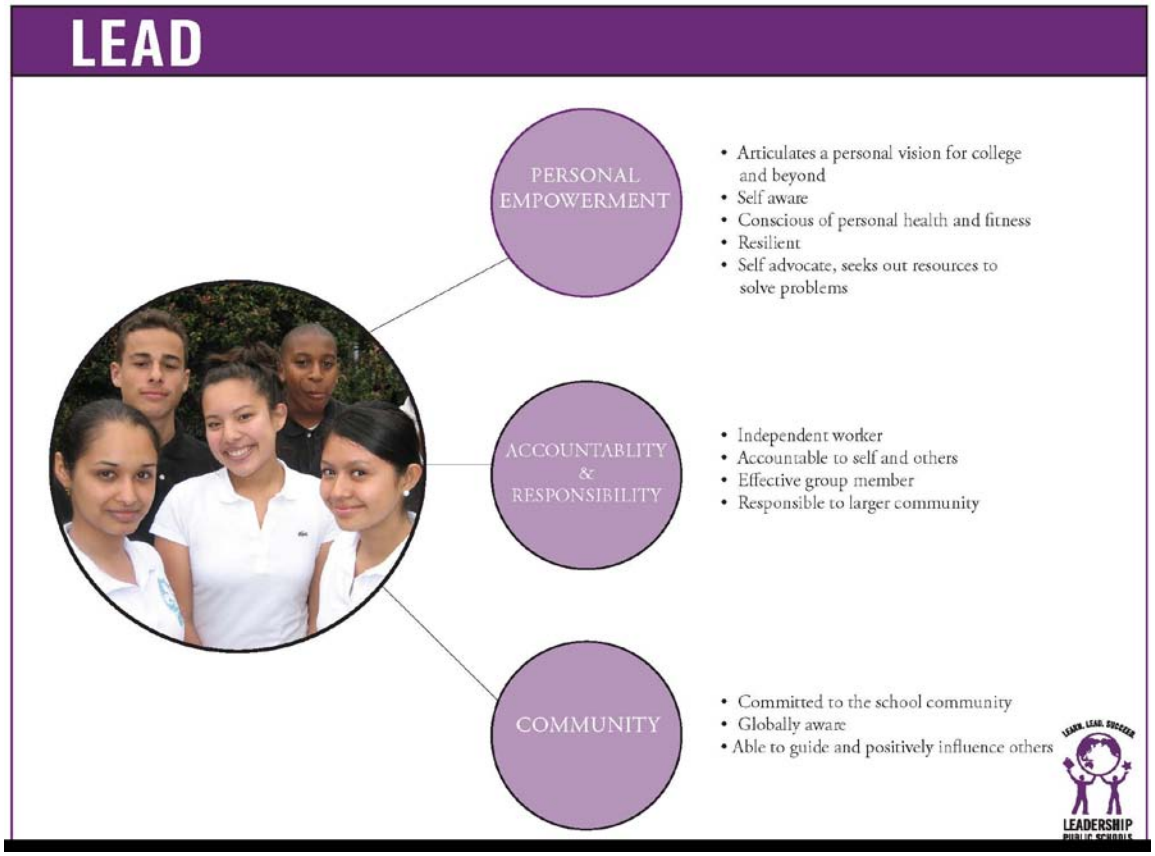
> *Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include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

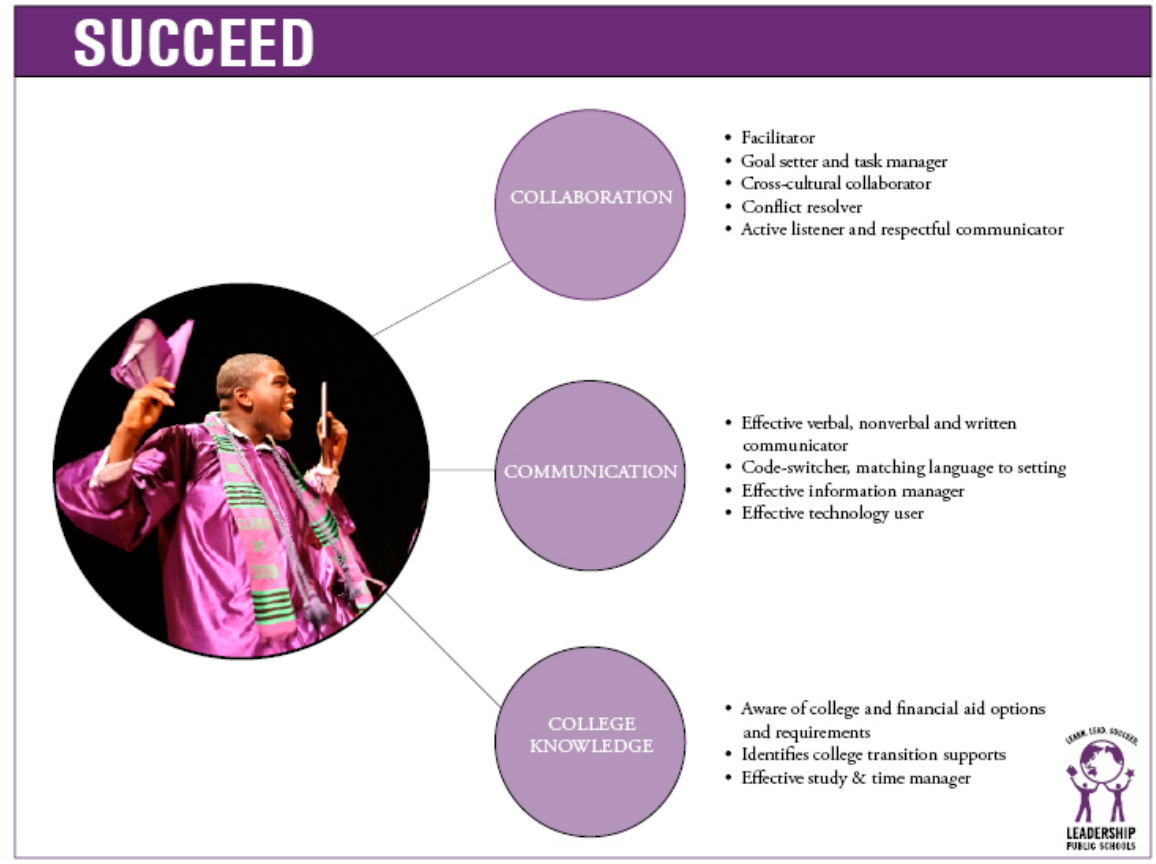
LPS Oakland R&D Campus is designed to be a research and development campus involving students, teachers and staff in the design and development of technology-enhanced blended learning / blended teaching approaches to education. These approaches are intended to prepare students for success in college, careers and community leadership by accelerating their academic preparation, building their economic assets and transitioning them to college. In doing so, it will also address the persistent issues of high school engagement and graduation that plague the East Oakland community. The school is designed to work in partnership with the wider Oakland Unified School District, the Leadership Public Schools Network, and the extended educational community in pursuit of this vision.

21st Century Educated Person.

Leadership Public Schools has adopted 21st Century student outcomes framed by our motto: Learn, Lead, Succeed. These outcomes are:



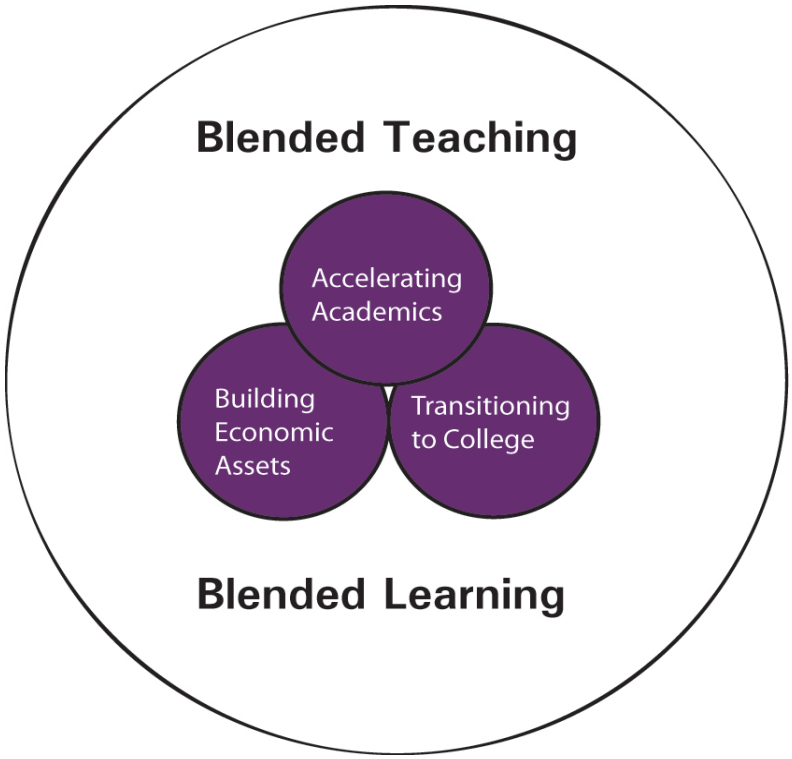

LEAD
PERSONAL EMPOWERMENT
• Articulates a personal vision for college and beyond
• Self aware
• Conscious of personal health and fitness
• Resilient
• Self advocate, seeks out resources to solve problems
ACCOUNTABLITY & RESPONSIBILITY
• Independent worker
• Accountable to self and others
• Effective group member
• Responsible to larger community
COMMUNITY
• Committed to the school community
• Globally aware
• Able to guide and positively influence others
LEADERSHIP PUBLIC SCHOOLS


SUCCEED
COLLABORATION
• Facilitator
• Goal setter and task manager
• Cross-cultural collaborator
• Conflict resolver
• Active listener and respectful communicator
COMMUNICATION
• Effective verbal, nonverbal and written communicator
• Code-switcher, matching language to setting
• Effective information manager
• Effective technology user
COLLEGE KNOWLEDGE
• Aware of college and financial aid options and requirements
• Identifies college transition supports
• Effective study & time manager
LEADERSHIP PUBLIC SCHOOLS

Leadership Public Schools takes seriously its mission to address the most challenging issues in urban secondary education in ways that are replicable and cost effective for both charter and traditional schools across the nation. To this end, over the past three years we have been refining a range of technology enhanced instructional and data strategies and tools as well as technology-supported innovation processes. Because we believe that all of the answers are not yet known, we have deliberately structured ourselves as an R&D organization. As often as possible we follow a rapid prototyping process informed by the ongoing collection of quantitative and qualitative data. By aggregating these practices and products into a comprehensive program at a new Oakland campus we believe we can not only transform the education of our students but also their likelihood of successful college completion and readiness for a wide range of career opportunities.

In order to achieve the student outcomes detailed in Learn – Lead – Succeed, LPS has developed an educational approach that includes:

1) **Accelerating Academic Achievement** by concurrently backfilling missing skills while providing access to college preparatory curricula and deeper learning opportunities;
2) **Building Economic Assets** by requiring students to apply their learning with career and college-linked opportunities; and
3) **Transitioning to College** by building college readiness skills, participating in concurrent college classes prior to graduation and extending support through the first year of college.



Accelerating Academics – The Technology Enhanced Core

45% of the target LPS Oakland students enter 9th grade performing at the 4thgrade level or below with 43% at this level in English**.** Given this reality it is critical that we have in place a rapid, effective foundational support program as well as a way to concurrently provide access to college preparatory courses. To this end, the LPS blended learning model utilizes multiple technologies as well as non-technological strategies to provide 1) personalized, accelerated backfill of missing foundational skills in math and English, 2) content presentation supports for teachers or directly for students, 3) scaffolds for literacy, numeracy and conceptual understanding that allow under-prepared students to access core college preparatory content, 4) critical thinking and deeper learning. These vary by subject and will begin in all 9th and most 10th grade courses in 2012-13, moving to include 11th and 12th grades the following year.

English

Backfill and foundational skills. All 9th grade students will use the DynEd online, individualized ELD / Academic English program 2-3 times a week for 20 minutes to provide differentiated support in academic English language structures in listening, speaking, reading and writing. Students performing below 4th grade level will participate in a separate 9th grade English class using Read180 including the L book (for ELD support) and System 44 for basic phonemic language skills. Both programs are already in use at LPS – DynEd in a pilot this year at three schools and Read180 with three years of full, successful use at three schools. Virtual speech therapy using Telecare (in pilot this year at LPS San Jose) will support speech and language special education needs.

Content presentation and literacy scaffolds. Teachers will use the online, editable, content presentation and differentiated student resources from College Board's Springboard English program. The Springboard program is backwards mapped from College Board's AP courses and college readiness standards and is specifically structured to incorporate access strategies. In addition, text-to-speech and speech-to-text assistive technology will be used for appropriate students. A Springboard instructional strategies pilot began in January at LPS College Park.

Critical thinking and deeper learning. By design Springboard is built to include numerous deeper learning teaching and learning strategies, some of which are technology enhanced but most of which are not. Critical writing will be supported by the use of an ePortfolio system, Pathbrite, where students will compile, refine and at times publish their English assignments over their four years at LPS. Pathbrite will also be used to curate and chronicle their progress in other subjects and competencies.

Math

Backfill and foundational skills; content presentation and access supports. LPS has partnered with CK-12 Foundation to develop a highly successful online FlexMath Algebra program (see Hewlett case study Appendix A: Educational Philosophy and Approach) that includes individualized backfill down to addition, differentiated practice of Algebra and numeracy skills, and technology-enhanced interactive presentations for teacher use. Still in v1.0 flash, it will soon be out in v2.0 html5 and include video and Khan Academy links. In addition, LPS has modified the CK-12 online Algebra "flexbook" to create the editable Algebra College Access

Reader with embedded literacy supports (including text-to-speech and Spanish translations). The Reader and lessons are now available through CK-12 for Geometry and a full html5 version of FlexGeometry with embedded video will be available next fall. Development of a College Access Reader in Algebra 2 will be completed next year. All of these resources are / will be open-access, editable and free.

Critical thinking and deeper learning. The LPS – CK-12 math resources include limited open-ended, critical thinking components but these are envisioned for development in 2013.

Science

Content presentations and access scaffolds. As in math, LPS has modified the CK-12 Biology flexbook to include literacy scaffolds, text-to-speech and translation supports. In addition, the CK-12 v2.0 version of these books includes numerous multi-media and differentiation supports. We are in the process of developing similar materials in Environmental Science. Similar work in Chemistry will take place in FY 2013 for use in FY 2014.

Critical thinking and deeper learning. Through their collaborative practice LPS teachers have been building out the LPS Common Spine deeper learning resources including labs, virtual labs, and simulations across the sciences. These are drawn from a range of content-specific professional organizations and resource banks.

Social Science

LPS has begun work in tailoring the UC Hippocampus online resources for World History, US History and Government, using the collaborative development process begun with CK-12 resources. However, this is in the early stages and won't be fully available until FY 2014. The vision is to model the use of technology to enhance presentations, access scaffolds and critical thinking much as is being done in science.

Spanish

Over half of the LPS Oakland students will have Spanish as their first language. Within the Spanish-speaking community, fluency and literacy varies widely. For this reason, we are in the process of locating / designing an online mastery-based Spanish course that will move students through the equivalent of Spanish 1 and 2 as fast as possible – probably using Rosetta Stone as the core. Once done with the basic college-admission language requirements, LPS Oakland will offer a variety of advanced options through online AP language and literature and online college courses. With the core of the Spanish curriculum delivered online, one Spanish teacher will provide seminars and small group activities focused on critical thinking and deeper learning for all students. A paraprofessional will provide tutorial support. Both adults will lead the required experiential learning aspects of the Spanish program, linking students to internships and service learning opportunities in the heavily Hispanic neighboring Fruitvale district of Oakland. Participation in such applied learning will be a graduation requirement.

Data and Assessment System

LPS has developed the elements of a comprehensive data system. Right now these segments are largely separate and manually linked. Over the next year we hope to adopt, adapt or develop a

core system that can support modularized data from the multiple types of technology enhanced learning we will bring to scale at LPS Oakland.

Benchmark assessments and data. LPS has developed four benchmark assessments in each of the 19 core courses. Each includes a multiple choice component that is aligned, and calibrated against, the California Standards Test. Most include a deeper learning component that is backwards mapped from the CSU freshman placement exams or freshman course requirements and were developed in conjunction with CSU. These include lab write ups with critical readings in science, rubric-cored document-based questions (DBQs) in history and rubric-scored essays in English. Many benchmarks include spiral review components of content previously taught. The assessments are stored online in BaseCamp and processed and reported through Data Director. In math and science, additional unit assessments aligned with CK-12 online resources have similar formats.

Targeted data reports. Specialized data reports are used at the student, teacher and administrator levels. At the student level the CAHSEE and CST planners allow students to analyze their practice, or previous, CAHSEE (high school exit exam) and CST data, identify strengths and weaknesses, set targets, and design personal growth plans. The Pathways to College report combines report card, attendance, tardy, CAHSEE and CST, course completion and credit data to enable students to track their progress toward college. Again they identify strengths and weaknesses, goals and strategies and this time also contract with people to help them reach their goals.

Teacher-level data reports allow teachers to look at a wide range of data for each student, at concept-level data benchmark and other assessment data for re-teaching, and at diagnostic data for planning. Other reports aggregate this data, teacher input, and discipline and attendance data to identify students for a variety of interventions.

Mastery Data. The LPS Chief Innovation Officer, has led a teacher design team in the development of ExitTicket, a sophisticated online "clicker" that allows students to use any kind of technology, including mobile, to take online, concept-level quizzes and get immediate feedback. The teacher tracks this just-in-time data on an Ipad heatmap and is able to intervene immediately according to student need. Growth and mastery data is immediately updated for both teachers and students. Soon to be ready will be the ability to track progress by individual concept. Now being used in pilot math classes only, design teams of physics, chemistry and English teachers are waiting to incorporate it into their teaching. A partnership with the Stupski Foundation is supporting the development and dissemination of ExitTicket as well as the exploration of the use of a variety of college readiness assessments.

ExitTicket fits into and grew out of a larger focus on tracking concept mastery and the pervasive and public use of data. In addition to ExitTicket mastery data is being collected in other ways and made available to teachers and students through specialized FileMaker Pro and Excel reporting. What is lacking is more robust way to integrate all mastery data and make it easily accessible.

Transition to College – LPS College Launch Program

While the 97% of the current LPS College Park students are accepted into college, persistence is a major issue. Because of the challenging economic circumstances facing many of the students – 71% come from families earning under $17,000 and many alumni are fully or partially supporting their families – LPS Oakland will encompass a College Launch program. In partnership with a various colleges, LPS Oakland will begin offering online community courses to students as they complete their A-G requirements. This means that some students will begin classes in 11th grade with all students completing at least two semester courses in 12th grade. Advanced students could complete up to a year of college credit before graduation. Pilot courses at LPS College Park are currently underway.

It is anticipated that most LPS Oakland students will matriculate directly into two or four-year colleges. However, the College Launch program is designed to continue through the freshman year for students facing particular academic, financial or personal challenges. While enrolled in online college courses as regularly admitted students, the College Launch students would continue to receive mentoring and support as well as access to LPS technology. Research has shown that completing a full freshman year of credits, including any needed remedial courses, vastly increases the chances of ultimate graduation.

Senior and Advanced Electives

When the blended learning program is fully implemented, seniors will take between two and six semesters of online college courses. This will allow for a wide range of options. Those who did not pass the CSU Early Academic Placement exams (early freshman placement exams) in 11th grade will be able to complete their college remedial coursework prior to college entry. Others may choose advanced math or science electives or other college courses. The strongest students may begin taking online college courses their junior year. LPS College Park is piloting a partnership with Ivy Bridge online college program in conjunction with Tiffin University. Ivy Bridge is specifically designed to support first generation college students with intensive mentoring and virtual support. With our partnership they are designing a cost-effective delivery model that better meshes with the logistics and timing of high school concurrent enrollment students. We are also looking into other providers and interfacing with CSU East Bay to assure transferability of the Ivy Bridge courses. We anticipate expanding online college offerings in 2012-2013 and 2013-2014 with all seniors having completed at least two semester courses by 2015-2016.

Alumni Program

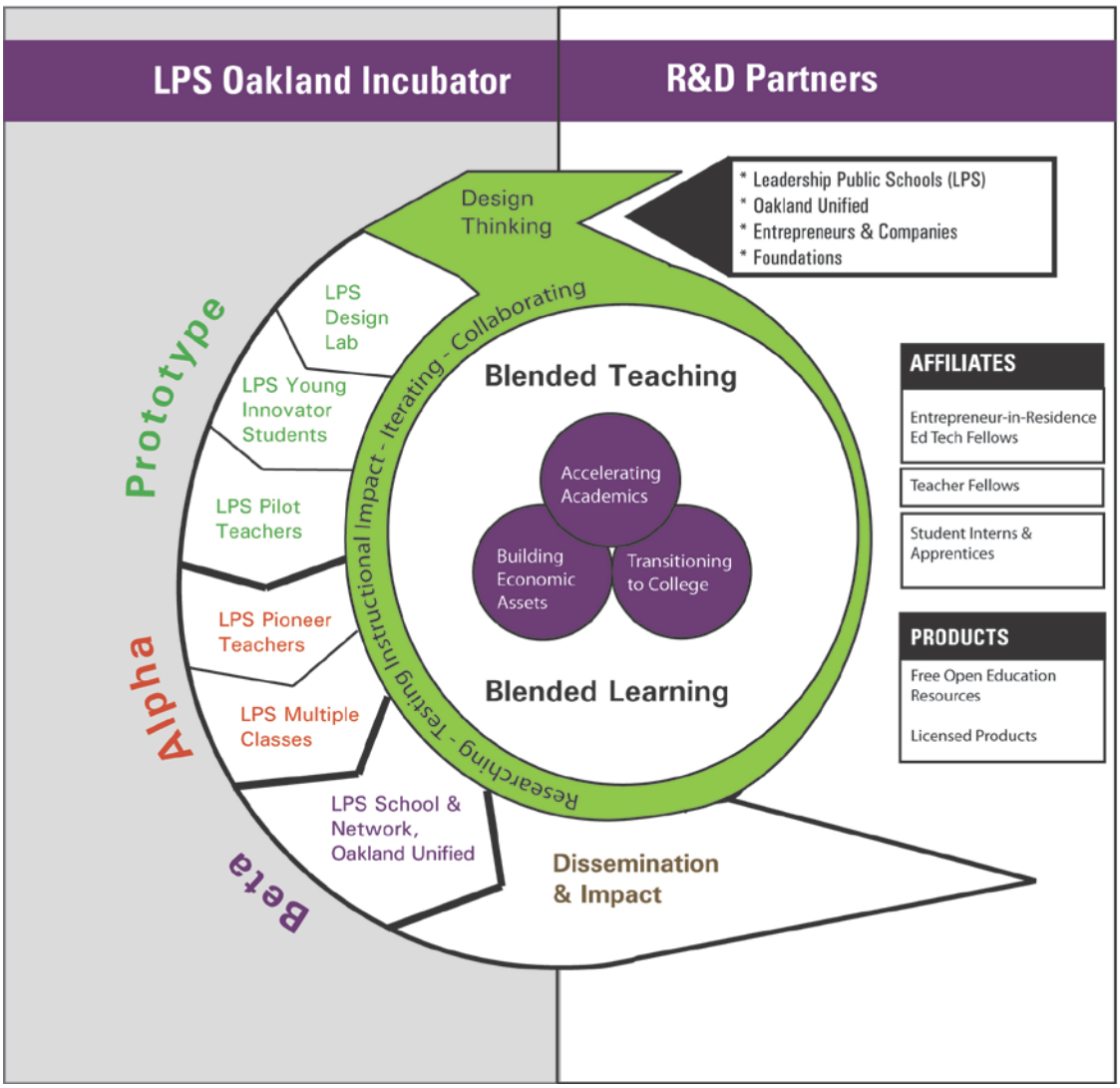
By June 2013 the LPS Oakland College Launch program will include a pilot of online courses for alumni who have academic, personal or financial challenges that present significant barriers to college success. We plan to extend our partnership with Ivy Bridge and also locate other online course providers to develop a program that articulates with local community colleges and CSU East Bay. All alumni, no matter where they attend college, will be tracked and supported through Beyond12, an organizational partner of LPS with this mission. Because of their data tracking focus, Beyond12 has also agreed to help us with the evaluation of our College Launch program comparing similar students across types of college programs and through their sophomore college year.

Building Economic Assets

Students as Technology Producers

Most LPS Oakland target students have limited technology exposure beyond Facebook and texting. Almost all have no personal connection to anyone involved in technology careers or even leveraging technology in any career. Added to this is the reality that most LPS Oakland students will have to work during college and need portable skills that pay more than minimum wage. Finally, economic reality makes a tiered-credential option (certificate, AA, BA) a viable path through college if carefully planned and supported. For these reasons, and in order to be competitive with their more advantaged college peers, LPS Oakland will engage students as producers in technology-related areas. Once basic proficiency is attained, students will apply these skills in real-world community service or internship settings. All students will learn and have applied experience in at least one of the following technology-related areas: webdesign (in Spanish or English), eCommerce small businesses (such as the pilot CPTees producing student uniforms), social media design, digital media, tech support (maintaining school technology resources and infrastructure) and administrative support (data bases, spreadsheets, etc).

LPS Oakland will also serve as an educational technology incubator for start-up and early-stage ed-tech firms seeking access to student perspectives. The Young Innovators Club will learn product testing, research, and quality assurance skills and then contract with ed-tech firms to provide feedback, focus group and QA services for a fee that in turn support student activities. To formalize and deepen this career-linked learning, select tech partners whose products or services align with LPS' needs will be invited to co-locate at LPS Oakland. The CEO will become an "Entrepreneur in Residence" and technical staff will serve as "Tech Fellows." As part of the relationship, these entrepreneurs and fellows will provide mentoring, internships and advise the Young Innovators Club. The first LPS Oakland Entrepreneur in Residence will be Heather Hiles, an Oakland resident and CEO of Pathbrite, an ed-tech start up with an innovative ePortfolio product. She has agreed to co-locate her design team at LPS Oakland once the new campus opens in Fall 2012. Ms. Hiles is also an LPS Governing Board member, and her interest in working with LPS Oakland on this project is just one example of the founding members working together as a cohesive unit to serve the best interest of the school.



Other Program Elements

Health and Fitness

East Oakland in general and our target students in particular have a very high rate of obesity as well as other nutrition and fitness related issues such as pre-diabetes and asthma. By 2013-14, once in the new facilities, LPS Oakland will offer a daily 20-minute fitness program of small interest groups ranging from walkers to joggers to weight lifters to dancers to soccer players. Each group will be led by a participating staff member. Students will establish individual goals and metrics for measuring improvement, capturing these in their digital portfolio. In addition a formal inter and intramural sports will be offered as extra-curricular activities. The implementation design for the health and fitness program will take place over the 2012-13 school year and include students and parents as planners and community partners as resources.

Wednesday Experiential and Linked Learning

A Wednesday morning experiential learning program will include a wheel of primarily site-based activities for 9th and 10th grade including the Young Innovators Club, technology mini-courses in web design and other tech skills, a continuation of the highly successful LPS College Park Green Pioneers community garden program, arts activities such as choir and digital media, and other teacher and student designed experiences. Upper class students will participate in a more formal linked-learning program that will include service learning projects, such as volunteering at the Alameda Food Bank next door, internships with nearby small businesses and community organizations related to their language and technology skills. Again, students, parents and community partners will be involved in the design of the program during the 2012-2013 academic year to begin in 2013-2014.

Putting it All Together – The LPS Oakland Instructional Framework

The chart below depicts a typical LPS Oakland course sequence. The majority of the courses (shown in yellow) will integrate a variety of technology enhancements as detailed above to enhance traditional courses to increase access to college prep materials, differentiate practice, and build college readiness. While students are using the technology-supported resources, teachers will provide just-in-time tutoring and small-group instruction. The Spanish Mastery courses will utilize online Spanish content supported by in-class practice and projects.

The pink online college courses will also be supported by online and in-place tutoring and mentoring as well as internships or community service for students in college-level Spanish. All seniors will take at least two semesters of an online college course while some will take more. Those taking only one will enroll in other traditionally delivered electives. All students will participate in traditionally delivered art and fitness.

blended	Online college	traditional

9th	10th	11th	12th
English	English	English	English
Algebra	Geometry	Algebra 2	Online College math
Environmental science	Biology	Chemistry	Online College science or elective
Academic Leadership	World History	US History	Government / Econ
Academic Numeracy or elective	Spanish Mastery	Online College Spanish or elective	Art
Fitness	Fitness	Fitness	Fitness

Typical Components of blended (yellow) courses

5 minutes launch / pretest: just-in-time data with clickers for preview or review
20 minutes content presentation: online videos, lectures, online texts etc – with supports as needed
20 minutes individualized computer-based differentiated practice, research, writing, etc
20 minutes non-tech interactive: discussion, small group work etc
10 minutes exit ticket / post-test: just-in-time data w clickers
On days with labs, debates, projects, tech time would be shortened or eliminated

A typical LPS Oakland week will include four days of regular courses and a day of experiential and linked learning. Wednesday morning would include on-campus experiential learning (community garden, robotics, web-design, tech innovation lab) and the arts for 9th and 10th grade. Upper-grade students would also participate in applied projects through service learning or internships. After advisory and family meeting, students wishing to continue with these projects or those needing additional tutoring would remain on campus while teachers participated in professional development. The exact configuration and timing of the weekly schedule is subject to change to fit the evolving program specifics.

	Monday / Tuesday	**Wednesday**	**Thursday/ Friday**
8:15- 8:45	Fitness	8:15-11:30 **Experiential & Linked Learning**	Fitness
8:50-10:05	Block 1		Block 1
10:05-10:20	Snack		Snack
10:20-11:35	Block 2		Block 2
11:40-12:55	Block 3	11:30 – 12:00 Lunch	Block 3
12:55-1:30	Lunch	12:00-1:30 Advisory Family Meeting	Lunch
1:30-2:45	Block 4	1:30-4:30 Catch up, Tech Innovation Lab, Choir, etc **Teacher PD**	Block 4
2:50-4:05	Block 5		Block 5
4:05-5:00	Clubs, Homework		Clubs, Homework

C. CURRICULUM FRAMEWORK

The LPS Common Spine

The program outlined above speaks primarily to the blended learning portion of the LPS blended learning / blended teaching model. To give teachers the needed resources to provide students with college-ready curriculum and supports, we have collaboratively developed the LPS Common Spine that uses technology to develop, disseminate and provide professional development related to the content, assessments and access supports for the LPS core curriculum. Much like the role of the spine in the human body, the LPS Common Spine provides the structure for LPS' instructional program. Like the spine, while providing stability and structure, it is flexible and is but one element of the whole. The Common Spine includes:

Curriculum Content

- Scope and Sequence: the agreed-upon standards, topics and instructional pace for each course – tightly defined in some cases (math) and more loosely in others (English).
- Core Content Resources: the online textbooks and other key pieces of shared content that define the "meat" of the course.
- Applied Learning: the activities that extend learning and develop both critical thinking and college-readiness skills – science labs, projects, Socratic Seminars, debates, etc.

Assessment

- CST / Standards-Aligned Interim Assessments: Three interim (benchmark) assessments and a practice exam aligned to the CST, AP, SAT or other appropriate external summative exam.
- Critical-Thinking Measures: Writing portfolios, lab write-ups, essay exams using primary-source documents and other assessments built in conjunction with the California State University.
- Formative Assessments: Unit tests, quizzes for ExitTicket.org – an LPS developed just-in-time data application, rubrics, etc. to be scored and used by teachers within their own classes.

Access Supports

- Literacy Scaffolds: embedded reading comprehension, vocabulary and writing supports, as seen in the College Access Readers, the online textbooks LPS has developed in conjunction with the CK-12 Foundation.
- Numeracy Scaffolds: online differentiated numeracy supports as in FlexMath.
- Spanish Translations and Text-to-Speech: resources for Special Education students and recent immigrants (assessments and assignments given in English).
- Multi-media: simulations, Khan Academy-style videos and other multi-media to improve comprehension.

All Common Spine resources are digital and stored online. Almost all are open-source, free, and editable, and they are continually improved through the re-integration of classroom practices that have shown results. Many have been developed in partnership with organizations such as the CK-12 Foundation and are being made available free and open source for other schools to use and modify. A detailed description of the status of each element of the Common Spine is included in Appendix B: Curriculum Framework.

A note about the power of building the common spine in general and CK-12 in particular.
LPS began building the Common Spine curriculum content resources through a partnership with CK-12 and has since expanded to include other open source content such as the University of California's Hippocampus and Springboard's English materials. CK-12 has developed content and a platform that provide an unlimited range of options for teachers, schools and districts. For many teachers and schools, using CK-12 as is, straight off the website, offers a cost-effective way to provide standards-based, state-aligned "textbooks" in a variety of ways: on individual computers, online via LCD projectors for full class use, in bound hard copy, or as printed "workbooks." However, the process of flexing brings even greater power, especially if done collaboratively by teachers.

Curriculum change, whether adopting a new textbook or choosing to implement CK-12, involves predictable challenges. Districts or schools often face twin conundrums – how to get the consistency of top-down change and the buy-in of bottom up and relatedly, how to balance fidelity and flexibility. By using CK-12 and involving teachers in the flexing process at the network level, it is possible to define and maintain a consistent focus and framework across a curriculum initiative while generating considerable ownership among individual teachers. Similarly, the ability of individual teachers to flex the materials at the classroom level gives a high level of school or district-wide consistency while allowing teachers to adapt the flexbooks for specific classes or add in teacher-created materials.

Another challenge in curricular change is providing the right type and depth of professional development to take a good idea from theory to implementation. Involving teachers in the flexing process provides a powerful embedded professional development opportunity**.** Framing the flexing by identifying power standards, getting consensus on the course scope and sequence, and aligning the flexing to benchmark / unit assessments and focus instructional strategies requires grappling with significant instructional issues. This is a sophisticated type of professional development that has the added advantage of being immensely practical – teachers are preparing materials they will actually use in their classes.

Given that the majority of students across the four LPS campuses enter 9th grades reading far below grade level we decided to use our CK-12 work not only to develop low-cost, tailored textbooks, but also to scaffold these to provide better access to college prep content for our students. Specifically, we are embedding literacy scaffolds directly into CK-12 Algebra, Geometry, and Biology create flexbooks we call College Access Readers. Students with higher-level literacy skills use the original CK-12 content flexed to our scope and sequence. The lowest readers access the materials through text-to-speech versions or Spanish translations. Reflecting the strategies described above, we deliberately built a "collaborative innovation" process to do the flexing, incorporating the following steps.

- Evolution unit pilot in Biology. In February, 2010 the Biology teachers from our four campuses came together to begin the flexing process. This entailed:
    - Reviewing the California State Standards in Biology and selecting the power standards to be given the heaviest emphasis and then determining the curriculum sequence,
    - Participating in a short training on flexing and content literacy strategies and then going through CK-12 hard copies to determine edits and sequence changes, and then
    - Piloting the unit once a literacy specialist had completed the scaffolds and edits.
- Framing the full flexbooks in all three subjects. The Biology planning process (minus the pilot unit) was repeated for each of the other subjects.
- Determining the specific content literacy strategies to embed in the College Access Readers.
- Flexing the Readers by employing teachers and outside specialists over the summer and fall to Flex the CK-12 books to our scope and sequence and with our instructional scaffolds.
- Writing an overview of the project and literacy strategies to serve as the foundation for site and central professional development, (see Appendix B)with 22 teachers and administrators serving as chapter authors.
- Introducing the College Access Readers at the August LPS Administrators' Retreat and later the LPS Teacher Retreat
    - Meeting individually and collectively with principals to integrate CK-12 with each school's site professional development,
    - Walking through the first unit in each subject with teachers.
- Supporting teachers and administrators in implementation
    - Site visits by the LPS Curriculum Coordinator to support individual teachers and the site administrator designated as the literacy lead,
    - Paid phone conferences / webinars walking through each new unit and incorporating suggested edits prior to finalization,
    - Four-cycles of formative evaluation by an outside evaluator to gather input for rapid iteration, identify issues, clarify communication, and determine impact – cycles September, November, February, April.

CK-12 can be used on many levels. It provides an important source of low cost textbooks for all students and online options for many. However it is much more than a product. The flexing process itself can provide significant professional development. It can also be instrumental in building a collaborative professional culture. This flexing process has since been expanded to include revision of the initial 3 College Access Readers, the design of the Readers under development in Algebra 2 and Environmental Science, and the development and revision of benchmark assessments. Julie Christensen, Curriculum Coordinator, has led the development of the Common Spine and is very proficient in pulling together the teacher design teams, managing contracted editors and curriculum specialists, and leading webinars for ongoing refinement and professional development.

Status of Curriculum Development

The following chart details the status of curriculum development for the blended learning / blended teaching model. Some elements are already in place at LPS College Park, some are in place at other schools and ready to move to LPS Oakland, some are in development across the network and some are planned for development at LPS Oakland.

CONTENT	CURRICULUM RESOURCES	IN USE - COLLEGE PARK	IN USE – OTHER LPS	TO BE DEVELOPED	SUPPORTS
MATH					
Ac Num/Algebra I	Flex Math – Algebra College Access Readers Khan Academy	Pilot Pilot	Full Use Richmond, Hayward Full Use Richmond, Hayward Pilot		
Geometry	LPS Geometry Lessons College Access Readers Flex Math – Geometry	In Use In Use	In Use all Campuses In Use all Campuses	In development by CK-12	CK-12 w Hayward tchrs
Algebra II	College Access Readers			In development – done Fall 2012	Contractors w LPS tchrs,CK-12 &Curric. Coord.
ENGLISH					
English I, II, III, IV	Springboard Curriculum	Initial PD		Aligning to LPS scope & sequences PD in Spring/Summer 2012	Director of PD
ELD Support in English	DynEd	Pilot EL 1 & 2	Pilot at 3 schools – EL 1 &2		Support from DynEd&Curric. Coordinator
Reading	Read 180	Full Use	Full Use		Curric. Coord.
SCIENCE					
Environmental Science	College Access Readers			In development – done Fall 2012	Bio. tchrs, CK-12, contractor, Curric. Coord
Biology	College Access Readers	Full Use	Full Use	Refinement – Spring/Summer 2012	Curric. Coord&Tchrs
Chemistry	College Access Readers			In development – 2012-2013	CK-12, Contractors, Tchrs, Curriculum Coordinator

CONTENT	CURRICULUM RESOURCES	IN USE - COLLEGE PARK	IN USE – OTHER LPS	TO BE DEVELOPED	SUPPORTS
HISTORY					
World History	College Access Readers TCI	TCI Pilot	TCI Pilot	College Access Readers development 2012- 2013	Tchrs, Contractors, Dir of PD
US History	Hippocampus TCI	TCI Pilot	TCI Pilot	Hippocampus alignment with Scope & Sequence & literacy support 2012-2013	Tchrs, Contractors, Dir of PD
Government	Hippocampus			Hippocampus alignment with super sequence & literacy support 2012-2013	Tchrs, Contractors, Dir of PD
SPANISH					
Mastery Based Spanish I & II	TBD			2012-13	Dir PD and contractor
ONLINE COURSES					
	Ivy Bridge, BYU, Peralta	College Launch Pilot			Dir PD and College Launch Coordinator

LPS Oakland Blended Teaching / Blended Learning: Instructional Expectations & Professional Development Plan

Math

Must Do 2012-13:

- FlexMath (online presentation & differentiated practice support) – Algebra 1, Academic Numeracy, Geometry
- College Access Readers (online textbooks with embedded literacy supports, multi-media, Spanish translations & text-to-speech) – Algebra 1, Geometry, (Algebra 2 in 2013-14)
- ExitTicket (just in time data application)– Academic Numeracy, Algebra 1, Geometry, Algebra 2

Pilot with One Math Teacher 2012-13 – Must Do 2013-14:

- Khan Academy (individualized support for low- achieving and advanced students)
- EdModo (controlled, educational "Facebook" for course organization and student / teacher communication)

Professional Development:

Pilots are already in place at College Park for Must Dos and training is taking place through Network professional development spring, June and throughout July. Individualized training of teachers and ongoing support will be provided by implementing teachers from other LPS schools as needed.

English

Must Do 2012-13

- Springboard English (Comprehensive English program by College Board. Includes various online elements) – English 1, 2, 3, 4
- DynEd (English and academic language development in 16 levels from elementary to college level) – Academic Leadership
- Mavis Beacon Typing (online typing program) – Academic Leadership and potentially in other English classes
- Read 180 (technology supported reading intervention and English Language Development) – English 1 Intensive

Professional Development:

This is an LPS-wide initiative. PD on Springboard instructional development has already started this spring and will continue with a 3-day institute in June, a training of site-level trainers in June and follow up in August site and Network retreats. Site-level trainers will continue support during the year. The DynEd pilot is in place this year and individualized training will take place with the Academic Leadership teacher. Read180 is highly successful and in place. DynEd and Read180 coaching will be provided by the Curriculum Coordinator.

Science
Must Do 2012-13

- College Access Readers (online textbooks with embedded literacy, multi-media, Spanish translation and text-to-speech) – Environmental Science and Biology
- Virtual labs and field trips– Environmental Science and Biology; pilots in Chemistry
- ExitTicket– (just-in-time data application) – Environmental Science and Biology; pilots in Chemistry

Professional Development:
Professional development in the spring, the June Network Curriculum Institute and the August Network PD will build off of the best practices with the College Access Readers and ExitTicket from across the Network. The science teachers will work in collaboration with others across the network in developing the resources for virtual labs and field trips to incorporate into the LPS Common Spine. Support will continue with webinars and other in-person and virtual course-specific , network-wide professional development throughout the year.

Social Science
Must Do 2012-13

- Pilot use of one-to-one laptops for research and writing – to be fully incorporated into courses in 2013-14
- Pilot online resources (from the Teachers Curriculum Institute (TCI), Hippocampus (UC Berkeley online materials) and other courses) – World History, US History, Government – to be fully incorporated into courses for 2013-14

Professional Development:
Google will provide professional development support in June for the roll out of the Google Chromes with teachers. The June Network Curriculum Institute will include the introduction / expansion of the use of the online resources which will be expanded by a teacher leader from each site, including LPS Oakland. This support will continue through course-specific, network-wide virtual and in-person professional development throughout the year.

Spanish
Must Do 2012-13

- Explore the use of a variety of online Spanish resources
- Pilot Rosetta Stone with a few students as a mastery-based Spanish option for rollout in 2013-14

Professional Development:
The exploration of the located Spanish resources will be incorporated into the LPS June Curriculum Institute and further developed through contract work over the summer. Contracted individualized support will be provided for 2012-13 pilots.

Technology Professional Development

- Google Chrome Computers **(**cloud-based Google laptops **–** 200 donated by Google) – all teachers will be trained in using Chromes, Google Docs, and all other Google applications by Google in June and have a Chrome computer to take home for practice during the summer. Ongoing support will be provided by the Director of Technology and site Technology Coordinator.
- Pathbrite Digital Portfolios (secure, online electronic portfolios) - all teachers will be trained on Pathbrite in June. Freshman teachers will be expected to incorporate it into all courses in the beginning of a four-year online portfolio. Other teachers may choose to incorporate it into their courses. Pathbrite will provide ongoing support and professional development as part of their co-location with LPS Oakland.
- ExitTicket (Just-in-time data application) – all teachers will be trained in ExitTicket in June with ongoing PD during the year. All Math and Environmental Science and Biology teachers will be expected to use ExitTicket with others piloting for full use in 2012-13. Ongoing support and PD will be provided by the LPS Chief Innovation Officer.
- Ed Modo (controlled, educational "Facebook" for course organization and student / teacher communication) – all teachers will get an introduction to EdModo in June with those interested in piloting its use receiving more intense PD during the summer.

LPS Oakland
Draft Curriculum and Professional Development Timeline
January - August 2012

	English	Mathematics	Science
January			• Biology: Preview Genetics exam
February	• Feb 3, 8:30-3:30: Springboard ELA Intro/Overview PD @ College Park	•	
March	**Network Professional Development March 29**		
	• Springboard ELA strategies PD for all Network English teachers	• EL and Math Integrated Strategies PD • The role of Khan Academy in Algebra •	• Biology: Calibrate/score student open-responses and Lab Notebooks; • Chemistry: Student inquiry integration. Common Labs. • Physics: Critical reading integration and lab debriefing strategies
April	• Draft English Framework/ Scope & Sequence in collaboration with English Teacher Liaisons • English Teacher Liaison training to refine and support Springboard ELA implementation 2012-13	Teacher Leader Training for Summer PD and for Benchmark Assessment development and revision	
May			
June	**LPS Summer Institute: Collaboration by Courses or Subjects June 19 -21 Teachers and June 22 Administrators**		
	• June 19 & 20: 2-day Springboard English + 1 day site planning +	• Transition to the Common Core State Standards • EL strategies integration into complex	• Integration of critical reading - best practices • Common Labs: Best practices

	English	Mathematics	Science
	• June 21: ½ day administrators Springboard training • Developing proficiency with critical reading and critical writing strategies	text and instruction • ExitTicket / Clickers - Developing instructional best practices. • Using EdModo in Math	debriefs and rubrics for Notebooks • Use of multi-media in College Access Readers • Virtual labs and field trips
July	• 2-Day Springboard ELA - new teachers • Read180 and DynEd training for new teachers by Curriculum Coordinator	• New Teacher course-specific training on LPS Common Spine resources • Introduction to College Access Readers in Environmental Science – individual coaching	
August	**LPS Network Staff Professional Development Retreat August 1 & 2 Administrators and August 9 & 10 All Staff**		
	• Using the new Common Spine scope and sequence and Springboard curriculum map to develop annual and 1st trimester instructional plans • Developing/exchanging the site-choice literacy units	• Integrating the Common Core State Standards into the Math Common Spine • Rigor and Mastery Learning - practices for teaching and learning in math	• Lab Rubrics: Calibrating student lab notebooks • Developing scientific - academic literacy • Increasing rigor and student mastery • Multimedia and virtual labs

	Social Science	Spanish	Technology
January		• Jan. 24th 4:30: Webinar: Review BMK3 exams	• Exit Ticket.org - pilot expansion
February	• Feb 13, 4:30: Webinar - Preview BMK 3 •		• ExitTicket / Clickers Best Practices – survey and planning meeting
March	**Network Professional Development March 29**		

	Social Science	Spanish	Technology
	• Research strategies for the internet • EL-Focused strategies exchange	• Benchmark review and preview • Spanish writing strategies PD	• ExitTicket / Clickers development of PD plan for spring, summer, next year w lead teachers
April	• Teacher Leader Training for Summer PD, online resource development and Benchmark Assessment development and revision		
May	• •		
June	**LPS Summer Institute: Collaboration by Courses or Subjects June 19 -21 Teachers and June 22 Administrators**		
	• DBQ assessment- realign and refine: Review and revise rubric; identify anchors and exemplars	• Course alignment and articulation: establishing the course pathway to AP Language and AP Literature • Review of online resources	• ExitTicket / Clicker Best Practices - Developing PD modules and podcasts
July	• Benchmarks: Realignment and Refinement	• Benchmarks: Realignment and Refinement •	•
August	**LPS Network Staff Professional Development Retreat August 1 & 2 Administrators and August 8 & 9 All Staff**		
	• Showcasing and integrating strategies that develop student historical thinking, intellectual, and research skills • Integrating online resources	• Spanish development best practices: Reading, Writing, Speaking • Transitioning to Spanish Mastery documentation • Presentation of online Spanish resources	• Ed Tech Resources • Ed Tech Best Practices Showcase

	LPS Oakland Orientation & Professional Development
May	• Site visitations to High Tech High, New Tech High and KIPP Hybrid by key leaders of LPS Oakland to observe their programs
June	• Introduction to the LPS Oakland Blended Learning Model • Introduction to Google Chromes and Google suite of tools • Overview of the LPS Subject and Course Common Spines: scope and sequence, assessments, online and hard copy resources, linked/blended learning and planning the roll out of new program • Introduction of ExitTicket
July	• Course-specific planning and training with internal LPS teacher leaders and Home Office staff and with outside professionals
August	• Site Planning Retreat • LPS Network Professional Development

D. SPECIAL POPULATIONS: SPECIAL EDUCATION

Special Education Services for Students under IDEA

LPS does not discriminate on the basis of disability or special needs of any kind. LPS complies with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and all other state and federal laws governing special needs students. The School shall utilize its Student Study Team process to guide referrals of students for evaluation under Section 504 or the IDEA.

As allowed by law, LPS Oakland at its option may elect to participate and function as a public school of the District for purposes of special education, pursuant to Education Code Section 47641.Pursuant to Education Code Section 47641(a) and 56207, LPS as its own LEA, has partnered with the El Dorado County SELPA. LPS, in partnership with the El Dorado County SELPA, bears full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. As the LEA for special education purposes, all special education funding attributable to LPS' students will flow directly to LPS pursuant to the SELPA's budget allocation plan, and LPS will not pay a portion of the charter authorizer's special education encroachment to ensure that the needs of all students with disabilities are met.

LPS Oakland will seek to maintain open communications with the SELPA and/or charter authorizer to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with all applicable laws. Additionally, LPS will notify in writing, the district of residence and the Authorizer when a Special Education student enrolls, becomes eligible, ineligible and/or leaves LPS. When a student with an IEP enrolls in or transfers out of LPS, the Special Education staff of LPS will email and/or write the sending or receiving district to assist the student in the transition from school to school.

Special Education Academic Program

Leadership Public Schools – Oakland will provide all students identified as learning disabled with access to the regular curriculum and to have their educational needs met through a combination of "Pull Out" and "Push In" services. In addition, early identification of student with learning needs is an essential part of the RTI process at LPS.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. General education teachers through the use of the College Access Reader, which provides learning scaffolds, word and concept definitions as well as language translations

for our English learners, may provide RTI in the regular classroom. Other RTI interventions are available through the READ 180 program designed for students who have demonstrated significant difficulty in reading and through the DynEd Program (English language development class for new comers).

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Special education students who require additional and more intensive support are services in the Resource Specialist Program (RSP). These services are provided based on the student's IEP and may include either Push In Services or a more traditional Pull Out program.

Push In services, refers to our Collaboration services, which provides special education in regular education classrooms. At LPS, more special education students are taught in regular classrooms, and collaboration is increasing. Collaboration helps to ensure children with learning disabilities get a Free Appropriate Public Education including specialized instruction in a regular classroom.

Collaboration Model – Lead Teacher Model: In classrooms where the lead teacher is the regular classroom teacher, the classroom teacher delivers the instruction in the subject area. The special education teacher is an observer who works with children after instruction to provide specially designed instruction ensure understanding, and to provide adaptations and modifications.

Collaboration Models - Team Teaching: This involves both teachers simultaneously working together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed. Special education teachers provide specially designed instruction to students with IEPs and regular education teachers can assist with this as well.

Consultation Models of Collaboration: A special education teacher may provide some instruction to students, but the majority of service is indirect. The special education teacher mostly provides guidance to the regular education teacher on how to modify instruction to meet the student's needs.

Ultimately, LPS believes that an inclusion model of support will help our students face the rigor of a comprehensive high school program while receiving the academic support necessary to ensure their school success. On occasion, it is necessary to provide students with disabilities with targeted, small group or individual academic support. For those students needing a more focused intervention, the Resource Specialist may schedule the students with small group or individual instruction. LPS also provides Speech and Language Therapy services with a licensed Speech and Language Pathologist or through *Presence Learning Inc.*, our on line speech therapy services. Occupational Therapist or counseling services are also provided as required in the

students IEP. All Designated Instructional Services are provided in small group or individual sessions.

Section 504 and Americans with Disabilities Act ("ADA")
LPS shall be solely responsible for compliance with Section 504.

LPS will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. LPS 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 School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the School.

A 504 team will be assembled by the Principal or other designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for the least restrictive environment. 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, 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 will consider the following information in its evaluation:

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

b) 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 intelligent quotient.

c) Tests which are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations 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 LPS' professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.
All 504 team participants, parents, and 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. 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, continued eligibility or readiness to discontinue the 504 Plan.

The School will operate its program in compliance with the Americans with Disabilities Act ("ADA"). With respect to facilities, the Oakland Unified School District may be responsible for compliance with ADA under applicable law if the School occupies a facility owned by the school district (e.g., under Proposition 39), and such responsibility is generally outlined in an MOU or facilities use agreement between LPS and the Oakland Unified School District.

E. SPECIAL POPULATIONS: ENGLISH LEARNERS

The LPS ELL program supports students on three levels:

- Access to and support for the core;
- Strategic support; and
- Intensive intervention.

An important component of our mission is to create access to core content for all students. To that end, we have developed our own curricular resources in close collaboration with the CK-12 Foundation, which offers SBE-approved, open-source textbooks in Math and Science. Our materials are called "College Access Readers." The Readers are differentiated, modifiable, flexible, provided in English and in Spanish, and compatible with the text-to-speech software we implemented for further support. As of this writing, we have completed Readers in Algebra 1, Geometry, and Biology; during the 2011–2012 year, we will develop Readers in Algebra 2, Environmental Science, Chemistry, and Physics.

These curricular resources have been developed through a process of intense and sustained collaboration among teachers from all school sites. Training teachers how to use these resources has served as embedded professional development, which is reinforced by the ongoing literacy-focused professional development teachers receive at both the site and network levels.

Beyond support and access to the core, LPS Oakland will also provide strategic support, including an after-school and vacation intervention programs, as well as the use of the online DynEd targeted ELD program in the English courses.

Our intensive intervention focuses on reading intervention and English language support. The Read180 California program (including the language-centered "LBook" and System 44) comprises the comprehensive curriculum of our Reading course. "First English," the DynEd level for CELDT 1 and 2 English Learners is also used in the Reading course and in after-school intervention.

Approach to English Language Learning

CORE ACCESS and SUPPORT

Content Access

CK-12 College Access Readers (CAR)
CAR text-to-speech
CAR Spanish
Ongoing literacy-focused professional development
SIOP instructional strategies

Embedded ELD

CAR vocabulary
Daily language objectives
ELD instructional strategies

STRATEGIC SUPPORT

DynEd courses ("English for Success" and "New Dynamic English")

Tutoring (as needed)

INTENSIVE INTERVENTION

Read180 with LBook and System44

DynEd course ("First English")

While the three-tiered model described above represents the overall model of LPS support for English Learners, LPS-San Jose recognizes that such support differs by English proficiency as well as in different content areas. The chart below details both the ELD and Content Access support provided by CELDT level.

	1	2	3	4	5
ELD (in E/LA courses)	- DynEd - System 44, LBook, R180 in Reading - ELD instructional strategies - daily language objective	- DynEd - System 44, LBook, R180 in Reading - ELD instructional strategies - daily language objective	- DynEd in Academic Leadership - LBook in Reading - ELD instructional strategies - daily language objective	- DynEd in Academic Leadership - ELD instructional strategies - daily language objective	- DynEd in Academic Leadership - ELD instructional strategies - daily language objective
	ASSESSMENT: MAP Reading test, MAP Language test, E/LA benchmark exams, and E/LA writing assessments				
Content Access (in all courses)	- SIOP/content literacy - ck12 Spanish resources - text-to-speech technology	- SIOP/content literacy - ck12 Spanish resources - text-to-speech technology	- SIOP/content literacy - ck12 Spanish resources - ck12 Level 2 materials	- SIOP/content literacy - ck12 Spanish resources - ck12 Level 2 materials	
	ASSESSMENT: Content area benchmark exams and MAP Language test.				

Within these larger program elements, LPS employs a variety of instructional strategies including:

- On-Going Assessment- to establish current or actual level of acquisition and thus establish student's zone of proximal development. This information provides data necessary for lesson planning.
- Scaffolding- promotes learning when concepts and skills are being first introduced to students. These supports may include resources, a compelling task, templates and/or guides

- Think-Pair-Share- After you present a concept, or at specific time intervals, stop class and allow students to collect their thoughts (think). Then have them discuss their idea for 3-5 minutes with the person next to them
- The use of Graphic Organizers to help students visualize relationships between concepts and take apart complex text.
- Annotation to help students understand and process complex text
- Word Walls
- Direct vocabulary instruction
- Oral language sentence frames to promote the use of oral academic English

Building Primary Language Assets

In addition to building the academic language and fluency of our English Learners, LPS Oakland is committed to building on the Spanish language assets they bring to high school. It is anticipated that a majority of the LPS Oakland students will have Spanish as their primary language. However, their profile is likely to vary widely from those who are bilingual and bi-literate to those who have only a minimal understanding of Spanish. For this reason, LPS Oakland will offer a mastery-based introductory program with online resources at the core in order to move students through the UC A-G requirements as rapidly as possible. Upon completion of those requirements, students will be able to move into online college Spanish courses, or online AP Spanish, with the most proficient able to finish a Spanish minor prior to graduating from high school. Students pursuing these advanced Spanish options will be expected to complete community service experiences or internships applying these skills and building their personal economic assets in the process. This could include developing bilingual materials or websites for local businesses or non-profits or using their skills to provide translation services for such organizations. Eventually this Spanish College and Career Launch would include translator certification opportunities.

Please refer to Appendix C: Special Populations for a more detailed English Learner Plan.

F. GRADUATION REQUIREMENTS

LPS' current graduation requirements are designed to ensure that students meet these 21st Century student outcomes and meet or exceed the University of California "A-G" admissions course requirements. This list of graduation requirements should not be confused with course offerings. LPS Oakland offers more courses than those required for graduation. It may also require students to demonstrate their performance through portfolios, exhibitions, internships or community service. Students may fulfill course requirements through regular LPS coursework, at nearby colleges, or through approved online high school or college courses. Subject to further revision and improvement, the graduation requirements include:

UC Group	Subject Area	State	UC/ CSU	LPS
a	English	3	4	4
b	Mathematics	2	3 **1*	3
c	History/Social Science	3	2 **2*	3
d	Laboratory Science	2	2 **3*	2
e	Language other than English	1*	2 **4*	2
f	Visual and Performing Arts	1*	1 **5*	1
g	Electives		1 **6*	1
	Additional Courses 9			4
	Totals:	14	15	24

*One year language other than English or one year visual and performing arts.
1-Includes elementary and advanced algebra and 2- and 3-dimensional geometry.
2-State: One year history, cultures, geography and one year U.S history and one semester government and civics and one semester economics; UC: one year history, cultures, geography and one year U.S history or ½ U.S. history & ½ civics/government; CSU: one year US history and one additional year of social science.
3-UC: Provide fundamental knowledge in at least two of the following three disciplines: biology, chemistry, physics; CSU: One life science and one physicals science.
4-Two years in the same language.
5-One year in one of the following four disciplines: dance, drama/theater, music, visual art.

Transfer of Courses/College Entrance Requirements

Governing Law: If the proposed school will serve high school pupils, a description of how the Charter School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

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

Parents will be notified of the acceptability of credit for transferring into or out of the School.

Parent Notification Regarding Course Eligibility for College
As discussed in Element A, the School's graduation requirements are based on the University of California "A-G" requirements. LPS' courses either have received approval or will be submitted for approval by the University of California. The parents and students at the School will be notified periodically via the LPS website, school materials and/or mailed letters of both the prospective course eligibility for the University of California and the courses as they are approved.

Parent Notification Regarding Credit Transferability
Students seeking to transfer into the School will be notified in person or via email or a mailed letter of the prospective credit transferability. LPS proposes the following initial plan for credit transferability for students transferring to the School:

Course at Former School	Credit Granted at LPS
A grade of C or higher in UC approved course at other school.	Full credit at the School.
A grade of C or higher in non-UC approved course at other school.	Full course credit upon LPS' review of the course description and determination that the course is comparable with the School's courses.
A grade of D+ or lower in any course at other school.	No course credit unless LPS determines the work performed meets the minimum proficiency and content requirements of LPS' courses.

It is important to note that even if courses from other schools are given full course credit at LPS, students must still meet the School's graduation requirements even if these are higher than the previous school. Students can apply for waivers from LPS on a case by case basis.

It is expected that the local schools will give full course credit to University of California approved courses and will give due consideration to elective courses and other courses that are offered at the School but are not part of the School's graduation requirements or approved by the University of California. Parents will be notified of these matters via parent meetings, letters or emails.

G. 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.

California Education Code 47605(b)(5)(B)

LPS believes that for a student to be prepared for the 21st Century they must be prepared to Learn, Lead and Succeed. This means:

- **Learn**: college–ready critical thinking skills; college-ready content knowledge, and attitudes and behaviors to become college ready
- **Lead**: personal empowerment, accountability and responsibility, and commitment to the larger community
- **Succeed**: collaboration and communication skills as well as "college knowledge"

Alignment

Outcomes have been operationalized for each LPS course into a set of topics and skills comprising the state standards plus extended college-ready critical thinking and complex text competencies less well-covered by the California standards. The course scope and sequence and benchmark assessment blueprints define what students will know and be able to do at the close of each academic quarter and by the end of the school year. Within this frame, teachers will have flexibility in how they design and iterate daily and weekly learning objectives to best meet learning pace and needs. A summer curriculum institute each year will engage teachers in mapping and prioritizing the standards and creating the sequencing of daily and weekly objectives for the upcoming school year. The school leaders will meet with each teacher weekly to ensure that measurable daily and weekly objectives are well-aligned to annual goals.

Measurement

The table below outlines specific performance metrics aligned to pupil outcomes. Selected assessments measure performance against State and college-ready standards, assess individual student year-to-year growth all along the learning continuum, and enable comparison with other California schools.

Subject Area	Measurable Outcomes	Assessments	Type of Assessment	Frequency	Proficiency Goal	Annual Goal - % by Year
English Language Arts	Read grade-appropriate complex text with fluency and comprehension, express complex	California Standards Test (CST) in English Language Arts	Criterion-referenced, paper-and-pencil standardized test	1x/year	4/5 (Prof/Adv)	2012-13: baseline % 2013-14: +10 2014-15: +10 2015-16: +5 2016-17: +5

Subject Area	Measurable Outcomes	Assessments	Type of Assessment	Frequency	Proficiency Goal	Annual Goal - % by Year
	ideas in non-fiction genres of writing, and employ correct grammar.	Measures of Academic Progress (MAP) in Reading	Criterion-referenced, computer-based adaptivetest	3x/year	At/above grade level	Growth of >=1.5 grade levels / year until grade level reached & maintained
		Scholastic Reading Inventory (SRI)	Criterion-referenced, computer-based adaptivetest	6x/year	At/above grade level	Growth of >=1.5 grade levels / year until grade level reached & maintained
		Early Assess. Program (EAP) / CSU Eng. Prof. Test (EPT)	Standardized paper and pencil tests of college-entry-level reading & writing skills	1x/year 11th and 12th grades only	Score of Ready	2014-2015: baseline % 2015-16: +15 1016-17: +10
		CA HS Exit Exam (CAHSEE)	Criterion-referenced, paper-and-pencil standardized test	1x/yr 10th, 2x/yr 11th, 6x/yr 12th as needed	Passing >= 350, Prof >= 380	2013-14: 75% passing, 50% prof; then +10 each year
Math	Demonstrate mathematical mastery in an established sequence of math courses: Algebra 1 Geometry Algebra 2 + Individualized advanced math pathways through on-line college or AP courses (Statistics, Calculus, etc.)	California Standards Tests (CSTs) in: Algebra 1, Geometry, Algebra 2, Summative HS Math	Criterion-referenced, paper-and-pencil standardized tests	1x/year	4/5 (Prof/Adv)	2012-13: baseline % 2013-14: +10 2014-15: +10 2015-16: +5 2016-17: +5
		Measures of Academic Progress (MAP) in Math	Criterion-referenced, computer-based adaptive standardized test	3x/year	At/above grade level	Growth of >=1.5 grade levels / year until grade level reached & maintained
		Early Assess. Program (EAP) / CSU Entry Level Math Test (ELM)	Standardized paper and pencil tests of college-ready math skills	1x/year 11th and 12th grades only	Score of Ready	2014-2015: baseline % 2015-16: +15 1016-17: +10
		California High School Exit Exam (CAHSEE)	Criterion-referenced, paper-and-pencil standardized test	1x/yr 10th, 2x/yr 11th, 6x/yr 12thas needed	Passing >= 350, Prof >= 380	2013-14: 75% passing, 50% prof +10 each year

Subject Area	Measurable Outcomes	Assessments	Type of Assessment	Frequency	Proficiency Goal	Annual Goal - % by Year
Science	Demonstrate mastery in an established sequence of science courses: Environmental Science Biology Chemistry + individualized advanced on-line college or AP courses	California Standards Tests (CSTs) in: Biology Life Science Chemistry Physics	Criterion-referenced, paper-and-pencil standardized tests	1x/year	4/5 (Prof/Adv)	2012-13: baseline % 2013-14: +10 2014-15: +10 2015-16: +5 2016-17: +5
English Language Learning	Proficiency in English reading, writing, listening and speaking	California English Language Development Test (CELDT	Criterion-referenced, paper-and-pencil standardized tests	1x/year	4/5 (Prof/Adv)	Growth of >=1 proficiency level per year until prof.
		DynEd Embedded Assessments	Computer-based curriculum-embedded assessments	Daily	>= 80% mastery	>=80% of students >=80% mastery
Social Science	Demonstrate mastery in an established sequence of social science courses: World History US History Government	California Standards Tests (CSTs) in World and U.S. History	Criterion-referenced, paper-and-pencil standardized tests	1x/year	4/5 (Prof/Adv)	2012-13: baseline % 2013-14: +10 2014-15: +10 2015-16: +5 2016-17: +5
Spanish	Read grade-appropriate complex text in Spanish with fluency and comprehension, express complex ideas in non-fiction genres of writing, and employ correct grammar.	Spanish Benchmark Assessments	Mixed-format State-framework aligned assessments	4x/year	4/5 (Prof/Adv)	Growth of >=1 performance level per year until prof.
Visual Arts	Demonstrate knowledge of visual arts elements and principles, as well as critical and creative thinking	Art Benchmark Assessments	Mixed-format Art CSET-aligned assessments	4x/year	4/5 (Prof/Adv)	>=80% Prof/Adv each year

Subject Area	Measurable Outcomes	Assessments	Type of Assessment	Frequency	Proficiency Goal	Annual Goal - % by Year
Special Education	Students will meet all annual goals defined in the Individualized Education Plan (IEP	Tri and Annual Review Assessments	Diagnostic and criterion-referenced assessments	1x/year	Meeting all IEP goals	100% annually
Physical Health & Fitness	Students will understand the role of nutrition and exercise to their physical fitness and well-being, and will learn and practice healthy nutrition and physical activity habits and skills	California Physical Fitness Test (9th grade)	Physical performance-based assessment	1x/year	Score of 5-6 on 6 point scale	2012-13: baseline % 2013-14: +10 2014-15: +10 2015-16: +5 2016-17: +5
Lead & Succeed: College-Ready Learning Identity, Strategies and Skills	Students will demonstrate collaboration and communication skills, personal empowerment, accountability for their own learning and well-being, and commitment to the larger community; complete at least 1 college course during high school; basic technology skills in word processing, internet research, digital presentations (i.e. powerpoint), and informational analysis (i.e. excel)	Advisory Report Card	Summary document of all advisory course assessments	6x/year	>= 80% mastery	>=80% at/above 80% mastery each year
		Completion of >=1 college course during high school (>=10 credits earned on transcript)	College A-G credits earned	1x/year	Grade of A, B, or C in college-level course	100% of 12th grade students annually (beginning in 2015-16)
		Technology Performance assessment	Performance-based assessment	1x, by graduation	>= 80% mastery	>=80% of students at/above 80% mastery
		College-Going Rates	Monitoring of college-ready graduation, college matriculation, and enrollment at beginning of 2nd semester of first year	1x/year	Graduate college-ready, start and stay in first year of college	2015-16: 95% of seniors graduate college-ready 2016-17: 90% enter college and 80% still in college beginning of 2nd semester

Performance Level

Since many LPS Oakland students are likely to enter high school far below grade level: 1) the targets for year-to-year individual student growth are >= 1.5 grade levels per year (up to proficiency), allowing a student to gain 6 grade levels or more during high school; 2) the targets for percent of students achieving proficiency start steep (>= 10% gain per year) and then level

off to gains of 5-10% a year; and 3) the targets for gains on our course benchmark assessments are 1 performance level per year, allowing gains of up to 4 levels during high school.

All students - including special education students, English language learners and students who are underperforming - will be assessed in all areas. Special education students will receive all legally required accommodations and those required in their Individual Education Plans ("IEPs"). In addition, LPS shall comply with all applicable federal and state assessment and accountability laws. This shall include but not be limited to NCLB.

Since LPS Oakland will draw students from the existing charter LPS College Park, there are interdependencies between the two schools' pupil outcomes. The table below displays the targets for both schools on key metrics currently monitored for LPS College Park.

	2012-13		**2013-14**		**2014-15**		**2015-16**	**2016-17**
	CP	***Oakland***	***CP***	***Oakland***	***CP***	***Oakland***	***Oakland***	***Oakland***
Attendance	92%	93%	93%	93%	93%	93%	93%	93%
Similar Schools Ranking	6	n/a *(due to size)*	6	4	6	5	6	7
Dropout Rate	<7%	<7%	<7%	<7%	<7%	<7%	<6%	<5%
College-Going Statistics		9th Grade only		9th-10th grades only		9th-11th grades only	>=95% graduate HS college-ready	>=90% enter college >=80% start college 2nd sem.

H: PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.

California Education Code 47605(b)(5)(C)

Assessments

LPS Oakland will utilize a comprehensive range of assessments to monitor pupil progress across the high school subjects and competencies, including state summative, diagnostic, interim, and formative assessments.

State Summative Assessments
LPS administers the California Standards Tests (CSTs),assessing grade level mastery in English Language Arts, Math, Science and History; the California Modified Assessments (CMAs) in those same subjects as appropriate for Special Education students per IEP specifications; the Early Assessment Program (EAP), by which students can test out of taking remedial college classes in English and math; the California High School Exit Exam (CAHSEE) in English language arts and math, and the California English Language Development Test (CELDT), by which students demonstrate progress toward English proficiency.

Diagnostic Assessments and Growth Measures
LPS uses NWEA's computer adapted MAP assessments, the SRI (Scholastic Reading Inventory) and the DynEd program to provide diagnostic data for teachers and course placement and to measure growth mid-year and in the spring. Students who are below grade level are expected to progress >= 1.5 grade levels each year.

Interim Assessments
LPS provides Network-wide interim assessments four times a year. These are standards aligned and have been correlated to the California Standards Test and other external measures including Advanced Placement exams, the California Foreign Language Framework, and Conley's "College Knowledge" framework. Data reports are used by teachers and administrators in regular cycles of inquiry and re-teaching after each assessment. Depending on the data, re-teaching may be whole class, small group, or individualized. Performance cut-points are re-calibrated for these assessments each year based on prior year correlation with CST scores, so that the results are strongly predictive of CST performance.

Many courses also include Network-wide unit assessments (math, science, history and Spanish) or modularized topic assessments (English conventions and grammar). Similar data is provided for monitoring and re-teaching.

College-Aligned Assessments
Either as part of the interim assessments or as a separate strand, many courses include assessments that have been backwards mapped from the California State University's Early Academic Placement (EAP) exams or freshman course requirements. These include Document

Based Questions (DBQs) in History, writing portfolios, and on-demand writing assessments in English, and critical readings and labs in science. Students enrolled in Advanced Placement courses participate in the AP exam as well as regular course assessments modeled after the AP tests.

Formative Assessments

In addition to teacher-made quizzes and assessments, LPS places considerable emphasis on just-in-time data through the use of daily exit tickets. Exit tickets may be paper and pencil short quizzes and summaries or may include the use of commercial audience response mechanisms (clickers). The LPS Network is developing a mobile and laptop application, ExitTicket that includes advanced "clicker" functionality and provides teachers and students with immediate data that is tracked and analyzed over time.

Instructional Improvement

In August, all LPS teachers meet three days before school to review the preceding year's data and revise their achievement plans for the coming year. Two additional Network-wide days support the further development of instructional planning in course-specific groups. Data are presented in three ways:

- Summative data (CST, CAHSEE, MAP, CELDT, Grades) disaggregated by ethnicity, course, teacher, etc. for school-wide planning.
- "Looking Back Rosters" allowing teachers to see all of the data by student for each period and course from the preceding year.
- "Looking Forward Rosters" allowing teachers to see all of the data by student and class in order to plan for the coming year.

Throughout the year, LPS teachers meet weekly by subject area to collaboratively review student performance on weekly measurable objectives, share and develop instructional practices and materials, and tweak the instructional plan as needed for the upcoming week. Teachers complete a rigorous inquiry cycle around each quarterly interim assessment cycle, meeting before the exam to predict performance; directly following the exam to analyze performance, plan re-teaching, and design/select a re-assessment; and two weeks later to analyze and plan using the re-assessment results. *Artifacts from the interim assessment cycles are included in Appendix D: Pupil Outcomes and Progress.*

Student-Led Learning and Improvement

The use of exit tickets and just-in-time data is designed to engage students and help them become invested in accelerating their own performance. In addition, LPS has developed an approach called "Personalized Pathways" where students regularly review their own data and develop personal plans to improve their progress. These reports include "Pathways to College" which provides students regular reports on their credits, completion of A-G and graduation requirements, attendance, and tardies and engages them in planning their next steps. Other reports help them analyze diagnostic assessments and plan pathways to success on the CAHSEE and CST examinations. Each marking period, students reflect on their grades, attendance and test scores in Advisory and set and monitor goals for continued improvement.

Data-Driven Course and Intervention Placement

All freshmen participate in diagnostic testing using the Measures of Academic Progress (MAP) from the Northwest Evaluation Association. Based on this assessment and prior grades, and an additional Algebra test, they are placed in Algebra or Geometry. Most students in Algebra, based on MAP, are also placed into Academic Numeracy, a support course for Algebra that also backfills missing basic numeracy skills and spirals content from Algebra I.

Based on the summer MAP Reading test, low-performing students are given an additional reading assessment, the Scholastic Reading Inventory and the Burns and Rowe. Students scoring at 4th grade level or below are placed in Read 180 and/or an ELD course. All other students are placed in English 1 and Academic Leadership, an English support and study skills course. Beyond these courses, all LPS classes are heterogeneous with the exception of 11th and 12th grade AP courses.

All students are enrolled in intervention tutorials when they are falling behind in their courses or show weaknesses on CAHSEE diagnostic assessments. Daily mandatory homework sessions are held after school for those students failing to hand in homework. Every attempt is made to avoid course failure. In addition to interventions scheduled during the school-year, students in need of additional support or credit recovery are enrolled in summer school. Intervention placements change every 6-8 weeks based on updated student performance results.

Special Education students are identified at enrollment based on prior IEPs or go through the SST and Special Education assessment and placement process based on the recommendation of the parent or teachers.

Reporting

Data Director (LPS web-based assessment management system) provides teachers with real-time assessment results and the capacity to create reports combining all included metrics. Additional custom-built databases enable tailored reporting for all key stakeholders, including external partners, network and school leaders, teachers, students, and parents. These resources will be an integral component of the LPS Oakland pupil progress monitoring system. Report samples are included in Appendix D: Pupil Outcomes and Progress.

Data dashboards for network and school leaders (as well as other external partners such as the OUSD Charter Office) provide a graphical view of progress unfolding during and across school years. The School Accountability Report Card (SARC) will also be prepared annually and posted on the school website. “Everything” rosters provided in Excel enable teachers to filter and sort by multiple measures (e.g. prior year CST, MAP grade level equivalency, benchmark performance level, and course grade) to identify and respond to students’ learning needs throughout the year. Student-facing Academic Planners and reflection sheets engage students in reviewing, reflecting on, and setting goals for their own performance. Customized parent letters provide detailed information on student performance as well as tips for continuing to support student learning at home.

III. PETITIONER CAPACITY

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.

California Education Code 47605(b)(5)(D)

GOVERNANCE CAPACITY

Legal Structure

LPS is a duly constituted California nonprofit public benefit corporation formed and organized in accordance with the California Nonprofit Public Benefit Corporations Law. As allowed by law, LPS will hold the charter and operate the School as it does other charter schools. The LPS Board of Directors holds ultimate authority for the School operations and will be responsible for any potential liability of the School. LPS is the School and there is no separate organizational entity operating or constituting the School. For example, all school employees are employees of LPS as one organization. Notwithstanding this one organizational structure, LPS will continue its nonprofit corporate existence even if this charter is revoked.

A copy of LPS' Articles of Incorporation, Bylaws and IRS 501(c)(3) Determination Letter are included in Appendix E: Governance Capacity

LPS shall operate autonomously from the charter authorizer, with the exception of the supervisory oversight as required by statute. Depending on the charter authorizer and SELPA status of the school, LPS Oakland may also operate autonomously in regards to special education services as allowed by statute. Pursuant to the Education Code Section 47604(c), the charter authorizer shall not be liable for the debts and obligations of the School operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the charter authorizer has complied with all oversight responsibilities required by law.

The School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

LPS will comply with all applicable federal, state and local laws regarding compliance with open meetings requirements, including the applicable sections of the Ralph M. Brown Act, the Political Reform Act, and the California Public Records Act.

LPS will retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability, worker's compensation and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. LPS will provide evidence of coverage and name the charter authorizer as an additional insured. LPS is currently insured by ASCIP (The Alliance of Schools for Cooperative Insurance

Programs), which insures many school districts in California. Evidence of the insurance coverage can be found in Appendix F: Management, Enrollment and Operating Procedures.

LPS shall be responsible for implementing the Charter Schools Act and any other applicable laws in a good faith manner, and to cooperatively pursue any necessary waivers or approvals (e.g., any California State Board of Education requirements or the School's grant applications needing a Local Educational Agency signature) necessary to implement the charter or seek appropriate funding.

Governance Experience: Board of Directors

The School will be governed by a Board of Directors ("LPS Board of Directors" or "LPS Board of Trustees") whose members have a legal fiduciary responsibility for the well-being of the organization and the School.

This Board of Directors is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operations of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development and organizational development. A roster of the LPS Board Members and their biographies, as well as an organizational chart of district roles and responsibilities, is included in the supplemental materials submitted in Appendix E: Governance Capacity. In addition, verification of Brown Act training, the LPS Conflict of Interest Policy, and the Governing Board meeting schedule are provided in Appendices D and E. Detailed information about LPS Board of Directors, including adopted policies, agendas, and minutes, are available to the public and can be found on the LPS website at www.leadps.org.

Current Board members include Josefina Alvarado-Mena (CEO, Safe Passages), Cecily Cameron (Active in Community Affairs), Adam Cioth (Managing Partner, Rolling Hills Capital), Larry Cuban (Professor of Education, Stanford University), Sandy Dean (Partner, Sansome Partners), Marsha Dugan (Active in Community Affairs), D'Lonra Ellis, Esq. (Gap), Karen Eulloqui (student, LPS San Jose), Mutiu Fagbayi (Pres., CEO, Performance Fact), Karene Gray (parent, LPS College Park), Heather Hiles (CEO, Pathbrite and LPS Board Secretary), Mark Kushner (VP, K12 Inc.), JR Matthews (Managing Director, Tregaron Capital and LPS Board Chair), Stu McLaughlin (Partner, Sansome Partners and LPS Board Treasurer), Ana Olazava-Broadbent (LPS San Jose Counselor), Jack Selby (Co-founder, Clarium Capital Management, Inc.), Nicole Sheehan (Active in Community Affairs), Alex Terman (Founder & CEO, Digital Parent and LPS Board Vice Chair), Ricardo Toyloy (Citibank), and Louise Waters (Superintendent & CEO, Leadership Public Schools and LPS Board President). LPS Bylaws provide for a teacher member, parent member, student member and alum on the Board of Directors.

The method of Board election, terms and replacement are all addressed in detail in the LPS Board of Directors Bylaws, included in Appendix E: Governance Capacity. Director terms are three years and are staggered. Vacancies are filled by a nominating committee, and approval requires a majority vote by the Board of Directors as required under the law. LPS agrees to provide copies of any changes to the Bylaws to the charter authorizer.

The Board will allow for the appointment of a director by its Authorizer pursuant to Education Code Section 47604(b). The Charter School's board of directors shall seat the appointed director upon written notification from the Superintendent of such an appointee. Any such appointed director shall have all the rights and privileges of any regular member of the board of directors and shall be subject to all the same terms and conditions of office.

As further outlined in the Board's Bylaws, the Board of Directors is responsible for:

- Upholding the mission and charters of LPS,
- The general policies of LPS,
- Approving and monitoring of the School's annual budget,
- Review and approval of the School's independent fiscal audit, including the resolution of any audit findings,
- Receipt of funds for the operation of the School in accordance with the charter school laws,
- Solicitation and receipt of grants and donations consistent with the mission of LPS,
- Overseeing the sound operation of a hiring system,
- Approving LPS' personnel policies and monitoring the implementation of these policies by the CEO, Principal or other designee,
- Approval of all changes to the charter to be submitted to the Authorizer as necessary in accordance with applicable law,
- Long-term strategic plan for the School and network, and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, and applicable sections of the Ed Code, this charter necessary to ensure the proper operation of the School.

The LPS Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board of Directors may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Governance Experience: Responsibility of LPS Management

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties.

At the current time, consistent with best practice, the LPS Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer of LPS, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Chief Financial Officer, the Vice President for Human Resources, the Director of Operations, their staff, other administrators, and to the Principal at the School.

The Principal may delegate his or her responsibilities further to other school site staff such as the Dean, counselors, office manager, academic department chairs and/or teachers. Within the context of the LPS Board policies as outlined in the LPS Operations Guide, current school

responsibilities include hiring, instructional plan and supervision, student discipline up to suspension, and discretionary budget management.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the LPS Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

Operating Plan: Parental Involvement in Governance and Operation of School

Parents are included in the governance and operation of the school by the creation of an active Parent/Guardian Association (PGA), parent membership on the School Site Council ("SSC") and representation on the LPS Board of Directors. Communications include website updates, Parent/Guardian Newsletters, monthly Parent/Guardian Association meetings, parent-teacher conferences, volunteer opportunities, fundraising, and school surveys, among other things.

All LPS parents are automatically members of the PGA. The PGA will serve as a means for parents to support the School and the education of their children, learn more about School activities and needs, and be more involved with the governance and operations of the school by serving as a forum for voicing their concerns and suggestions about both day to day operations and overall policy. Translators are provided when needed. The PGA is also encouraged to utilize the Parent Representative on the LPS Board of Directors for involvement in broader School policy issues.

In addition, parents are also involved with the governance and operation of the School via a School Site Council ("SSC"), in compliance with regulations for Title I and other federal funding. The SSC is comprised of representatives of all School constituencies, including parents, students, teachers and administrators. The SSC will participate in reviewing and proposing school and LPS policies, soliciting the views of all their respective constituencies, sharing in the efforts to improve the school and engaging the support of the community. The SSC is valuable governance advisory body for the Principal. Except for those responsibilities legally delegated or, as mentioned above, all formal and legal governance responsibility for LPS resides with the LPS Board of Directors.

LPS is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns with LPS throughout the school year, directly and via the PGA, SSC and Parent Representative on the LPS Board of Directors.

Additional information about Parent Involvement and the Operating Plan can be found in the Student Handbook, located in Appendix E: Governance Capacity, and Appendix F: Management, Enrollment and Operating Procedures.

MANAGEMENT CAPACITY: ENROLLMENT & OPERATING PROCEDURES

Enrollment Outreach

> *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 47605(b)(5)(G)

Consistent with the intent of the charter law, LPS will strive to ensure that the student population at the school roughly represents the population of East Oakland with outreach and monitoring efforts that may include, among other things:

- A multi-part enrollment process (see detailed Enrollment Plan in Appendix F) and lottery,
- Access to School District middle schools to make presentations and provide orientation material to the same extent as other district high schools,
- Outreach through presentations at community organizations, independent schools, faith-based organizations, and local youth organizations,
- Collaboration with community-based organizations to support outreach efforts,
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications,
- Distribution of materials in languages in English and Spanish, and other frequently spoken languages;
- Posting enrollment information on the LPS and School site websites;
- Performing home visits in targeted neighborhoods;
- Building capacity of students and families to outreach to targeted communities; and
- Hosting information sessions, school tours and community service events.

Because the current LPS College Park student population is under-represented in terms of African American students, particular efforts will be made to outreach to community organizations, churches, communication avenues and informal networks within this community-see detailed Enrollment Plan in Appendix F.

Enrollment Requirements

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

LPS Oakland is open to all students. Admission tests are not required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of student's reading writing and math proficiencies.

The following admission requirements are intended to create informed applicants who want to attend the School and are committed to the School program: (1) attendance at an enrollment information session or participation in a home visit by LPS staff; (2) completing a written application.

LPS is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, English Learners and Special Education students, we use multiple targeted recruitment and outreach strategies.

First, as indicated above and in the updated Enrollment Plan included in Appendix F, we will exert considerable effort recruiting students from middle schools and community student programs serving low-income students.

Admission shall be open to any California resident who wishes to attend the School, including Special Education students and English language learners, and LPS will not impose admission requirements. If the number of students interested in attending the School exceeds the School's capacity, enrollment for those grade levels shall be determined by a public random drawing ("lottery") as required by law.

Preferences in the lottery shall be given in the following order:

1. Siblings of enrolled students, of both LPS Oakland and LPS College Park (so long as their schools are co-located in the same facility).
2. Children of LPS staff.
3. Students who reside within the Oakland Unified School District.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. The order of the waitlist shall be established at the time of the lottery through the continuation of the public random drawing process. Applications filled out after the lottery will be added to the waitlist in the order received until the beginning of the next enrollment season. LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas).

As indicated previously, the School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The School shall comply with all applicable legal minimum and maximum age requirements for admission.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be:

October through February

- Extensive student outreach as provided in outreach plan included in supplementary information.

March (may be extended year 1)

- Deadline for student applications.
- Student enrollment determined (per public random drawing if more students apply than school capacity at any grade level).
- Wait list created in the order drawn in lottery.
- Students notified of enrollment/wait list status.

April through August

- Students accept/reject enrollment.
- Additional lotteries conducted as needed if waiting list is exhausted.
- Incoming Class is finalized.
- Orientation Letters sent regarding Leadership Retreat dates and School policies.
- Summer Bridge program for entering freshmen.
- Welcoming letter sent to families introducing Advisor and details regarding LPS retreats.
- Pre-opening Parent Association get-together.
- School Opening.

Further information on Enrollment Procedures can be found in Appendix F: Management, Enrollment, and Operating Procedures.

Operating Procedure: Health and Safety

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

Background Checks

The School shall comply with all provisions and procedures of Education Code 44237 and 45125.1 regarding Fingerprints and Criminal Records Summary. Each new employee having contact with minor students and not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary (LiveScan fingerprinting may be used as an alternative).

Vendors, consultants and volunteers, who have direct exposure to students outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to working with or around students.

Role of Staff as Mandated Child Abuse Reporters
All staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Authorizer.

TB Testing
LPS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Medication in School
The School will adhere to Education Code Section 49423 regarding administration of medication in school. Parents are to notify the school if their child is on continuing medication. This notification shall include the completed LPS Medicine Distribution Consent form. Forms for administering medication may be obtained from the school manager. This form must be renewed annually or whenever the prescription changes.

Immunizations and Screenings
As required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. The School will maintain records of legally required tests and immunizations of students and/or staff.

Drug Free/Alcohol Free/Smoke Free Environment
The School shall function as a drug, alcohol and tobacco free workplace.

Bloodborne Pathogens
LPS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. LPS shall establish a written infectious control plan and provide training to staff to protect employees and children from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, children and staff should follow current medical protocol for disinfecting procedures.
More detailed information on LPS Health and Safety Procedures can be found in Appendix F: Management, Enrollment, and Operating Procedures.

Emergency Preparedness
LPS is committed to providing a safe school environment and has included a draft Emergency Response Guide that addresses emergency procedures in the event of earthquakes, fire, floods, shootings, and electricity loss. The School will maintain 3 days of emergency food and water supplies on campus as well as an emergency lock down kit for each classroom.

Facility Safety

The School shall utilize facilities that are compliant with the Americans with Disabilities Act and will meet the building requirements described in Education Code 47610-47610.5. The 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 School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if located in District facilities).

Comprehensive Sexual Harassment Policies and Procedures

LPS is committed to providing schools that are free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will adopt the Authorizer's comprehensive policy to prevent and immediately remediate any concerns about sexual 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 sexual harassment policy, included in the Employee Handbook.

The School will continue to develop and refine further health, safety and risk management guidelines in consultation with its insurance carriers and risk management experts as well as incorporate recommendations from the District. For additional facilities and operational procedures and emergency plan information please refer to Appendix F for the Emergency Response Guide and Appendix I for the Facilities Plan.

Operating Procedures: Pupil Suspension & Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled.

California Education Code 47605(b)(5)(J)

The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with state and federal laws governing discipline of special needs students. The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment while supporting the educational and behavioral needs of the disciplined student to the degree possible. Informed by district processes and best practice, specific suspension and expulsion procedures will be revised from time to time.

The current suspension and expulsion procedures, subject to LPS Board approval and revision in the future to ensure policies are up-to-date with current law and as necessary based upon the School's practical needs, are included in Appendix F .In the case of the recommendation for suspension and/or expulsion of a student identified under the Individuals with Disabilities Education Improvement Act or for whom there is a basis of knowledge by the LPS of

qualification under the same, LPS will conduct a manifestation determination prior to taking any disciplinary action.

While under Expulsion from LPS, a student may not enroll in another California school district without the permission of the district of residence or the receiving district. However, students who are involuntarily transferred or expelled from LPS shall be responsible for seeking alternative enrollment within their district of residence. Pursuant to Education Code 48915.1 (b), LPS has the obligation to inform any school district(s) in which an expelled student may seek to enroll of this expulsion from LPS. LPS will also inform the Authorizer of this disciplinary action.

LPS believes that a student seeking enrollment in a district school will be considered for enrollment under its policies and procedures related to the re-enrollment of involuntary transfers or expelled pupils. LPS will account for suspended or expelled students in its average daily attendance accounting as provided by law.

EMPLOYEE CAPACITY AND EMPLOYEE MANAGEMENT PROCEDURES

Governing Law: The qualifications to be met by individuals to be employed by the school.

California Education Code 47605(b)(5)(E)

LPS recruits professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment which empowers students academically.

LPS requires fingerprint background clearance and TB clearance on all employees, and all teachers and staff will meet the legal requirements for employment, including applicable credentialing requirements.

Additional information regarding personnel and human resources policies can be found in the LPS Employee Handbook in Appendix G: Employment Capacity.

Management: Capacity and Structure

Administrator and Support Staff Qualifications
Administrators at the School may include a Principal, Academic Dean or Assistant Principal, Dean of Student Life, Intervention Counselor and College Counselor, Technology Coordinator, and a School Office Manager.

The Principal is the instructional leader and key person at the School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the School student achievement outcomes as outlined in the Educational Program. Qualifications include proven effectiveness in the following areas of the LPS vision.

Principal
Responsibilities:

- Instructional Leadership – serve as the instructional leader of the school: use data to improve teaching and learning, coach teachers, implement curriculum and assessments.
- General administration, management and leadership of school site – oversee the daily running of the school, address discipline / behavior issues with the Dean of Student Life, oversee student support programs, oversee schedules, manage budgets, coordinate with the home office and strategic planning.
- Planning and Accountability – manage program plans and monitoring, single plan for student achievement, WASC and other accountability reporting.
- Recruit, build and manage a collaborative faculty team.
- Build a culture of high academic and behavioral expectations and an environment that embraces and supports the diversity of cultures and languages represented in the school.
- Community Relations – build relationships with families, local institutions and the Oakland Unified School District.

- Research and Development – maintain partnerships with foundations, entrepreneurs and educational technology companies participating in the LPS Oakland R&D process. Support the involvement of students and teachers in innovation projects.

Academic Dean

Responsibilities:

- Provide academic support to designated teachers.
- Serve as an instructional leader – use data to improve teaching and learning, coach teachers, implement curriculum and assessments.
- Participate as key member of the school's leadership team, serve as part of the administrative cabinet, work with the community, and mentor teacher-advisors supporting curriculum development and implementation.
- Use data to design and implement intervention programs.
- Facilitate standardized assessments and testing.
- Monitor student achievement, transcripts and attendance.
- Manage registration and scheduling of students.
- With the principal, monitor IEP and 504 plans and attend scheduled IEP meetings.
- Build and sustain a culture of attending college.
- Assist the principal in classroom observations and evaluations.
- Serve as a BTSA Induction coach.
- Lead professional development and collaborations.
- Participate in parent conferences, enrollment outreach sessions, parent association meetings, and other types of community outreach.
- Foster a college-going environment.
- Fulfill other duties as needed to best serve our students.

Dean of Student Life

Responsibilities:

Oversee Student Discipline Program

- Foster a caring school environment.
- Work with students and the school community to create a safe and supportive academic culture.
- Review and implement discipline policies.
- Make recommendations for specific student disciplinary consequences.
- Monitor system for recording student disciplinary behavior and actions.
- Work with advisors on effective leadership and support strategies.
- Work with teachers on effective approaches to classroom management.
- Monitor student attendance and recommend appropriate responses.

Manage Academic Intervention and Support

- With principal and other staff, monitor grades and make recommendations regarding specific and tailored interventions.
- With principal, monitor student credits and college requirements.
- Assist with state standardized tests and internal testing of students.
- Communicate with families regarding academic issues.

Coordinate Student Activities and Forge Connections with the Broader Community

- With principal and other staff, coordinate and monitor student activities.
- Oversee athletic program and clubs.
- Design and facilitate student retreats and other field trips.
- Build partnerships with regional community organizations.
- Develop and sustain relationships with future, current, and alumni parents.
- Serve as a liaison to the Parent Guardian Association.
- Fulfill other duties as needed to best serve our students.

College Counselor

Responsibilities:

Supporting students in navigating college preparation, application and enrollment process

- Design and implement a research-based comprehensive four year plan to support students' preparation for college (College Readiness Plan)
- Use a variety of approaches to communicate messages; advisory, grade level, whole school and individual planning - giving priority to small group sessions
- Provide trainings for teachers in the key components of the College Readiness Plan; provide ways to embed college knowledge in curriculum

Supporting Parents

- Develop and implement a four year plan for parents that aligns with the student plan from pre-disposition to student's college acceptance
- Conduct parent meetings and information sessions
- Provide grade level topics for parent meetings
- Use an asset based approach; build on parent's cultural capital
- Conduct or provide opportunities for parent education programs

Outreach

- Participate and coordinate enrollment sessions with local middle schools
- Collaborate with and seek out community resources for student supplemental programs such as academics, community services, internships

Monitoring and Reporting

- Develop a transparent system of monitoring students on-track or off-track for college acceptance and communicate regularly to the administration team
- Monitor student's progress, completing their four year plan (especially grades, tests, etc.)
- Collaborate and coordinate with Deans and Teachers to get academic support for students
- Compile and complete college acceptance data for LPS Oakland and LPS network reports
- Coordinate with Beyond 12 to track College Persistence data

Leading College Launch Program

- Develop partnerships for concurrent-enrollment College Launch courses
- Track enrollment and progress in College Launch courses
- Work with tutors and mentors to ensure success in College Launch
- Work with local colleges to ensure transfer of credits
- Work with alumni students enrolled in College Launch programs as college freshmen

Intervention Counselor

Responsibilities:

- Assisting all students, individually or in groups, with developing academic and personal/social skills, goals and plans

- Initiating academic interventions for struggling students to improve progress towards high school graduation and college attendance
- Fostering a college-going environment, support students' successful transition to college, and provide care and support for students
- Supporting the LPS Oakland-College Park team by:
  - Conducting and facilitating conferences and in-service programs
  - Fostering links between college admission student services and campus life
  - Coordinating academic interventions for struggling students
  - Attending and providing leadership at Student Study Team meetings as appropriate
  - Collaborating with tutors and academic volunteers
- Providing the necessary professional skills to assist students and communities in safe and healthy problem solving and conflict resolution and responding to crisis situations
- Working with students and families and to develop support for intervention program
- Working with school staff to determine appropriate student placement in educational programs
- Developing an intervention services program
- Monitoring student academic performance, behavior, and attendance and assisting with appropriate interventions
- Implementing an effective referral and follow-up process; maintaining community resources list
- Serving as a resource & liaison for teachers, staff, parents, and community social service agencies
- Accurately and appropriately using assessment procedures for determining and structuring individual and group intervention services
- Maintaining records to document interactions, interventions, and decisions along with records based on ethical and legal guidelines
- Conducting or providing opportunities for parent education programs
- Fulfilling other duties as needed to best serve our students.

School Office Manager

Responsibilities:

- Manage all aspects of attendance and student records (accurately maintain student database and attendance records).
- Maintain calendar for principal and school.
- Handle schedules and juggle multiple priorities and tasks.
- Screen principal's mail and phone messages.
- Demonstrate clear understanding of confidentiality.
- Take incoming calls and make necessary outgoing calls, receive visitors and parents, answer questions or direct to appropriate resource.
- Maintain inventory of office and school supplies: requisitions, receive and distribute materials and supplies according to established procedures.
- Manage substitute teacher process.
- Supervise student and temporary workers.
- Demonstrate knowledge of and support for LPS mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.

- Proofread reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents.
- Translate documents from English to Spanish and handle parent translation as appropriate and needed (if Office Manager is Spanish speaking).
- Perform related duties as best needed to serve our students.

Enrollment – Outreach & Afterschool Program Coordinator

Outreach Coordinator Responsibilities:

- Implement an outreach plan to inform prospective urban students targeting LPS programs and student success to meet enrollment goals.
- Establish and track key metrics and milestones to evaluate strategies and improve enrollment.
- Manage application process including communicating with families.
- Maintain admissions files and PowerSchool data.
- Build and foster community partnerships in order to bring services to the school site.
- Increase parent involvement in the school by working closely with all school, parent and community organizations.
- Conduct outreach to engage parents in their child's education with school events and create a welcoming school environment to parents.
- Attend parent meetings along with the principal, where appropriate providing translation.
- Prepare written materials for the purpose of documenting activities and conveying information.
- Recruit parent volunteers for the purpose of assisting the school in its activities.
- Seek out and visit parents of children new to the community for the purpose of helping bridge communication between home, school and community.
- Maintain a high level of ethical behavior and confidentiality of student and parent information.

Afterschool Program Coordinator Responsibilities:

- Build and foster community partnerships in order to bring services to the school site.
- With the consultation of the principal, recruit, hire, and supervise after school staff.
- Coordinate linkages between the regular school day program and the after school program.
- Identify benchmarks on which to measure the success of the program and monitor effectiveness of program to continually advance the program.
- Monitor attendance in the after school program.
- Monitor the guidelines set forth in the grant proposal.
- Provide direct supervision of students in afterschool program by offering class, substituting or co-leading an activity.
- Fulfill other duties as needed to best serve our students.

Technology Coordinator
Responsibilities:

- Set up and maintain all computer resources for students, teachers, admin, and labs
- Work collaboratively with other site technology coordinators, manager of systems admin, and Director of Technology
- Train staff and students, integrating technology to support instruction and curriculum
- Work with the PowerSchool database, scheduling, attendance, and grading software
- Manage the LPS Oakland infrastructure and network, maintain physical connections and availability
- Fulfill certain priorities set by the operations team and report to the director of technology for LPS-wide initiatives
- Attend staff trainings and meetings as required
- Work with students on student clubs
- Work with teachers on tech issues/integration in classrooms
- Fulfill other duties as needed to best serve our students.

Recruitment, Selection, Development and Evaluation of Educators

Effective instruction is at the center of the LPS educational program. The faculty consists of well-prepared and certified teachers. All core teachers will meet the No Child Left Behind Act requirements.

LPS Principals and Human Resources are committed to hiring the best possible candidates as teachers and administrators. LPS recruits through various local, state and organizational sources, including EdJoin, Universities, Teach For America, New Leaders for New Schools, and referrals. Screening interviews, site interviews, teaching demonstration, and references are conducted prior to extending employment offers. Principals are the hiring managers in consultation with the VP of HR. Each position is verified within the budget prior to offer.

LPS teachers will be encouraged to pursue LPS Accomplished and Master Teacher status during their career. National Board Certificated Teachers also receive an additional stipend. Professional development and teacher collaboration is scheduled on a weekly and on-going basis on site, with additional LPS network wide professional development and collaboration days, to support teachers throughout their career.

Professional Development

LPS attracts and retains talented teachers by sharing an exciting vision commitment to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, LPS invests heavily in professional development for our staff. Our talented staff are committed to continuing their own learning and refining their practice to stay current in the field ensuring a quality education for all. LPS has weekly collaboration and school site professional development in addition to up to ten professional development days each year. These may include 6 days of summer training to become fluent with our culture and program and 4 days of staff development interspersed throughout the academic year.

Professional development and collaboration occurs on a weekly basis at the site level, virtually, and in person across the four schools of the Leadership Public Schools network. There are also weekly meetings focusing on teaching and learning, and time set aside for teacher collaboration on a weekly basis. Professional development includes cycles of inquiry analyzing the various types of assessment data as well as professional learning communities that continually refine and improve the implementation of the Common Spine.

Principals participate in monthly professional development principal meetings with the LPS Education Team. In addition, Principals participate and/or facilitate LPS network PD and annual retreat planning sessions.

Teacher Performance and Professional Development

LPS teacher effectiveness expectations are defined by the LPS Effective Teaching Rubric which, in turn, was based on Kim Marshall's Effective Teaching Rubric. The Rubric is included in the supplemental materials provided in Appendix G: Employment Capacity. This forms the basis for teacher goal setting, observation, and evaluation. Teachers who are not making adequate progress go onto a Performance Assistance plan and are supported by peer coaches as well as an administrator. The rubric also provides a framework for ongoing walk-throughs and peer observations which are not part of the evaluation system but rather form the basis for teacher inquiry.

The LPS Effective Teaching Rubric also forms the basis for the LPS Career Ladder of Novice, Proficient, Accomplished, and Master Teacher. Master Teacher candidates submit a portfolio demonstrating expert level teaching in four domains of the rubric: Planning, Preparation and Delivery of Instruction (25%); Assessment, Monitoring and Follow Up (20%); Classroom Management and Culture (10%); Professionalism and the Leadership Way (15%). An additional section, Student Achievement (30%) includes attainment and growth measures as well as evaluation of student work. The portfolio includes both artifacts and videos. In June, a Network-wide peer-review panel of four teachers and four administrators makes promotion decisions to Master Teacher status based on a review of the portfolio and a question-and-answer session with each candidate.

The Master Teacher designation represents both a role and the achievement of an Expert level of teaching on the LPS Effective Teaching Rubric. The process to become a Master Teacher includes the following components:

- Preparation of a portfolio demonstrating Expert-level teaching on the LPS Effective Teaching Rubric and student achievement. The portfolio draws from the processes of National Board Certification but is not identical.
- Review by a panel composed of four teachers and four administrators with representation from all sites and across subject areas. Included in the review is a presentation to the panel allowing panel members to ask clarifying questions from their prior portfolio review. The review protocols draw on the University promotion process.
- Design of an individualized Master Teacher role description in tandem with the site principal.

Evaluation of Teachers and Administrators

Teachers are observed informally on a regular basis with two formal observations annually. A formal evaluation based on criteria from the LPS Effective Teaching Rubric and goal setting sessions occurs annually with a mid-year evaluation for new and emerging teachers. Principals are evaluated annually by the Superintendent - CEO with a midyear data review.
LPS is committed to compensating teachers for experience, competency, professional advancement, continuous learning, and demonstrated skill acquisition. There are four specific components to our structure: base pay, supplements for professional certifications, responsibility stipends, and group performance-based recognition.

Compensation

Base Pay Scale: LPS program includes placement based upon experience with step increases. Teachers move across pay columns based on attaining elements of LPS Teacher Career Ladder Rubric. Group Performance-Based Recognition Programs: LPS offers two performance-based group recognition programs, a Gainsharing Bonus and an Academic Performance Bonus. All school employees working half-time or more are eligible to participate, with bonuses pro-rated for part-time or partial-year staff. The bonuses will be paid at the end of September and are paid only to returning staff, in order to encourage retention.

Exclusive Employer

> *Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*
>
> California Education Code 47605(b)(5)(O)

For the purposes of the Educational Employment Relations Act, and to the extent not superseded by federal labor law, Leadership Public Schools, Inc. in its operation of the School shall be deemed the exclusive employer of the employees of the School.

Right to Return as District Employee

> *Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*
>
> California Education Code 47605(b)(5)(M)

Certificated employees who were employed by the District Superintendent prior to employment at the School shall NOT be guaranteed return rights unless they are negotiated by the staff with

Oakland Unified School District and/or the collective bargaining unit. Sick or vacation leave or years of service credit at the District will not be transferable to LPS. Staff will not be able to continue to earn service credit in a District while employed by LPS, unless otherwise mutually agreed in writing between the staff person and the District.

Additional information on LPS Employment plan and procedures can be found in Appendix G: Employment Capacity.

FINANCIAL MANAGEMENT

Audit, Fiscal Issues, & Memorandum of Understanding

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

Annual Audit

An annual independent financial audit will be conducted by a certified public accountant with education finance experience, and will use generally accepted accounting principles. The Treasurer and/or Chief Financial Officer of LPS will be responsible for contracting and overseeing the independent audit, and LPS will provide the audit report to the charter authorizer, State Controller, the County Office of Education, the State Superintendent of Public Instruction, the California Department of Education, and the California State Board of Education by December 15 of the following school year. LPS' Treasurer, Chief Financial Officer or other designee will resolve audit exceptions and deficiencies to the satisfaction of the Charter Authorizer in a timely fashion, with the goal of resolving any audit issues within three months of the auditor's final report or as otherwise agreed upon by the charter authorizer and Charter School. Disputes regarding the resolution of audit exceptions and deficiencies shall be resolved in accordance with the dispute resolution provisions discussed below.

Fiscal Issues

LPS will develop and the LPS Board of Directors will approve balanced budgets prior to each fiscal year. Annual budgets will contain reserves and will be submitted to the charter authorizer, County Office of Education, and any other entities as required by law.

LPS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, in lieu of economic impact aid; the California State Lottery; categorical block and non-block grants; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. LPS expects that any funds received by the charter authorizer and due to the school will be forwarded to LPS in a timely fashion.

Verifiable Internal Procedures and Controls to Ensure Conformance with Budgets

LPS has verifiable internal procedures to insure compliance with approved budgets. Commencing with the budget process through approval, stakeholders are involved in the formation of the budgets, hiring of staff and other personnel decisions. This budget process is

culminated in a board approval of the budget. After the approval and with the commencement of the new fiscal year, monthly budget to actual reports are submitted to each department chair and monthly budget to actual reports are submitted to the CEO and board for review and approval. District oversight also assists with budget maintenance and the process is culminated in the annual audit.

Financial Capacity

Please refer to Appendix H: for LPS Oakland R& D Campus Financial Capacity Plan.

Financial Reporting

The Charter School shall provide reports to the District and County Office of Education as follows, and may provide additional fiscal reports as requested by the District and County Office of Education:

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 or before December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, 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 District and County Office of Education shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Memorandum of Understanding

LPS agrees to negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the School and the charter authorizer. LPS hopes that this Memorandum of Understanding will accomplish the following, among other things:

- Address funds transfer and fiscal oversight procedures,
- Transfer of course credits for the School's classes,
- Address enrollment outreach efforts (e.g., access to middle schools),
- Indicate the charter authorizer services, if any, and opportunities that will require a fee, and
- Enable the efficient and fair resolution of disagreements or disputes between LPS and the charter authorizer.

As required by law, LPS anticipates that the charter authorizer will provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated for the implementation of

this charter for a fee representing documented actual costs that will not exceed one percent of the general purpose block grant and categorical block grant funds of LPS Oakland, unless the charter authorizer provides a substantially rent-free facility. In that case, under the Charter School Act, the charter authorizer can charge up to three percent of the general purpose block grant and categorical block grant funds representing documented actual costs of supervisory oversight.

Retirement System

> *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 47605(b)(5)(K)

Retirement benefits are the responsibility of LPS. Employees of LPS will have access to retirement plans according to the policies established by the LPS Board of Directors and applicable law.

Employees of LPS who qualify for membership participate in the California State Teachers Retirement system ("STRS"). LPS implements all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Employees who participate in STRS are exempted from participating in federal social security.

LPS offers the LPS 401(a) Retirement Plan ("401a Plan") to all employees who do not participate in STRS; generally administrative and classified staff will participate in the 401a Plan. The IRS has issued a determination letter confirming that LPS' 401a Plan serves as a qualified alternative to federal social security. Therefore, participants in the 401a Plan are exempted from participating in federal social security.

LPS makes all employer contributions as required by STRS, the 401a Plan, and the federal social security laws. LPS also makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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 47605(b)(5)(L)

No student may be required to attend LPS Oakland. Students who opt not to attend LPS Oakland may attend other public schools either within the district of residence in accordance with school district of residence policy or another district school as pursued through an inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district of residence.

The parent or guardian of each student enrolled in the School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

Dispute Resolution Procedures

> *Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.*
>
> California Education Code 47605(b)(5)(N)

LPS is committed to partnering with the Oakland Unified School District in the spirit of cooperation and mutual benefit. LPS believes that LPS Oakland will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocation actions are taken. LPS believes that the OUSD Board of Education and/or OUSD Superintendent will agree to inform the CEO of LPS and the Principal of LPS Oakland if they are contacted regarding a conflict at the school and to refer the involved parties to the school's Community Complaint Procedures and/ or Uniform Complaint Procedures. The Uniform Complaint Procedures are included in the supplemental materials provided in Appendix F: Management, Enrollment and Operating Procedures

LPS 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 draft proposal to the District. LPS is open to further discussion with the District to develop mutually agreeable dispute resolution procedures.

Dispute Resolution Proposal

In the event of a dispute between LPS or LPS Oakland and OUSD, the staff and Board members of the two organizations agree to document the issue(s) in a written Dispute Statement and notice the issue(s) to the Superintendents of both organizations. If the dispute issue(s) are of such magnitude that they could lead to revocation of the charter, this understanding should be specifically noted in the Dispute Statement.

The Superintendents of both Parties (or his or her designee) shall each appoint one (1) representative to form a "Resolution Committee". The Resolution Committee shall meet within ten (10) school days of receipt of notice to attempt informal resolution of the dispute. The Resolution Committee shall attempt to formulate proposed solutions to the dispute, and shall present such solutions to the party each such member represents.

If such efforts do not yield a resolution within thirty (30) days of the first such meeting of the Resolution Committee to resolve each such dispute, the Superintendents of both Parties shall

meet with the Resolution Committee at least once and up to three times in an effort to reach a resolution of the dispute.

If the parties are unable to resolve the dispute through such informal meetings, any party may request in writing that the dispute be submitted to non-binding mediation, and the other party shall accede to such request. The cost of such mediation, with the exception of attorney fees, shall be split evenly by the District and the Charter School. The mediator shall be selected jointly by the District and the Charter School, and the parties shall cooperate to find a reasonably acceptable mediator. The format of the mediation shall be developed jointly by the Parties and held within thirty (30) days of the last informal meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling.

Any resolution of a dispute pursuant to the foregoing procedure shall be submitted to the governing boards of both the District and Charter School for acceptance before such resolution is effective.

If the parties are unable to resolve the dispute through non-binding mediation, then either party may exercise any other legal remedy such party may have. Compliance with these dispute resolution procedures shall be a prerequisite to any legal action to enforce the terms of this Agreement.

School Closure

Governing Law: A description of the procedures to be used if the charter school closes.

California Education Code 47605(b)(5)(P)

School Close-Out Process

LPS does not intend to close LPS Oakland. However, in the interest of planning for contingencies, the following outlines a school close-out process that has been reviewed and approved by the Advisory Commission on Charter Schools and the State Board of Education in other LPS charters.

Documentation of Closure Action

The decision to close the School, for any reason, will be documented by an official action of the LPS Board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if at all possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

LPS will provide notice to the charter authorizer, parents, teachers and community of any consideration for Board action of school closure of at least nine months unless unfeasible due to exigent circumstances.

Notification to the California Department of Education, County Office of Education and State Board of Education

LPS will send a notice of the school closure to the local District, County Office of Education, Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

a) Charter school name, charter number, and CDS code
b) Date of closure action
c) Effective date of the closure, if different
d) Reason for the closure (Specify revoked, not renewed or other reason)

Notification to Parents and Students

Parents and students of the School will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. This will facilitate transfer to another school.

Notification to Receiving Districts

LPS will notify any school district that may be responsible for providing education services to the former students of the School so that the receiving district(s) are prepared to assist in facilitating student transfers.

In addition, LPS will notify the charter school associations and the California Department of Education for assistance in placing the School's students.

Student and School Records Retention and Transfer

LPS will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. LPS will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. LPS believes that in a Memorandum of Understanding, the authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.

Financial Close-Out

LPS will commence an independent audit of the School as soon as practicable, or at least within 60 days after the end of the fiscal year when the school is closed. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the School. The assessment should include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the school. The cost of the audit may be considered a liability of the school.

In addition to a final audit, LPS will submit any required year-end financial reports to the CDE and the authorizing entity and the County Superintendent of Schools in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, LPS will develop a plan for the repayment of any liabilities.

If needed, and to the extent feasible, any assets of the school will be liquidated to pay off any outstanding liabilities, and appropriate unearned state funds, if any, will be returned.

Any remaining school assets after satisfaction of liability and return of appropriate state funds shall remain the property of LPS. All assets of LPS Oakland belonging to Leadership Public Schools, Inc. would therefore be reallocated to other existing schools in the system in the event of school closure. Upon closure of LPS, assets will be distributed as required by law and the LPS Articles of Incorporation.

FACILITIES PLAN

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.

California Education Code 47605(g)

LPS Oakland R&D will initially co-locate with LPS College Park on the Castlemont Campus in Building 100 until renovation of the facilities at 8000 Edgewater is completed. It is anticipated that LPS Oakland will move into the new facility no later than December 2012. Upon availability of the new facility, LPS College Park will co-locate with LPS Oakland and relocate to the new campus.

School address at the start of the 2012-13 school year:
LPS Oakland R&D Campus
8601 MacArthur Blvd.; Building 100
Oakland, CA 94605
(510) 633-0750

Long-Term Facility Address:
LPS Oakland R&D Campus
8000 Edgewater Drive
Oakland, CA 94621

The long-term facility plan for LPS Oakland R&D Campus is to locate the school in a newly renovated facility at 8000 Edgewater Drive in East Oakland. LPS is currently in negotiations for the property and is working with the Port of Oakland and City of Oakland to undergo the entitlements and environmental clearance processes. The LPS Board has authorized this investment in facilities, a critical element to the LPS Oakland R&D incubation model which enhances and infuses technology throughout the curriculum and data and assessment practices of the school. It is anticipated that the facility will be completed no later than December 2012.

8000 Edgewater is a unique parcel that is in many ways ideally suited for a school use. It is conveniently located one block from Hegenberger with good public transportation access and pedestrian sidewalks to ensure safe routes to school. It is on the fringe of the Business Park, close to the freeway, making the location accessible to vehicular traffic while also limiting the traffic circulation within the Airport Business Park.

8000 Edgewater is a 4.6 acre site with abundant parking lot and outdoor space that can accommodate both staff and visitor parking as well as the outdoor recreation requirements for a school. The parking lot configuration also allows for easy drop-off and pick-up accessibility and promotes good traffic flow. The existing building is 52,000 sf and large enough to accommodate the school program outlined below. The building was formerly a training center for Pacific Bell; its interior is largely set up as classrooms and computer labs with an HVAC system and electrical

power and data designed to accommodate the concentrated loads of a school use. The building is sprinklered for fire safety and outfitted with an elevator for accessibility.

LPS Oakland R&D Facilities Program					
1st Floor Program					
Qty	**Room**	**Capacity**	**SF**	**Total SF**	**Notes**
3	Classrooms	25-30	850	2,550	Teaching wall with locking storage for 35 netbooks + charging stations, vision windows to hallways
1	MPR	500	3,000	3,000	Full school standing assembly, drama, music, fitness, dance
1	Warming Kitchen	2	300	300	Snack window
1	Large Conference	20	600	600	
1	Staff	15	350	350	Lunch area, network printer/copier
1	Counselor	6	250	250	
3	Tech Innovation	6-12	150	450	Existing
1	Online CC/ Flex Lab	60	3,500	3,500	Existing
1	Lobby	6-10	400	400	
1	Admin	1-2	200	200	Existing
3	Storage		25	75	Athletic equip, gardening equip, janitorial
1	Server, MPOE		400	400	Existing
Subtotal				12,075	
	Bathrooms & Circulation		25%	3,019	Wide halls for ease of circulation, display and small, informal breakout space
First Floor Total				**15,094**	(E) First floor tenant to remain; approx. 7,500 SF.
2nd Floor Program					
Qty	**Room**	**Capacity**	**SF**	**Capacity**	**Notes**
10	Classrooms	25-34	850	8,500	Teaching wall with locking storage for 35 netbooks + charging stations, vision windows to hallways
3	Science	30	1,100	3,300	Fully outfitted; water
1	Science Prep Room	3	200	200	Shared by all science disciplines; commercial washer
1	Art	34	1,000	1,000	Water
1	Prep Storage Room	1	100	100	
2	RSP Classroom	15	500	1,000	Adjacent
1	RSP Office	1	100	100	
1	Counselor	1	100	100	
1	Tech Flex Lab Large	70	2,000	2,000	
1	Lobby/ Open Tech Flex	30	1,200	1,200	
1	Responsibility Room	20	300	300	
1	Staff Workroom	6-8	400	400	Large Printer, work area, hotel stations
1	Main Office/ Admin	6-8	800	800	Near entrance lobby/ Open tech flex area
4	Storage		25	100	Books, supplies, janitorial
Subtotal				19,100	
	Bathrooms & Circulation		25%	4,775	Wide halls for ease of circulation, display and small, informal breakout space
Second Floor Total				**23,875**	

LPS anticipates developing a portion of the parking lot and the unimproved 1.3 acres at the back of the site for outdoor recreational use by the students. The current ideas for development include basketball and volleyball courts, green field for soccer practice, jogging path, and community garden. The school will likely continue the robust Green Pioneers program currently established at LPS College Park. Students who participate in the Green Pioneers program will design and

carryout environmentally focused, sustainable and peace promoting initiatives that benefit their school and their community. The Community Garden shall be used as an outdoor learning and demonstration space.

Increased facilities maintenance and operations costs (both routine and deferred) have been factored into the school's operational budget. The operational budget is built off of LPS' experience providing routine and custodial maintenance to its existing four facilities as well as 8000 Edgewater's operational cost history to date.

LPS is committed to providing a safe school environment and assures the facility shall comply with Education Code Section 47610 by renovating the facility to be compliant with Field Act or compliant with the California Building Code Requirements including the American with Disabilities Act as adopted and enforced by the local building enforcement agency. The facilities shall be approved by the local/state fire marshall for the intended use. 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 (ie. pesticides, cleaning chemicals, etc.) will be provided.

Detailed information regarding the long-term facility and efforts to date can be found in Appendix I: Facilities Plan.

CHARTER RELATED ISSUES

Term of Charter

The term of this charter shall commence on July 1, 2012 and expire five years later on June 30, 2017.

Material Revision

Any material revisions to the School's charter shall only be made by mutual agreement of the LPS Board of Directors and the charter authorizer. In accordance with Education Code Section 47607, LPS may present a petition for a material revision of the charter at any time, and LPS believes that the charter authorizer will agree to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Section 47605 or its successors. The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.

Severability and Interpretation of the Charter

If any clause of the Charter is found to be invalid for any reason, all other clauses remain in effect.

All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the language or intent of the California Education Code or other applicable law should be removed from the charter. Such a situation would not result in the revocation of the Charter. The remaining provisions of the Charter shall remain in place.

Notice

Unless changed by written notice to the charter authorizer, all notices to LPS shall be sent to:

Dr. Louise Bay Waters
Superintendent & CEO
Leadership Public Schools
344 Thomas L. Berkley Way, Suite 340
Oakland, CA 94612

CERTIFICATION STATEMENT

Proposed Charter School Name: LPS Oakland R&D Campus

Proposed School Location (City): Oakland, CA

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.

Print/Type Name: Dr. Louise Bay Waters

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Oakland, CA 94612

Daytime Phone: (510) 830-3780 x 240

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Louise Bay Waters

Dr. Louise Bay Waters, CEO and Lead Petitioner
Leadership Public Schools

March 14, 2012
Date

IV. SIXTEEN ELEMENTS TABLE

Element Name	Section in OUSD Matrix	California Education Code	Page Number
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Measurable pupil outcomes	Section II.D.	E.C. § 47605(b)(5)(B)	Page 47
Method by which pupil progress is to be measured	Section II.E.	E.C. § 47605(b)(5)(C)	Page 52
Governance structure	Section III.A.	E.C. § 47605(b)(5)(D)	Page 55
Qualifications to be met by individuals employed at the school	Section III.C.1.	E.C. § 47605(b)(5)(E)	Page 65
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Means for achieving racial and ethnic balance	Section III.B.1., bullet 1	E.C. § 47605(b)(5)(G)	Page 59
Admission requirements, if applicable	Section III.B.1., bullet 3	E.C. § 47605(b)(5)(H)	Page 59
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	Section III.D.1., bullet 7	E.C. § 47605(b)(5)(I)	Page 74
Suspension and expulsion procedures	Section III.B.2., bullet 2	E.C. § 47605(b)(5)(J)	Page 63
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	Section III.C.3., bullet 3	E.C. § 47605(b)(5)(K)	Page 76
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	Section III.B.2.,	E.C. § 47605(b)(5)(L)	Page 76

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LPS OAKLAND R&D CAMPUS
CHARTER PETITION APPENDICES

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APPENDIX A:
EDUCATIONAL PHILOSOPHY and APPROACH

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NEXT GENERATION LEARNING CHALLENGES
Transforming education through technology

EMBARGOED FOR 9:00 EDT MONDAY, FEBRUARY 13, 2011

Contact:
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NGLC Identifies Five Breakthrough Whole-School Models for College Readiness

Awards $750,000 in grants to improve student performance across grades 6-12

Recipients recognized for innovative and scalable learning models that aim to incorporate effective uses of technology

February 13, 2012 (Washington, DC) – Today the Next Generation Learning Challenges (NGLC) announced $750,000 in pre-launch grants to five middle and high school developers that will open new schools in Fall 2012. Each organization will be awarded $150,000, and is eligible for another $300,000 in matching grants, to support their launch of new, blended whole-school models that will help students, especially low-income students and students of color, develop skills and knowledge to be successful in postsecondary education and the workforce.

These grants represent the first of three cycles of funding in NGLC's $12 million third investment wave. Wave III seeks to identify and support fundamentally redesigned and scalable learning models that effectively use technology to increase college readiness and completion while maintaining affordability to students and to the education system. Wave III grantees must clearly demonstrate that their instructional models incorporate technology to personalize students' learning experiences and their business models can support sustainable expansion or adoption plans. In this first cycle, NGLC is awarding five grants at the secondary level:

- **Alpha Public Schools:** opening Alpha Middle School, the first of a network of charter schools serving East San Jose, CA. Alpha will incorporate an integrated curriculum combining online content with small-group instruction and self-contained classrooms (one teacher across curriculum areas, to enhance student/teacher relationships), all intended to serve as a model for other high-poverty, high-minority communities;
- **KIPP Chicago:** opening KIPP Create College Prep Middle School in Chicago, which will blend instructional technology with high-quality teaching methods to empower students to develop academic and character strengths necessary to create a path to higher education;
- **Leadership Public Schools:** opening LPS Oakland, in conjunction with the Oakland Public Schools. LPS Oakland will be a grade 9-12 charter school designed to serve as an R&D incubator for powerful, cost-effective and scalable solutions to urban secondary education;

- more -

- **Touchstone Education:** opening Newark Prep Charter School in New Jersey, serving grades 6-12. This model will provide students and teachers with differentiated content and real time data, empowering students to take unique, individualized learning paths focused on mastery, all in a space resembling a modern workplace, where adults and students learn to work with and around each other at all times; and
- **University of Southern California:** opening USC Hybrid High School in Los Angeles, a school designed to accommodate the 34% of students who normally drop out of high school to care for families. Hybrid High will be open 10 hours per day, 7 days per week, year-round and deliver curriculum online while students work at school in subject-specific spaces with subject experts and spend significant time on hands-on projects tied to college and future careers.

"We were very pleased to see the high quality of responses to this RFP," said Ira Fuchs, NGLC Executive Director. "The laser-like focus on student success, including a major emphasis on college and career readiness, coupled with smart and sound strategic and financial planning for long-term growth and success signals the commitment that these organizations are making to students and the communities they will serve."

NGLC will be awarding Wave III grants in two more cycles, with opportunities for both secondary and postsecondary applicants. Wave IIIa, Breakthrough Models for College Readiness, seeks whole-school solutions that aim to radically improve student performance across grades 6-12. Wave IIIb, Breakthrough Models for College Completion, will identify innovations that stimulate the development of new, next generation online and blended programs that lead to the highest quality associate or bachelor degrees.

Secondary and postsecondary winners of cycles two and three will be announced in May and September. Information on the RFPs and application process may be found at www.nextgenlearning.org. Funding for Wave III is being provided by the Bill & Melinda Gates Foundation.

"NGLC seeks to support and accelerate technology-enhanced solutions that change the way education is designed and delivered," said Fuchs. "We know that, around the nation, technological tools are transforming students' ability to master concepts and basic knowledge at their own pace, giving educators more time to focus on one-on-one learning. We see from these grantees, as well as the proposals coming in for cycle two, that there are visionary leaders with groundbreaking ideas capable of transforming education and dramatically improving outcomes for disadvantaged students. We're eager to provide additional support and thinking to help them succeed."

# # #

Next Generation Learning Challenges *is a collaborative, multi-year initiative created to address the barriers to educational innovation and tap the potential of technology to dramatically improve college readiness and completion in the United States, especially among low-income and minority students. NGLC is guided by the belief that providing investment capital to expand the use of proven and emerging learning technologies, collecting and sharing evidence of what works, and fostering a community of innovators and adopters will result in a robust pool of solutions and greater institutional adoption which, in turn, will dramatically improve the quality of learning experiences in the United States. NGLC is led by EDUCAUSE in partnership with the League for Innovation in the Community College, the International Association for K-12 Online Learning (iNACOL), and the Council of Chief State School Officers (CCSSO).*

Next Generation Learning Challenges
Wave IIIa Challenge Panel Comments

Proposal Title: Leadership Public Schools Oakland R & D Campus

Proposal Strengths:
The review team reached almost immediate consensus that the proposed R & D model would both challenge the current models of blended learning and provide ongoing learning for further development. Leadership Public School model is the result of three years of design work and presents us with the notion that this field is developing , needs prototyping and is challenged to both provide opportunities for students to accelerate as well as recuperate their learning in a learning environment that is scaffolded. Due to the changing landscape, a foundation of this model is that the school will also function as an R & D lab to continually learn, adjust practice and invent tools to meet student needs.

A key asset of this network is the strong and evident capacity of the Leadership Team. In addition to carefully implemented design work, they show the ability to attract and engage quality partners in the development and continual improvement of the model. As this model design is complex and the school will have the additional function of R & D work the strong ability of the team to implement is fundamental to success.

Reviewers noted the high level of innovation in design through the combination of academics, scaffolding and college prep skills. The model includes the design of a comprehensive data system that will support benchmark formative assessments in all core courses that are well developed. In addition, the use of technology enabled assistive devices for students "provide a neglected medium for learners of varying gifts and abilities."

The school design maximizes through the use of components, multiple technologies to personalize student learning. Reviewers felt these tools were "state of the sector". To this end the R & D model is a key dimension of the work. For example, as the school and its partners work toward developing a comprehensive learning system they have developed tools such as the ExitTicket that allows students to use any kind of technology to take online assessments and quizzes. This will allow for real time data to be available to teachers, students and administrators to deeply personalize the students learning.

Opportunities and Challenges:
The R&D model that this school will employ will inform the development and effectiveness of multiple technologies in a college going setting that strives toward mastery. Results from this work can strengthen the development of future models across the blended learning design field.

LPS is not scaling the way others scale. They have the opportunity to implement a different kind of scale-up strategy and think about how they plan to share their products and R&D learnings with the world (and with our network).

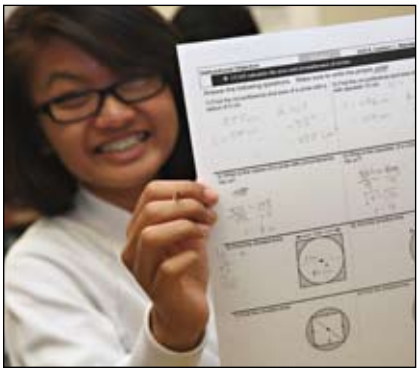
It will be an asset to have a learning organization as a member of this cohort as the broader pool of grantees assesses new modalities. Reviewers noted that the materials they have chosen, such as CK12, will also get better over time making the R & D approach a smart lens to develop through.

This design challenge adds risk as the integration of all of these technologies may lead to challenges in replication. It was noted that the LPS team will have to address this and its implications.

LEADERSHIP
PUBLIC SCHOOLS
LEARN. LEAD. SUCCEED.

Leveraging Open Educational Resources to Increase Student Achievement and Teacher Professionalism

A Case Study of Leadership Public Schools For the William and Flora Hewlett Foundation



By
Patrick Lee, Consultant
Louise Bay Waters, CEO & Superintendent, Leadership Public Schools

December 10, 2011

What are Open Educational Resources (OER)?

OER are resources that have an intellectual property license allowing their free use or repurposing by others without license fees or royalties. These OER have the ability to radically reduce the costs of classroom materials. They allow for continuous improvement to enhance learning and for customized content tailored to teachers' and learners' needs. Those that are close-captioned allow for easy language translations.

2

At LPS we are using Open Educational Resources (OER) to innovate methods and materials that keep at-risk urban youth from falling further behind and, better still, prepare them for success in college and beyond. We do this by….

- Creating and modifying open-license resources to better support under-prepared high school students,
- Empowering teacher-innovators to constantly develop and improve innovative instructional approaches,
- Constantly measuring and increasing our impact,
- And distributing best practices within our network and beyond.

We believe our systemic approach to education innovation has the potential to transform educational opportunities in our most challenged urban communities.

Louise Bay Waters

Louise Bay Waters, Superintendent & CEO, Leadership Public Schools

LEADERSHIP PUBLIC SCHOOLS: OER AND INNOVATION
Key Findings

Leadership Public Schools (LPS) is a network of four charter high schools in Richmond, Oakland, Hayward and San Jose that serves over 1,500 students. The four LPS high schools range from 62% to 93% low income and 94% of the students are African American or Latino. The average entering freshman ranges from 1 year behind grade level in Hayward to 4 years behind in Oakland with 10% to 50% of those students, respectively, starting 9th grade with skills at the 4th grade level or lower. All LPS students take college preparatory courses and 97% or more of the graduates have been accepted into college by graduation.

- **LPS is achieving a high level of buy in and alignment across teachers and schools** by using OER and involving teachers in an ongoing collaborative revision process.

- **LPS has leveraged OER to produce several different types of technology-based educational resources** including: online text books, online math programs, a data reporting system and a clicker mobile "app". All of the products are developed to successfuly integrate into the curriculum and align with each other to support student success.

- A network–wide emphasis on content literacy and OER has **resulted in signficant acceleration in math and literacy for urban secondary students**.

- These gains have been seen in classes taught by new teachers using OER resources and OER supported collaboration, **providing consistent results despite the higher teacher turnover rates typical of urban environments**.

- Distributing the incubation of new practices and programs across the network is **essential for sustained innovation and breakthrough results**.

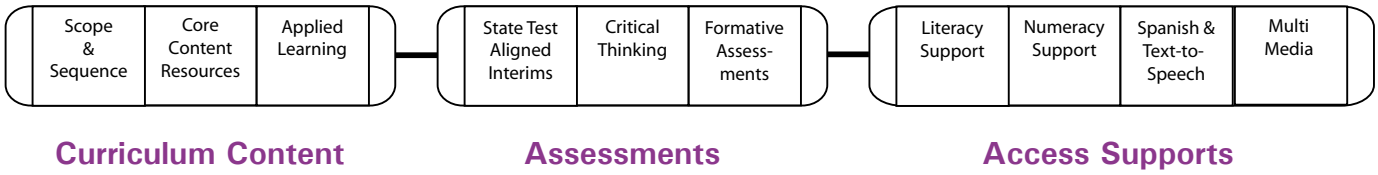
THE LPS R&D NETWORK

LPS has deliberately structured itself as an R & D network built around two design principles: collaborative innovation and distributed incubation, both of which are technology-based and rely on the creation or leveraging of Open Educational Resources(OER).

Collaborative Innovation

Collaborative innovation uses technology and OER to build, share and continually improve a common and comprehensive spine of curriculum, assessment, data and access / remediation resources for core high school courses. Many of these resources are LPS evolutions of open-source materials from CK-12 Foundation and others. Because they are open licensed, teacher-developed iterations that have shown strong results, they can be readily incorporated to upgrade the collective practice. OER common-spine resources are stored and shared on the web and implementation is supported by online collaboration and virtual professional development. By using the process of collaborative innovation LPS is achieving a high level of buy in and consistency across teachers and schools, providing a third path between top-down mandated curriculum and "do-your-own thing" entrepreneurialism. Many LPS common-spine resources are being made available free and open licensed through LPS and the CK-12 Foundation and the processes are being shared through organizations such as New Schools Venture Fund and PivotLearning.

The LPS Common Spine

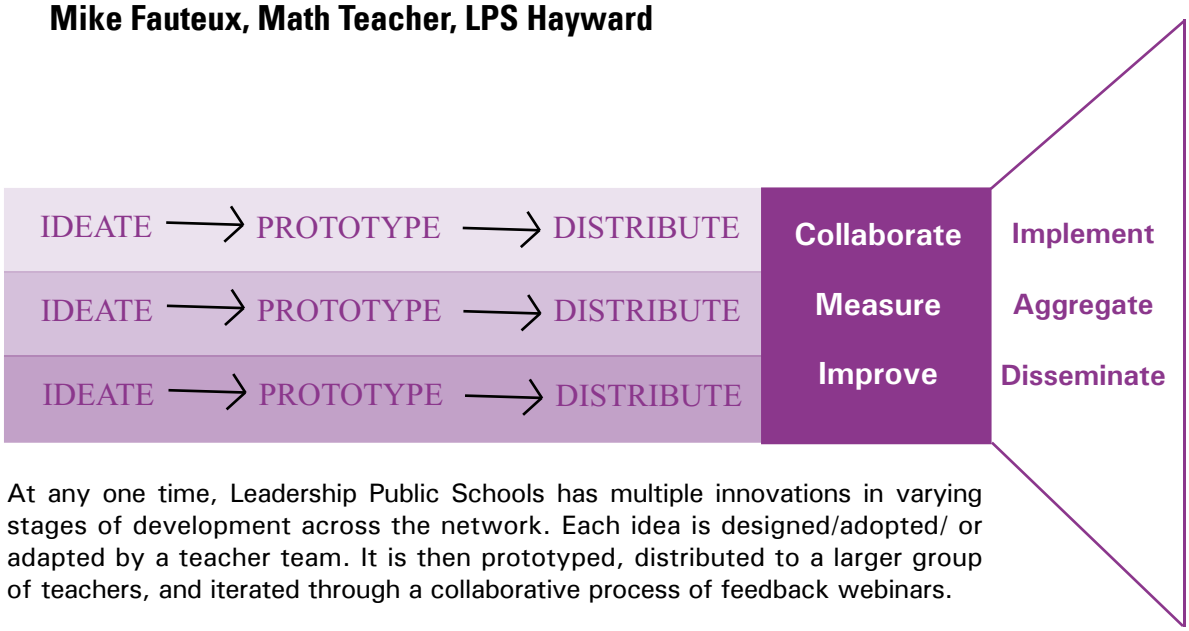


Distributed Incubation

The second design principle, **distributed incubation**, recognizes that urban education is hard: the changes needed are multiple, difficult and immediate. Many of the solutions are not yet known. **No one school can take on all of the innovation required for sustained breakthrough results. For this reason LPS distributes the incubation of new practices and products across the four schools depending on need, interest, and talent.** It then relies on the demand-pull of results to accelerate change and distribute practice throughout the network.

"We're a network of four schools. We're very much about trying new ideas, succeeding at some and failing at others, with a goal of eventually making wide-scale change in our communities. We hope that other teachers will be able to build off what we have done to create materials to meet the needs of their students."

Mike Fauteux, Math Teacher, LPS Hayward



At any one time, Leadership Public Schools has multiple innovations in varying stages of development across the network. Each idea is designed/adopted/ or adapted by a teacher team. It is then prototyped, distributed to a larger group of teachers, and iterated through a collaborative process of feedback webinars.

"The benefits of FlexMath are that it's totally different from any type of math lesson I've had and actually works. I can gain mastery over math skills by having multiple chances to practice each mission."

Isaiah Talauta, 9th Grade

THE LPS OER PRODUCTS IN THE CLASSROOM

ENHANCING THE CORE WITH OER AND TECHNOLOGY

In partnership with the CK-12 Foundation, LPS has modified CK-12's open-licensed, online "flexbooks" to create **College Access Readers** in Algebra, Biology and Geometry. Each College Access Reader is available in its original form from CK-12 for advanced students, with embedded literacy supports for students up to four years below grade level, and with text-to-speech for struggling readers and Special Education students. Hardcopy and online Spanish translations are also available for students with very limited English skills. Depending on the classroom, students use the Readers directly online; in learning stations; or in hard-copy for note-taking and annotation paired with teacher display using an LCD projector. Additional College Access Readers are in an initial year pilot in Environmental Science and Algebra 2 and in the beginning stages of development in US History and Chemistry.

In addition to the Readers, LPS developed an initial prototype for an online Algebra program, **FlexMath,** which CK-12 enhanced and refined. FlexMath includes Algebra presentation supports for teachers and online practice for students as well as online remediation of basic math skills down to addition. It is available free in its original non-modifiable format from CK-12 at www.FlexMath.org. A new, more modular, interactive and editable version is due out as FlexAlgebra in 2012. CK-12 also funded an LPS-developed Geometry program and is using it as the foundation for an online FlexGeometry due out later in 2012.

IMPACT OF LPS' FIRST OER PRODUCT

- LPS Hayward originally developed and piloted FlexMath Algebra, gaining 45% points on the California Standards Test (CST) over the 3 years of development.
- LPS Richmond led implementation of CK-12's upgraded FlexMath Algebra program and had a gain of 43% points on the 9th grade Algebra CST with 30% of the students scoring at the advanced level.
- Envision's Impact Academy* used the CK-12 FlexMath program and had a gain of 20% points in Algebra.
- Sierra Middle School* in Riverside Unified School District also used FlexMath and raised their 8th grade Algebra CST scores 37% points.

Of particular interest in the 2011 Algebra gains at LPS Richmond and Hayward is the fact that they survived the departure of the initial developer. In 2011 the Hayward gains continued and increased 14% points while 6 out of 7 periods were taught by new teachers. The Richmond teachers who achieved the outstanding gains were the same ones who had taught the course the year before.

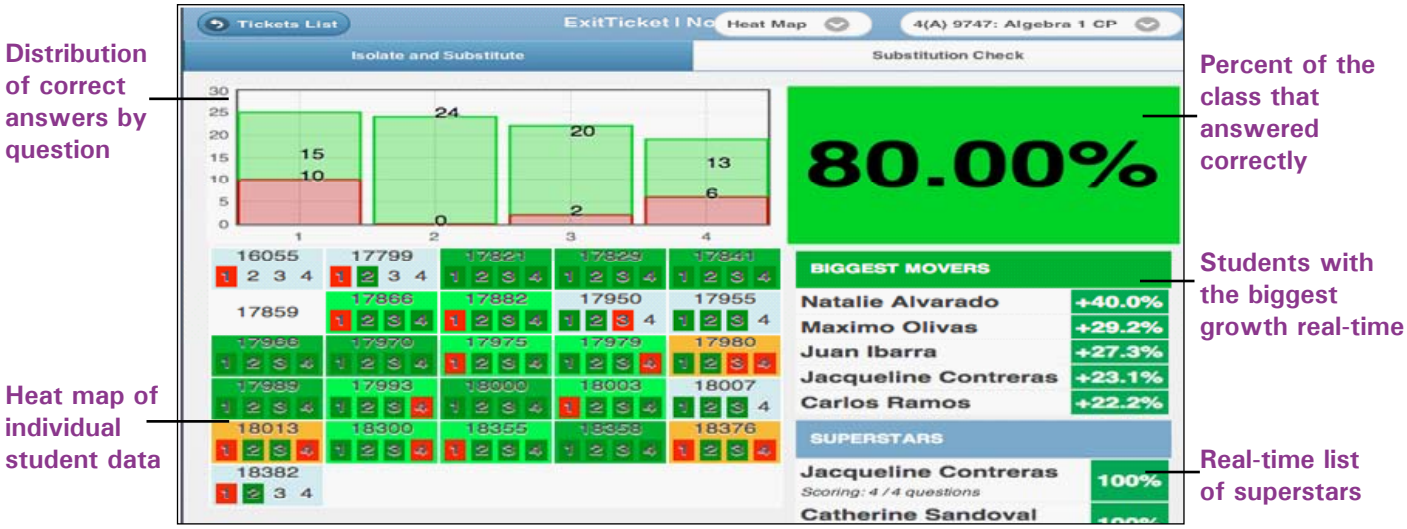
**Envision's Impact Academy and Sierra Middle School implemented the FlexMath tool by LPS and CK-12. They are not part of the Leadership Public Schools network.*

SUPPORTING INTENSE DATA USE WITH OER AND TECHNOLOGY

The LPS Director of Data and Assessment has developed the "Personalized Pathways to College" data reporting system allowing students to track their own data and teachers to adjust instruction. It includes online or hard-copy personalized planning and data tracking for grades, graduation progress, California high school exit-exam (CAHSEE) preparation, and California Standards Test (CST) readiness. Each of these reports allows students to analyze their own strengths and weaknesses, plan a strategy for success, and enlist others to provide support. A similar suite of teacher tools aggregates a wide range of data in customized reports that allow teachers to continually adjust their instruction and chart the progress of their students. As with the College Access Readers, these have been refined through ongoing teacher and administrator input and varied implementation across the four schools. The basic suite of tools will be available open licensed in the spring of 2012.

The LPS Chief Innovation Officer has developed a mobile "clicker app," www.ExitTicket.org, to produce just-in-time data at a concept level. It was designed with LPS math teachers based on LPS Richmond's success with commercial "clickers" in Algebra. However the LPS ExitTicket app provides much greater functionality than anything currently available. Produced open-access and implemented with donated recycled Smart Phones or traditional computers, ExitTicket dramatically accelerates data use by students and teachers. Student engagement and concept attainment have skyrocketed. In the words of one of the teacher developers, "Kids are crazy invested around here and it's awesome how well this works." Design teams in English, history and science have submitted design specifications and are clamoring for their turn in the development queue.

ExitTicket Heat Map



Putting the Pieces Together: OER and LPS Richmond Algebra

Excerpts From: Accelerating Secondary Math Achievement: A Case Study of LPS Richmond's Algebra and Academic Numeracy Courses by Patrick Lee, PhD. June 2011 (www.leadps.org)

At Leadership Public Schools Richmond, students are demonstrating significant achievement gains. In 2011 their California Academic Performance Index (API) gained 83 points, the 6th highest growth among all California high schools. LPS Richmond also surpassed the state's rate of moving students out of the lowest performance bands and into the highest ones across all its tested subject areas.

The school's continued success in math in particular is reflected in the gains 9th graders made in their courses during the 2010-11 school year. Taylor Garland and Sophia Thomas teach four periods of Algebra and Academic Numeracy, respectively. Their students made significant gains in content mastery as measured by several indicators. In addition to the CST gains detailed above, their students gained an average of 1.61 grades of growth in 9 months with 30% of the students gaining 2-3 grade levels on the NWEA Measures of Academic Progress.

A CULTURE OF DATA USE

Upon entering the classrooms of Taylor Garland and Sophia Thomas, it is clear that their ubiquitous use of data permeates the classroom in a myriad of ways. Formative and summative assessment results are publicly displayed on classroom walls for students to view and monitor. The teachers check students' understanding using clicker devices that provide instant feedback on learning on both an individual and class level. Students examine their personal data tracker sheets listing their scores on different math standards, which they use to identify the projects they pursue in FlexMath, an online math instruction platform that integrates lessons, skill building, and assessments.

What are central to these everyday practices are timeliness, accountability and ownership. Many assessments are administered and scored on the spot in order to provide both the teachers and the students with immediate feedback. These include:

- Quizzes, checks for understanding, and other assessments administered with the clicker devices
- FlexMath and quiz results
- Daily launches, "do-now activities", and exit tickets scored daily

Garland and Thomas adjust their instruction based on the results they get back and are able to implement whole class re-teaching strategies, small group workshops, or individualized assistance as needed. While in 2011, before ExitTicket.org, these strategies did not allow the teacher to see each student's individual work, they facilitate error

analysis, whole-group re-teaching, and the student's own self reflection and re-investigation surrounding a particular problem. Garland has found particular power from using a double daily exit ticket (one question with clickers, immediate discussion and re-testing) and then a similar clicker question during the launch the next day – thereby ensuring a high level of initial mastery. The use of clickers during the launch re-check also provides another point where the teacher can intervene with one-on-one assistance.

The teachers' integration of data in their classroom also seems to promote a sense of ownership among their students. Students are eager to obtain their assessment results and are empowered to use that data to guide their own learning. For example, Thomas has students select their own "missions" in FlexMath based on the weaknesses they see from prior assessment results. Rarely does she have to redirect students to a more appropriate mission as most select ones that are aligned to their areas of academic difficulties.

Garland and Thomas describe the frequent assessment and results component of their instruction as a sort of "video game mentality." Garland notes, "When students fail, they know they haven't died. Like in a video game, they can fix what they did wrong immediately." Given that students have multiple opportunities to learn, including revisiting problems they missed and retaking quizzes, Garland says they are more motivated to make the effort to learn. He calls these "at bats" and says that the more "at bats" a student has, the greater their engagement and learning.

With this developed ownership seems to come a sense of accountability. Since ongoing assessment results are posted on data walls, students are motivated to improve their scores and complete all the missions they need to backfill missing skills. The teachers aim to foster a healthy sense of competition so that students internalize a level of pressure to perform well and show growth without damaging their sense of self. Both say that the public data displays appear to motivate the majority of students in their classes. They also note that most struggling learners aren't necessarily resistant to the data as they realize that the teacher and their peers are there to support them in their learning.

THE POWER OF MODIFICATION – OER IN PRACTICE

The Leadership Public Schools network has developed a culture of collaborative innovation where teachers across sites work together to develop curriculum resources and share promising instructional practices. FlexMath, including PRIME, was developed by Todd McPeak, the LPS Math Specialist, and piloted at LPS Hayward. Because of the strong results from that implementation, Richmond adopted the program and remained in ongoing communication with Hayward on refining its use.

A network-wide emphasis on content literacy resulted in a partnership with the CK-12 Foundation to modify their online, open-source, textbooks with embedded literacy supports. The resulting Algebra College Access Reader provided a resource for Garland's packets. LPS also gave the FlexMath prototype to CK-12

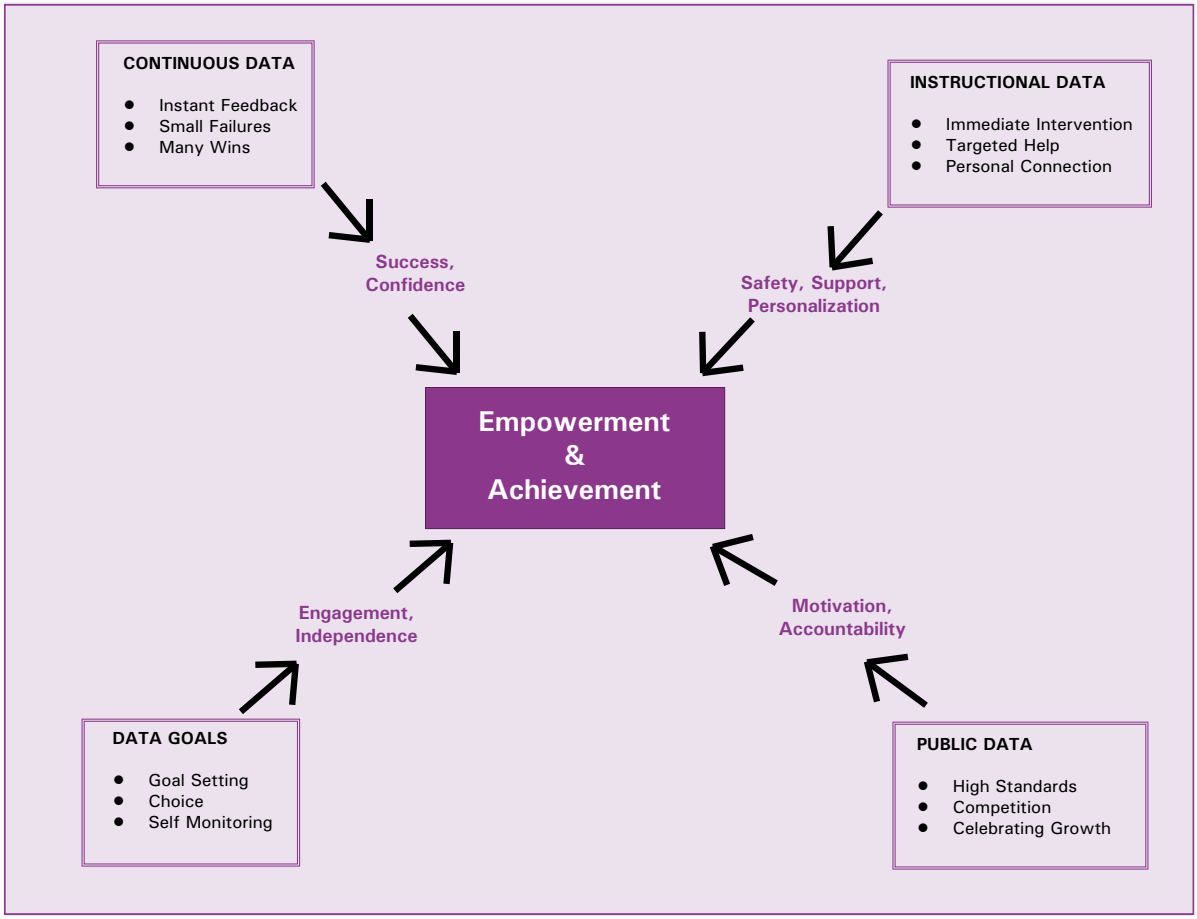
and McPeak began working directly for that foundation, resulting in a more robust version of FlexMath for Richmond's implementation. Richmond's approaches to literacy, data and the use of FlexMath are now being adopted by the other LPS schools, including Hayward, and reintegrated into FlexMath and the College Access Readers in a continued cycle of collaborative innovation.

THE PRODUCTS IN USE AT LPS RICHMOND

Both Thomas and Garland draw upon multiple instructional resources to teach their classes. In Academic Numeracy, Thomas relies on FlexMath as her primary curriculum. Within FlexMath, she uses all components, including the launches, presentations, practice problems, and exit tickets from the Algebra portion and the individualized numeracy backfill from the online PRIME, or numeracy, segment. Often, she customizes some of the materials to align to the particular needs of her students (e.g., adding in more review to the launch, incorporating more work space to scaffold problems, etc.). In addition, Thomas utilizes hard-copy PRIME workbooks, assigning daily homework of 3-5 pages of problems for students to solve.

In Algebra, Garland customizes lesson packets to differentiate his instruction. These daily packets are typically 10 pages in length and include a launch, notes, and practice problems. The launch reviews material from the exit ticket the prior day. The notes section is aligned to Garland's lesson for the day, which covers the key skills, concepts and standards embedded in LPS' Algebra scope and sequence. Students then are able to self select the problems they will focus on in the packet as Garland provides individualized support during the remainder of the class. Every packet includes a writing assignment and many also include a reading segment. Content for the packet is drawn from Flexmath, the LPS/CK-12 Algebra College Access Readers and material Garland has created. The full packets, as well as the College Access Readers revised to reflect his work, are now in use across the network.

A CULTURE OF PERVASIVE DATA USE



LPS is building a range of OER data tools and processes. Making data pervasive, continuous, public and mission driven empowers students. Linking data and OER curriculum resources gives teachers the tools to target and personalize student support.

"I like to see how much I've improved on the data sheets and data wall. It also helps me by showing the areas that I am weak on."

Danielle Nicholson, 9th Grade

OER AND THE CHANGE PROCESS

Instructional change processes encounter predictable challenges. To begin with, districts or Charter Management Organizations (CMOs) often face twin conundrums – how to get the consistency of top-down change and the buy-in of bottom up as well as how to balance fidelity and flexibility. By using OER and involving teachers in an ongoing collaborative revision process, LPS has been able to define and maintain a consistent curriculum focus and framework while generating considerable ownership among individual teachers. Similarly, the ability of individual teachers to modify the materials at the classroom level has resulted in a significant level of cross-school consistency while allowing teachers and sites to adapt the resources and add in teacher-created materials. As a small CMO, Leadership Public Schools had neither the time, expertise or money to develop complete curricula from scratch. By using expert-developed materials, such as those available through CK-12 Foundation, as a base, developing a customized common spine of resources for 19 core classes has become an achievable goal.

OER AND TEACHER PROFESSIONALISM

LPS is using OER and the process of collaborative innovation as a way to transform the teaching profession. Teachers are seen in a role similar to doctors in a teaching hospital – tailoring treatments to their individual patients while contributing their knowledge to the advancement of the field as a whole. In an interview with Edutopia (http://www.edutopia.org/blog/how-to-team-teach-high-school), Mike Fauteux and Rose Zapata, math teachers from LPS Hayward, talk about what this collaboration looks like in daily practice as they develop the Geometry lessons, available through CK-12, that will form the foundation for the forthcoming FlexGeometry.

CONCLUSION

Leadership Public Schools is at the beginning of its journey to build a common spine of resources to support teachers in meeting the needs of the full range of urban high school students. Including curriculum content, assessment and access materials, as often as possible these resources are open licensed. This allows for their continued refinement, building off of the innovations and best practices throughout the network. As importantly, this use of OER supports the professionalization of teaching by making possible a culture of collaborative innovation.

"While my students definitely benefitted from the College Access Reader pilot, I benefitted as well. Working with the Biology teachers from other LPS high schools to build something for our students was energizing. Being part of the development of the College Access Readers and the partnership with CK-12 allowed me to experience a new level of professionalism. It made me proud to be a teacher."

Danielle Alvarado, a Biology teacher from LPS San Jose, speaks to the impact of being part of a cross-site team customizing OER to LPS students.

RESOURCES

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CK-12 Online Resources
A library of customizable, free, curriculum-aligned content for K-12 education.
www.ck12.org

- FlexMath
  www.flexmath.com
- LPS Case Study on CK-12
  www.ck12.org/about/leadership-public-schools-case-study

ExitTicket
ExitTicket is an interactive, real-time, "exit ticket" style classroom question and feedback system designed to accelerate student performance and support teacher data use.
www.exitticket.org

Edutopia
A video and blog post describing the successful team teaching partnership between LPS Hayward Math Teachers Mike Fauteux and Rose Zapata.
www.edutopia.org/blog/how-to-team-teach-high-school

Examples of where you can find OER:
www.Wikipedia.org
www.OERCommons.org
www.Hippocampus.org
www.KhanAcademy.org
Physics Education in Technology
http://phet.colorado.edu
Windows to the Universe [earth science]
http://www.windows2universe.org

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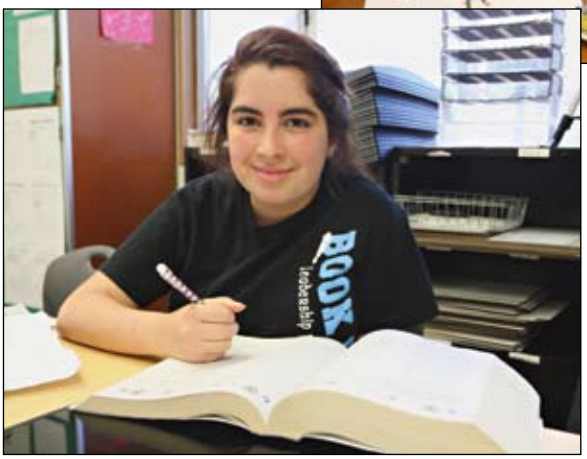

Leadership Public Schools (LPS) is a not-for-profit organization founded in 2002 to serve a diverse student body throughout the Bay Area with a network of outstanding public charter high schools. LPS currently operates four public high schools in Richmond, Oakland, Hayward, and San Jose serving over 1,500 students. As public charter schools, LPS high schools are tuition-free and open to all. Our mission is to prepare all of our graduating students to succeed in college and beyond; develop our students into effective community leaders; and partner with school districts to strengthen both ourselves and other public schools.

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Executive Summary

Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time.

Under the Obama administration, education has become an urgent priority driven by two clear goals:

- We will raise the proportion of college graduates from where it now stands (around 41 percent) so that 60 percent of our population holds a two-year or four-year degree by 2020.
- We will close the achievement gap so that all students graduate from high school ready to succeed in college and careers.

These are aggressive goals and achieving them is a sizable challenge. Add to the challenge the projections of most states and the federal government of reduced revenues for the foreseeable future, and it is clear we need cost-effective and cost-saving strategies that improve learning outcomes and graduation rates for millions of Americans.

Specifically, we must embrace innovation, prompt implementation, regular evaluation, and continuous improvement. The programs and projects that work must be brought to scale so every school has the opportunity to take advantage of their success. Our regulations, policies, actions, and investments must be strategic and coherent.

Transforming American Education

The National Education Technology Plan 2010 (NETP) calls for revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to

- Be clear about the outcomes we seek.
- Collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility.
- Continually monitor and measure our performance.
- Hold ourselves accountable for progress and results every step of the way.

The plan recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators'

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1

Introduction

There is growing recognition that individuals need a wide array of skills in order to meet the needs of the modern workplace. Gone are the days when a multitude of jobs were available that required workers to perform simple manual tasks. The introduction of technology, particularly the use of computers, has changed the way that workers perform their tasks and the types of training and skills that workers need in order to complete these tasks. Research has shown that the use of computers has eliminated the need for humans to perform tasks that involve solving routine problems or communicating straightforward information (Autor, Levy, and Murnane, 2003; Levy and Murnane, 2004). Nonroutine problem-solving and complex communication and social skills are becoming increasingly valuable in the labor market. The modern workplace requires workers to have broad cognitive and affective skills. Often referred to as "21st century skills," these skills include being able to solve complex problems, to think critically about tasks, to effectively communicate with people from a variety of different cultures and using a variety of different techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions for performing tasks, to effectively manage one's work, and to acquire new skills and information on one's own.

The National Research Council (NRC) has convened two prior workshops on the topic of 21st century skills. The first, held in 2007, was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from

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earlier eras and require corresponding changes in educational experiences. One theme from that workshop was that across the entire labor market—from high-wage biotechnology scientists and computer sales engineers to low-wage restaurant servers and elder caregivers—five skills appear to be increasingly valuable: adaptability, complex communication skills, nonroutine problem-solving skills, self-management/self-development; and systems thinking (National Research Council, 2008).

The second workshop, held in 2009, was designed to explore demand for these types of skills, consider intersections between science education reform goals and 21st century skills, examine models of high-quality science instruction that may develop the skills, and consider science teacher readiness for 21st century skills. A message that emerged from this workshop was that although some new assessments incorporate items that appear promising as potential measures of students' 21st century skills, additional research may be needed in order to more clearly define the constructs and to develop frameworks for assessment of these skills (National Research Council, 2010).

The present workshop was intended to delve more deeply into the topic of assessment. The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at the previous workshops, with special attention to recent developments in technology-enabled assessment of critical thinking and problem-solving skills.

In designing the workshop, the committee collapsed the five skills into three broad clusters as shown below:

Cognitive skills: nonroutine problem solving, critical thinking, systems thinking
Interpersonal skills: complex communication, social skills, teamwork, cultural sensitivity, dealing with diversity
Intrapersonal skills: self-management, time management, self-development, self-regulation, adaptability, executive functioning

The committee commissioned a set of papers to examine the research on assessing skills within each of these broad clusters and identified examples of assessments of the skills to feature at the workshop. The workshop was held in two parts. The first, convened in Irvine, California, in January 2011, was more technical in focus. The second, held in Washington, DC, in May 2011, was more policy focused. This report provides an integrated summary of the presentations and discussions from both parts of the workshop.

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The remainder of this chapter is intended to provide context for the report, describing the changes in both the labor force and the workplace over the past few decades and discussing the skills that workers need to adequately perform in the currently available jobs. Chapter 2 discusses the skills included within the cognitive cluster. The chapter first explores issues related to defining these constructs, then presents four examples of assessments of these constructs, and concludes with a discussion of the strengths and weaknesses of these assessments. Chapters 3 and 4 follow the same format for skills within the interpersonal and intrapersonal clusters, respectively. Chapter 5 summarizes two workshop presentations that focused on key measurement issues to consider when developing assessments of 21st century skills. Chapter 6 concludes with workshop participants' synthesis of important points raised over the course of the two workshops and a discussion of the policy implications.

It is important to be specific about the nature of this report, which is intended to document the information presented in the workshop presentations and discussions and lay out the key ideas that emerged from the workshop. As such, the report is confined to the material presented by the workshop speakers and participants. Neither the workshop nor this summary is intended as a comprehensive review of what is known about assessing 21st century skills, although it is a general reflection of the literature. The presentations and discussions were limited by the time available for the workshop.

This summary was prepared by an independent rapporteur, and it does not represent findings or recommendations that can be attributed to the steering committee. The steering committee was responsible only for the quality of the agenda and the selection of participants. The workshop was not designed to generate consensus conclusions or recommendations but focused instead on the identification of ideas, themes, and considerations that contribute to an understanding of assessing 21st century skills.

THE CHANGING NATURE OF THE WORKPLACE

Richard Murnane, an economist with the Harvard School of Education, opened the workshop with a presentation about the changes that are occurring in the workplace and the types of skills workers will need to perform these tasks. He began by presenting two graphs—one for men and one for women—that displayed average hourly wages from 1979 through 2007 for individuals grouped by their education level.[1] These graphs, reproduced as Figures 1-1 and 1-2, show wage informa-

[1]Murnane's presentation is available at http://www7.nationalacademies.org/bota/21st_Century_Workshop_Murnane.pdf [August 2011].

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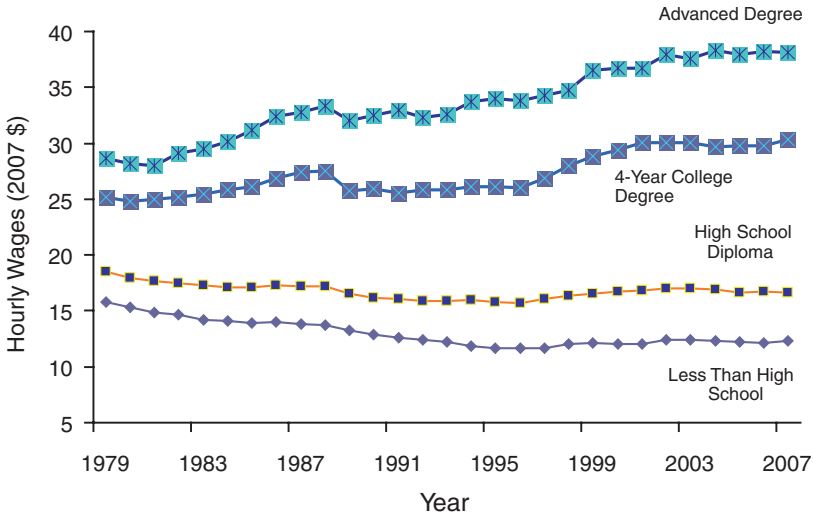

FIGURE 1-1 Men's real hourly wage by education, 1979-2007 (2007 dollars).
SOURCE: Richard Murnane's presentation. Used with permission.

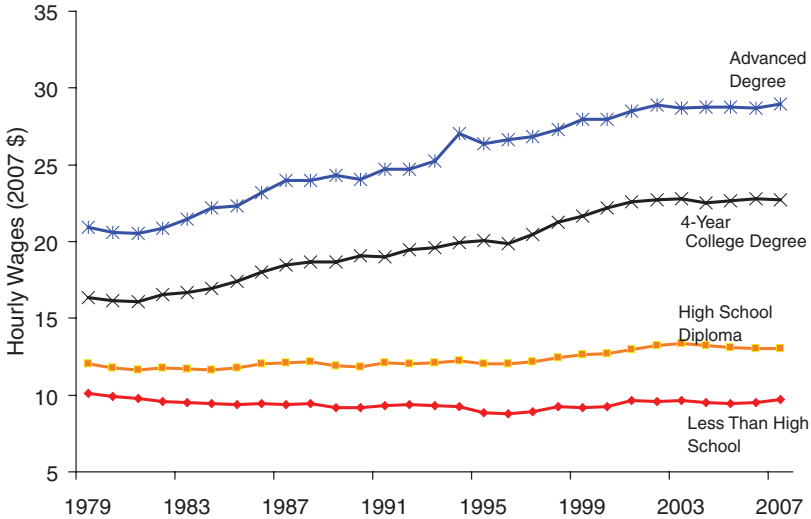

FIGURE 1-2 Women's real hourly wage by education, 1979-2007 (2007 dollars).
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tion for individuals with less than a high school diploma (bottom line, marked with diamonds), a high school diploma (next line up, marked with squares), an undergraduate college degree (4 years of college, line marked with x's), and advanced degrees (top line). The graphs reveal a steady increase in the differences in wages by education level for both men and women.

Over the years, the average hourly wages for men with high school diplomas or less changed very little, and by 2007, were slightly lower than in 1979. However, average hourly wages for men with at least a college degree steadily increased over the years to nearly $30 for those with college degrees and nearly $40 for those with advanced degrees. In 2007, men with advanced degrees made more than 2½ times as much per hour as men with less than a high school diploma. The same pattern holds for women, although women averaged lower hourly pay at each education level than their male counterparts. Murnane interpreted this information as indicating that educational attainment appears to play a larger role today in explaining average earnings than it did in 1979, noting "the gap between the premium [that] employers pay college graduates relative to high school graduates" has grown.

Economists tend to think in terms of supply and demand. In this context, "supply" refers to the characteristics and qualifications of individuals available to work, in other words, the characteristics of the labor force. Likewise, "demand" refers to the characteristics and qualifications that employers are looking for in their employees. In the labor force the two work together to influence wages. When demand for certain types of skills is high but the supply of workers with these skills is low, employers will pay more to get the workers they need. When there is a large supply of workers with certain skills but little demand for these skills, employers will pay less. Murnane suggested one explanation for the trends seen in the graphs is that the demand-side of what employers wanted did not change, while the supply-side of the available labor force did. That is, it could be that the labor force includes fewer college graduates relative to high school graduates than in the past, creating a situation where employers needed to pay higher wages to the relatively small proportion of available individuals with the needed qualifications. The data do not support this explanation, however.

To explain, Murnane displayed a graph comparing the educational attainment of the U.S. labor force in 1980 and 2000. Figure 1-3 shows the percentage of the labor force that dropped out of high school, graduated from high school, completed some college, and completed 4 years or more of college. For each education level, the left-most bar shows the percent for 1980 and the right-most bar shows the percent for 2000. As Figure 1-3 shows, the percentage of the labor force with at least some college

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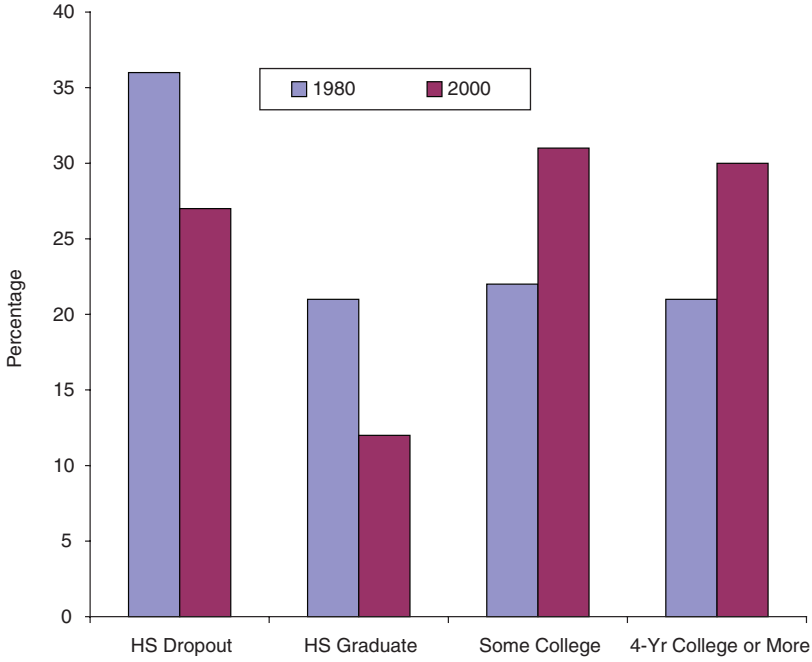

FIGURE 1-3 Educational attainment of the U.S. labor force, 1980 (left bar) and 2000 (right bar).
SOURCE: Richard Murnane's presentation. Used with permission.

has increased since 1980; thus, it does not appear to be that the supply of college-educated people has decreased. Instead, Murnane believes the pay differences are more likely related to changes on the demand-side of the equation: employers are increasingly interested in individuals not just with a college education but who have certain types of skills.

If this is indeed the explanation, what changes have occurred on the demand-side that would help to account for it? Murnane suggested two related factors. First, there is increased use of computers and other forms of technology, and workers need training in order to make use of these technologies. Those who have this training are more suited to the available jobs, more attractive to employers, and more likely to obtain the higher-paying jobs.

Second, the use of computers interacts with the kinds of jobs available. Computers are particularly good at performing some types of jobs,

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such as those that require routine tasks, rely on rule-based logic, and can be programmed. Increasingly, computers are replacing humans in performing these types of jobs. For instance, Murnane explained, airline passengers rarely get boarding passes from humans any longer, the use of automated self-checkout lines at the grocery store is growing, and most people do their banking with automated teller machines. Computers are not appropriate for other types of jobs, however, such as those that do not follow rule-based logic, those that require on-the-spot judgments, and those in which human interaction is essential. Some of these kinds of jobs—such as personnel managers and classroom teachers—require advanced training. Others—such as waiting on tables, caring for the elderly, and serving as a short order cook—require little advanced training.

Murnane said the growing income difference is due to an increased need for individuals to work in jobs that require technological skills, while, at the same time, there is a decreased need for individuals to perform routine tasks that can be computerized. Individuals without advanced training are employed in service jobs for which pay has been steady over time. Individuals with advanced training are working in the other jobs, in which pay has steadily increased.

Murnane argued that data on the types of jobs available supports this hypothesis. Figure 1-4 shows the percentage of people working in seven major job categories in 1979 and 2009. The job categories are arranged in order (left to right) from lowest paying to highest paying. In 1979, nearly 50 percent of the labor force was employed in blue collar and administrative support jobs. By 2009, the occupational distribution had shifted con-

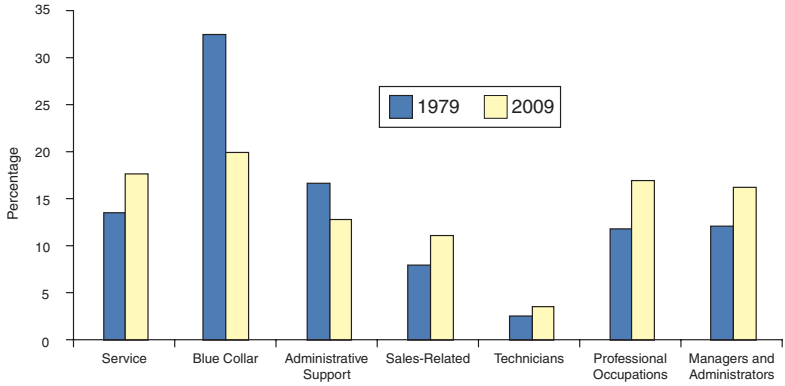

FIGURE 1-4 Distribution of occupations in the United States, 1979 and 2009. SOURCE: Richard Murnane's presentation. Used with permission.

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siderably, with large declines in the percentage of individuals employed in blue color or administrative work and increases in the percentages of individuals employed in service occupations, professional occupations, and as managers or administrators.

So, which skills do people need in order to be attractive to employers and to perform well in these jobs? With his colleagues Autor and Levy, Murnane has studied the tasks required for various jobs. The researchers group the tasks into four categories:

1. Routine cognitive tasks, such as bookkeeping and filing
2. Routine manual tasks, such as assembly line work
3. Tasks that require expert thinking, such as identifying and solving new problems
4. Tasks that require complex communication, such as eliciting critical information and conveying a convincing interpretation of it

The researchers compiled data on the percentage of available jobs that require these four types of tasks and tracked the trends over a 30-year period (from 1969 to 1998). This information is displayed in Figure 1-5. In this figure the x-axis notes the years studied. The y-axis notes the change in the percentage of jobs that require the tasks, using 1969 as the

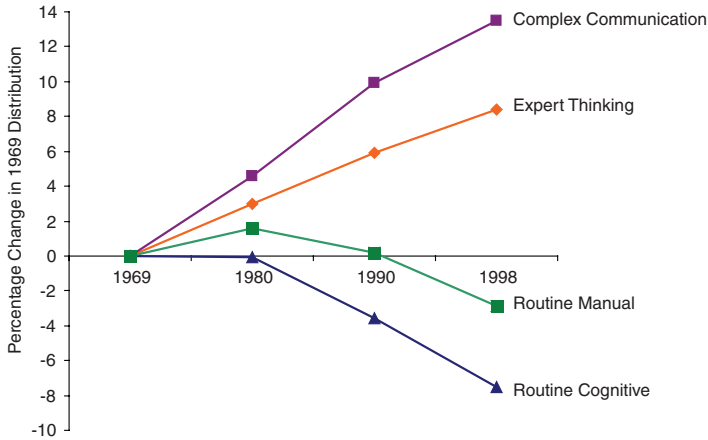

FIGURE 1-5 Economy-wide measures of routine and nonroutine task input: 1969-1998 (1969 = 0).
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base year. Thus, the figure shows that the percentage of jobs that require routine cognitive tasks (line marked with black triangles) was steady from 1969 to 1980 and then began a steady decline. Likewise, the percentage of jobs that require routine manual tasks (line marked with gray squares) was relatively steady until 1990 and then began to decline. The top two lines show that the percentages of jobs that require expert thinking (line marked with gray diamonds) and complex communication (line marked with black squares) have steadily increased since 1969. Murnane interpreted this information as demonstrating that expert thinking and complex communication are clearly tasks that are increasingly in demand by employers.

Murnane has done additional work to explore the components of expert thinking and complex communication in order to better understand the attributes that are most important for the available jobs. His studies reveal that the components of expert thinking include the following:

- Within a domain, workers need a deep understanding of the domain and relationships within it
- Pattern recognition
- A sense of initiative (i.e., when you see a new task, is this a challenge you are anxious to take on or one you shy away from?)
- Metacognition (i.e., monitoring your own problem solving)

Likewise, the components of complex communication include the following:

- Observing and listening
- Eliciting critical information
- Interpreting the information
- Conveying the interpretation to others

At the workshop, Deborah Boisvert, a researcher with the Boston Advanced Technological Education Connection (BATEC), presented survey results that provide additional insight on the skills workers need in the current job market.[2] In 2007, BATEC conducted a survey designed to learn more about the skills employers sought in their employees. The skills rated most highly by the survey respondents included the following:

[2]Boisvert's presentation is available at http://www7.national-academies.org/bota/21st_Century_Workshop_Boisvert.pdf [August 2011]. Additional information about BATEC is available at http://www.BATEC.org [August 2011].

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- Communication skills (oral and written)
- Ability to work productively in teams and groups (teamwork skills)
- Customer and business focus (understanding the big picture)
- Ability to listen for meaning and comprehension
- Ability to prioritize work and self-evaluate (self-reflection and time management)
- Development of original solutions to novel problems (problem solving)
- Ability to lead and act responsibility (leadership and ethics)

Boisvert said that in follow-up interviews, survey respondents told her and her colleagues "while technical skills may help someone get an interview, it is the soft skills [such as those listed above] that get the person the job."

Further evidence of the importance of these skills is documented in a recent study that Murnane discussed. Lindqvist and Westman (2011) conducted a study on the labor market outcomes for men in Sweden using a large sample of 18-year-old males enlisted in the country's military. The study examined the relationships between cognitive and noncognitive skills and labor market outcomes. The noncognitive skills assessed were

- Willingness to assume responsibility
- Independence
- Outgoing character
- Persistence
- Emotional stability
- Initiative
- Social skills

Their research findings indicated that compared to measures of cognitive skills, measures of noncognitive skills were stronger predictors of wages,[3] stronger predictors of employment status,[4] and stronger predictors of annual earnings.[5]

[3]A one standard deviation increase in the measure of noncognitive skills predicted an increase in wages by 9 percent, or one third of a standard deviation, compared to 5 percent for cognitive ability.

[4]A one standard deviation increase in the measure of noncognitive skills predicted a decrease in the probability of receiving employment support by 3.3 percentage points, compared to 1.1 percentage points for cognitive skills. Men with higher scores on the measure of noncognitive skills had shorter periods of unemployment, while cognitive ability had no statistically significant effect on the duration of unemployment.

[5]A one standard deviation increase in the measure of noncognitive skills predicted a

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Murnane concluded his remarks by noting that he had focused his presentation on the relationships between 21st century skills and labor market outcomes, in part because labor market research provides a rich source of evidence about the importance of these skills. Nevertheless, he said he would argue that 21st century skills are needed in many aspects of life besides the workplace. As he put it, these skills are essential for "leading a contributing life in a pluralistic democracy." He enumerated the complex set of problems that the country faces, including such issues as immigration, global warming, and proliferation of nuclear weapons. In his view, understanding these problems and participating in their solutions requires a well-educated citizenry adept at expert thinking and complex communication.

PREPARING STUDENTS FOR THE MODERN WORKPLACE

Are students graduating from high school with adequate preparation in these 21st century skills? At the workshop, representatives from the cosponsors of the project—the National Science Foundation (NSF) and the National Institutes of Health (NIH)— provided some insight on this issue. Gerhard Salinger, program director with the Directorate for Education and Human Resources at NSF, discussed his work with the advanced technological education program, an effort focused on technician education at the 2-year college level. This program is intended to educate students for middle skill jobs, occupations that require more than a secondary education but not necessarily 4 years of higher education. Middle skill jobs account for 50 percent of all jobs in the United States, Salinger said. He noted that the feedback he and his colleagues routinely receive from employers is that employees are lacking in 21st century skills. Furthermore, industry representatives have advised Salinger that these skills are not easily learned on the job. Based on his research and discussions with faculty members, Salinger judges that these skills are best learned in an academic setting. Salinger advocates for ensuring that students learn these skills before they leave high school. In part, this is because he believes that these are skills that everyone needs—not just for the workplace, higher education, or vocational/technical training——but for dealing with all aspects of life.

Bruce Fuchs, director of the Office of Science Education at NIH, presented data on the problem-solving skills of students in the United States. The Programme for International Student Assessment (PISA) has rou-

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decrease in the probability that annual earnings fall short of the tenth percentile of the earnings distribution by 4.7 percentage points. The corresponding figure for cognitive ability fell from 1.5 to 0.2 percentage points.

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FIGURE 1-6 Percentage of students at each level of proficiency on the problem-solving scale of PISA 2003.
SOURCE: Organisation for Economic Co-operation and Development (2005). Problem Solving for Tomorrowís World: First Measures of Cross-Curricular Competencies from PISA 2003, http: //dx.doi.org/10.1787/9789264006430-en.

tinely conducted assessments in mathematics, reading, and science. In 2003 an assessment of problem-solving skills was included. Fuchs said that he was "stunned" at the results for U.S. students, which he characterized as much lower than he had expected.

PISA results are reported using four performance levels: "Level 3" (highest), "Level 2," "Level 1," and "below Level 1" (lowest). Figure 1-6 shows the percentage of students from each participating country that scored at each performance level. The solid horizontal line at zero on the y-axis indicates the percentage of students at or below Level 1 (below the line) and at or above Level 2 (above the line). On the x-axis, the countries are ranked in descending order by the percentage of 15-year-olds in Levels 2 and 3. Fuchs highlighted three pieces of information on the graph. First, he noted that U.S. students rank ordered 29th compared to students in other countries. Second, he pointed out that 57 percent of the U.S. students taking the test scored below Level 2 (below the solid black line). Third, he called attention to the small percentage of students scoring

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at Level 3, which he described as only one-third to one-half of that for the top scoring countries on the assessment.[6]

To exemplify the types of skills that are assessed, he described one of the items that was administered to the 15-year-olds taking the assessment. The item presented students with a map in which six fictional towns were noted (Kado, Lapat, Angaz, Megal, Piras, and Nuben), and a mileage legend that indicated the road distance of the towns from each other. The item presented students with two tasks:

1. Calculate the shortest distance by road between Nuben and Kado.
2. Zoe lives in Angaz. She wants to visit Kado and Lapat. She can only travel up to 300 kilometers in any one day but can break her journey by camping overnight anywhere between towns. Zoe will stay for two nights in each town so that she can spend one whole day sightseeing in each town. Show Zoe's itinerary by completing the following table to indicate where she stays each night.

Day	Overnight Stay
1	Camp site between Angaz and Kado
2	
3	
4	
5	
6	
7	Angaz

Fuchs said that the sample item was one of the more complicated items on the assessment and was classified as a Level 3 item. Given that few of the U.S. students scored at a Level 3, most U.S. students would not have been able to answer this question correctly.

During discussion sessions, participants commented that the workshop was being held at an opportune time. Several commented about two reform movements currently underway. First, the National Gover-

[6]Results from more recent administrations of PISA are similar. For results from the 2006 assessment, see the Organisation for Economic Co-operation and Development (2007) *PISA 2006: Science Competencies for Tomorrow's World Executive Summary,* available at http://www.oecd.org/dataoecd/15/13/39725224.pdf [July 2011]. For results from the 2009 assessment, see the Organisation for Economic Co-operation and Development (2010), *PISA 2009 Results: Executive Summary,* available at http://www.oecd.org/dataoecd/34/60/46619703.pdf [July 2011]. Also see, ACT (2011) *Affirming the Goal*, available at http://www.act.org/research/policymakers/pdf/AffirmingtheGoal.pdf [July 2011].

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nors Association (NGA) and the Council of Chief State School Officers (CCSSO) have led an effort by the states to change the standards for educating K-12 students in reading and math. Known as the "Common Core Standards Initiative," this effort is working first to identify the skills that students need and have all states in the country adopt these standards and second to develop assessments of these skills.[7] Second, the Race to the Top initiative sponsored by the U.S. Department of Education is capitalizing on this effort in supporting consortia of states in their work to design assessments to measure these standards.[8] The focus of both efforts is to ensure that students graduate from high school with skills that make them college and career ready. Participants also pointed out that the National Assessment of Educational Progress (NAEP) has been working to define and develop an assessment of college and career readiness, and assessing college readiness has been a prime focus of organizations such as ACT, the College Board, and the Educational Testing Service (ETS). Thus, there is considerable work underway on this issue.

Developing assessments of these skills was an issue that several participants highlighted as critical. As one workshop participant put it, "what is tested is taught and what is not tested is not taught." Assessments often serve the purpose of defining the standards and laying out priorities for instruction. If assessments focus solely on students' achievements in factual knowledge, this type of information will be the focus of teaching. To ensure that students acquire and show progress in 21st century skills, assessments need to be available to evaluate their performance in these areas. Participants noted that this should include assessments designed for both summative and formative uses.[9] The remaining chapters of this report focus on developing assessments of these skills. Specifically: How can these skills be assessed? What assessments are currently available and how well do they work? What needs to be done in order to develop these types of assessments? And how should the results be used?

[7]Further information can be found at http://www.corestandards.org/ [June 2011].

[8]Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Assessment Program provides funding to consortia of states to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace. (See http://www2.ed.gov/programs/racetothetop-assessment/index.html [May 2011].)

[9]See Chapter 5 for an explanation of formative and summative assessment.

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ASSESSING 21ST CENTURY SKILLS

Summary of a Workshop

Judith Anderson Koenig, *Rapporteur*

Committee on the Assessment of 21st Century Skills

Board on Testing and Assessment

Division of Behavioral and Social Sciences and Education

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Preface

Change is omnipresent in today's world. Knowledge is growing exponentially as technology continually transforms the way we live and work. From local to state and national perspectives, global markets and forces are transcendent. Stunning scientific and engineering advances have brought with them vexing social, political, and economic dilemmas. Individually and collectively, citizens in a democracy need to be able to respond to these changing conditions, make informed decisions, and take action to solve current and future challenges.

It would seem to go without saying that students of today must be prepared to take hold of life's demands and thrive in tomorrow's world. The changing nature of the workplace is a prime case in point. The routine jobs of yesterday are being replaced by technology and/or shipped offshore. In their place, job categories that require knowledge management, abstract reasoning, and personal services seem to be growing. These jobs involve skills that cannot easily be automated, such as adaptive problem solving, critical thinking, complex decision making, ethical reasoning, and innovation. Technology cannot be programmed to serve as supervisors or to perform tasks that rely on effective human interactions. It cannot easily be trained to negotiate, persuade, or perceptively handle person-to-person interactions. It cannot teach a classroom of students, treat the sick, care for the elderly, wait on tables, or provide other such services. These are all tasks for humans.

Effectiveness in the workforce also requires the ability to work autonomously, be self-motivating and self-monitoring, and engage in lifelong

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learning. Individuals must be able to adapt to new work environments, communicate using a variety of mediums, and interact effectively with others from diverse cultures. Increasingly, workers must be able to work remotely in virtual teams.

This broad set of cognitive and affective capabilities that undergirds success today often is referred to as "21st century skills." Numerous reports from higher education, the business community, and labor market researchers alike argue that such skills are valued by employers, critical for success in higher education, and underrepresented in today's high school graduates.

The National Research Council (NRC) has conducted a series of activities to address the issue of 21st century skills in education today. In October 2005, the NRC convened a planning meeting intended to explore the role of K-12 education in developing these skills. Participants identified three critical unanswered questions and encouraged that they be further explored:

1. Is there a body of evidence supporting a taxonomy of 21st century skills coupled to individual and societal well-being?
2. Do we have evidence of effective models to teach 21st century skills through science, technology, engineering, and mathematics (STEM) education?
3. How can we assess 21st century skills?

The first question was addressed as part of a 2-day workshop held in 2007 (see National Research Council, 2008), and the second question was explored during a 2-day workshop held in 2009 (see National Research Council, 2010). These two workshops identified and defined a set of five broad skills that included adaptability, complex communication and social skills, nonroutine problem solving, self-management and self-development, and systems thinking.

The third question was the focus of the present workshop. Jointly funded by the National Institutes of Health (NIH) and the National Science Foundation (NSF), the workshop was designed to address the following questions:

- How can 21st century skills be assessed?
- What assessments of these skills are currently available and how well do they work?
- What needs to be done in order to develop additional assessments of these skills?
- How should the assessment results be used?

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The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified at the earlier workshops. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed assessments and related research for each of the five skills, with special attention to recent developments in technology-enabled assessment of critical thinking and problem-solving skills. The workshop was conducted in two parts. The first, held in January in Irvine, California, was a 2-day activity that focused on research and measurement issues associated with assessing these skills. The second, held in May in Washington, DC, was a half-day discussion of policy and practice issues.

Many people contributed to the success of these activities. We first thank the sponsors for their support of this work, NIH and NSF. We particularly thank Bruce Fuchs with NIH and Gerhard Salinger with NSF for their commitment to and assistance with the committee's organization of the workshop. This workshop would not have become a reality without their generous support.

The committee also thanks the four scholars who wrote papers and discussed them at the workshop: Eric Anderman, Ohio State University; Stephen Fiore, University of Central Florida; Rick Hoyle, Duke University; and Nathan Kuncel, University of Minnesota.

We also greatly appreciate the work of the presenters who discussed examples of assessments of 21st century skills: John Behrens, Cisco Systems; Deborah Boisvert, Boston Area Advanced Technical Education; Heather Butler, Claremont McKenna College; Susan Case, National Conference of Bar Examiners; Tim Cleary, University of Wisconsin–Milwaukee; Lynn Gracin Collins, SH&A/Fenestra; Joachim Funke, University of Heidelberg; Art Graesser, University of Memphis; Bob Lenz, Envision Schools; Filip Lievens, Ghent University, Belgium; Gerald Matthews, University of Cincinnati; Richard Murnane, Harvard University; Candice Odgers, University of California, Irvine; and Louise Yarnall, SRI.

We are also grateful to senior staff members of the NRC's Division of Behavioral and Social Sciences and Education (DBASSE) who helped to move this project forward. Robert Hauser, executive director, and Patricia Morison, associate executive director for reports and communication, provided support and guidance at key stages in this project. The committee also thanks the NRC staff members that worked directly on this project. Kelly Iverson, senior project assistant, provided deft organizational skills and careful attention to detail that helped to ensure the success of the workshop. We sincerely appreciate Kelly's help in handling all of the logistical and contractual issues with the workshop and her assistance with manuscript preparation. We thank Judy Koenig, study director, who organized the workshop. We are also grateful to Stuart Elliott, Board on

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Testing and Assessment (BOTA) director, and Margaret Hilton, BOTA senior program officer, for their contributions in formulating the design of the workshop and making them both a reality. We particularly wish to recognize Alix Beatty for her assistance in writing Chapter 3 of the workshop report.

Finally, as chair of the committee, I thank the committee members for their dedication and outstanding contributions to this project. They gave generously of their time in planning the workshops and actively participated in workshop presentations and discussions. Their varied experiences and perspectives contributed immeasurably to the success of the project and made them a delightful set of colleagues for this work. I learned a lot from each of them, and for that, I am especially grateful.

This workshop summary has been reviewed in draft form by individuals chosen for their diverse perspectives and technical expertise, in accordance with procedures approved by the NRC's Report Review Committee. The purpose of this independent review is to provide candid and critical comments that will assist the institution in making its published report as sound as possible and to ensure that the report meets institutional standards for objectivity, evidence, and responsiveness to the charge. The review comments and draft manuscript remain confidential to protect the integrity of the process. We thank the following individuals for their review of this report: Edward Haertel, School of Education, Stanford University; Milt Hakel, President, Alliance for Organizational Psychology and Professor and Ohio Eminent Scholar Emeritus, Department of Psychology, Bowling Green State University; Michael E. McManus, Dean of Academic Programs, University of Queensland; Keith Millis, Department of Psychology, Northern Illinois University; Paul Nichols, Senior Associate, Center for Assessment, National Center for the Improvement of Educational Assessment; Cornelia S. Orr, Executive Director, National Assessment Governing Board; and Mark R. Wilson, Professor of Policy, Organization, Measurement, and Evaluation Cognition and Development, Graduate School of Education, University of California, Berkeley.

Although the reviewers listed above provided many constructive comments and suggestions, they were not asked to endorse the content of the report nor did they see the final draft of the report before its release. The review of this report was overseen by Mark Wilson, University of California, Berkeley. Appointed by NRC, he was responsible for making certain that an independent examination of this report was carried out in accordance with institutional procedures and that all review comments were carefully considered. Responsibility for the final content of this report rests entirely with the author(s) and the institution.

Joan L. Herman, *Chair*
Committee on the Assessment of 21st Century Skills

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Three Prong Approach

Wagner, Tony (2008) The Global Achievement Gap: Why Even our Best Schools Don't teach the New Survival Skills Our Children Need-and What we can do about it. Perseus Books. New York
DPO 10.1021/ed081

In the "World is Flat" by Thomas Friedman, he suggests that 'any job that can be broken down into a routine and transformed into bits and bytes can now be exported to other countries where there is a rapidly increasing number of highly educated "knowledge workers" who will work for a small fraction of the salary of a comparable American Worker (210)

Based on our research in 2006, our society is moving to a new and little – understood challenge for American education: "In today's highly competitive global knowledge economy", all students new skills for college, careers, and citizenship. Schools haven't changed, the world has. And so our schools are not failing. Rather, they are obsolete- even the ones that score the best on standardized tests. (Location 296)

Work, learning and citizenship in the twenty-first century demand that we all know how to think-to reason, analyze weight evidence, problem solve and to communicate effectively. ((Location 310)

Since our system of public education came into being at the turn of the last century, the assumption has been that only those in the college preparatory classes were going to have to learn how to reason, problem-solve. Technology has enabled a growing number of routine jobs – both blue and white collar- to be either "off-shored" or automated. These changes compel us to rethink what kind of education all of our young people will need in order to get- and to keep a good job. (Location 359)

To better serve our students, we must address three fundamental transformations that have taken place in a very short period of time:

- The rapid evolution of the new "global knowledge" with profound effects on the world of work – all work
- The sudden and dramatic shift from information that is limited in terms of amount and availability to information characterized by flux and glut.
- The increasing impact of media and technology on how young people learn and relate to the world- and to each other.

Separately, each of these transformations represents enormous challenges to our education system. Taken together, they complete a fundamental reconsideration of

all or our assumptions about what children need to learn and how learning takes place. (Location 365)

In a poll taken among 400 CEOs, they were asked what they looked for in a company; the top responses were " I want people who can engage in good discussion- who can look me in the eye? I want someone who can ask the right questions. Businesses are changing and so the skills our workers need change rapidly as well,. We can teach the technical stuff but for employees to solve problems or learn new things they must know what questions to ask. (Location 496)

With the evidence of global warming and other environmental crises, the education system is faced with the gap of the "real world" and the world of the school. Although there is controversy about teaching student workplace skills, is there really a conflict between preparing students for the world of work and teaching them about their roles as citizens? While educators assume that that they are readying students for citizenship as a matter of course, I confess that I'm skeptical about the idea that high school graduates will automatically be better citizens for merely having taken the usual required classes"(Location 240).

There are two achievement gaps in our education system. The first of these-well documented, widely discussed and the focus of education reform efforts for the past 20 years is the gap between the quality of schooling available for most poor and minority children- and the consequent disparity in results. The second is the global achievement gap between what even our [best schools] are teaching and testing versus what all students will need to succeed as learners, workers, and citizens with twenty first century skills(Location 507).

Jobs both white and blue collar can now be sent or received and processed nearly instantly almost anywhere in the world. LPS addresses this issue by providing programs like the "Innovators Club" and developing young people who do not have the basic computational and analytic skills (location 224).

Studies show that, overall, student's achievement has not significantly improved as a result of the implementation of NCLB. In fact, 12th graders' reading scores were lower in 2005 than they were in 1993, and their writing test scores remained unchanged between 1998 to present (Location 569).

In the 21st century, there are survival skills that are needed to prepare our students for success in New World of Work: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability; initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, curiosity and imagination Location 372),

The National Governor's Association recently interviewed 3000 instructors who taught first year students in two- and four-year colleges. One of the most striking finds of the report is what these college teachers said students entering college were unprepared to do.

- 70 percent say students do not comprehend complex reading materials
- 66 percent say students say students cannot think analytically
- 65 percent say students lack appropriate work and study habits
- 62 percent say students write poorly
- 50 percent say students don't know how to do research
- 55 percent say students can't apply what they've learned to solve problems.

What was surprising about this study was the fact that college teachers said students most lacked competencies, rather than knowledge of specific subject content (Location 1938)

Redefining rigor
Most American's now have Internet access, which gives all of us a growing tidal wave of information, and that information is constantly changing and increasingly exponentially (Location 2038).

In a national survey of high school dropouts, young people said they left school because their classes were boring and not relevant to their lives or career aspirations. (Location 2109)

Our program will include core competencies and content coverage. (Location 451)

Business leaders and educators have one unexplored concern in common; both groups are worried about the decline of the work ethic among young Americans. (Location 453)

Former Microsoft executive Linda Stone, whom I first met some years ago, coined the term "continuous partial attention" as the way many of us work today, often out of necessity. But it also captures how young people in their tweens to 20s want-or even need- to related to the world (Location 3058).

The real literacy of tomorrow entails the ability to be your own personal reference librarian- to know how to navigate through confusing, complex information spaces and feel comfortable doing so. "Navigation ' may well be the main form of literacy for the 21st century. (179)

Younger generations have enormous potential either to become lost in an endless web of fantasy and entertainment or to use their skills with these new technologies to make significant contributions to our society as learners, workers, and citizens (location 3207).

Spanish for Native Speakers: A Mastery Approach

Hoch, F. & Fasciano, H. (2002) Spanish for Native Speakers: Is it enough? Department of Public Instruction, Second Language Studies Section, North Carolina.

A study by the North Carolina Department of Public Instruction (2002) indicated that 68% of Spanish speakers who attended schools in the United States lacked basic literacy skills in their native language. The study also revealed that students who were identified as Limited English Proficient (LEP) did receive instruction in their native/heritage language.

Spanish speaking students have come to believe that being Hispanic is a liability in the U.S. school system. Over the last 10-15 years, the average state scores of Hispanic students age 17 have significantly lagged behind those of their white peers in reading, mathematics and science. Research studies have found that minority students who feel disconnected with school often do so because their language and culture are not valued. As a consequence, students who feel no connection with school are more likely to experience higher dropout rates. (p. 2)

"The dropout rate for Latinos is much higher than other groups. The high Latino dropout rate is partly attributed to the relatively greater dropout rate for Hispanic immigrants; 44%, as compared with 21% of the U.S. born" (Latinos in School: Some Facts and Findings, ERIC Digest, Number 162, February 2001).

Oakland R&D Campus will launch a series of courses in Spanish for Native Speakers that will enable students to increase their mastery of Spanish speaking, reading and writing skills. Our courses will improve students' fluency to read, speak, write in Spanish as well as prepare them to translate orally and in writing while serving as interns in community service programs.

Lewelling, Vickie W. & Peyton, J. K. (2009) Spanish for Native Speakers: Dual Language Proficiency. ERIC Clearinghouse on Languages and Acquisition. Washington D.C.

Findings from this body of research support the premise that students who are literate in their first language learn English more quickly and easily. Additionally, students who retain their ability to communicate well in their home language also develop a strong sense of well-being, self-worth and feel valued by their school. In the LPS Spanish Mastery program, students can experience and envision multiple ways their fluency in speaking, reading and writing Spanish can be invaluable resources to themselves and to society.

Many heritage language learners deal with issues of identity. They feel at odds with English and with their own language and culture. By establishing or re-establishing connections to the language and culture of their home, schools can develop in students a sense of worth and validation. By doing so, heritage language learners

will be more likely to participate in school and in the "mainstream culture". (Wang, and Green, 2001)

According to Campbell (1996) "the average heritage language student possesses a level of competence in many aspects of his or her ancestral language that far exceeds what typical students in foreign language courses can attain after many years of study." At the same time, however, there was consensus among foreign language teachers that these students needed to develop other areas of Spanish language proficiency and fluency.

Within four years, students who participate in the LPS Oakland R&D Spanish program will demonstrate advanced levels of proficiency in all aspects of formal Spanish language. Our students will have developed a broader understanding of the language in which they already have considerable competence. Specifically, students who participate in this program will learn to reactivate their Spanish, learn more about their language and cultural heritage, and develop academic language skills in Spanish that will enhance career opportunities. Through our internship programs, student will have opportunities to put their Spanish mastery to use for public good - as translators for a wide range of constituents in their community.

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CK-12 Foundation and Leadership Public Schools Introduce

College Access Readers

Edited by

Louise Bay Waters

8/10/2010

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CK-12 Foundation is a non-profit organization with a mission to reduce the cost of textbook materials for the K-12 market both in the U.S. and worldwide. Using an open-content, web-based collaborative model termed the “Flex-Book”, CK-12 intends to pioneer the generation and distribution of high-quality educational content that will serve both as core text as well as provide an adaptive environment for learning.

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1. The College Access Imperative

Louise Bay Waters

Education in California is in crisis. No matter what metric one uses, the news is bad.

- Only 33% of low income students and 48% of all students enter ninth grade prepared for the reading and writing demands of high-school level work.
- Only 8% of low income and 18% of all students graduate high school ready for the literacy demands of college.

At Leadership Public Schools (LPS), our challenge mirrors that of the state as a whole. LPS serves approximately 1500 students in four urban high schools in Richmond, Oakland, Hayward and San Jose. Our schools range from 57% to 93% low income and 85% will be the first in their family to attend college. 70% of our students are Latino, many of whom are English Learners.

Academically, 50% of LPS students enter ninth grade with elementary level skills. Since all of our students take college prep courses, this means that the 25% with literacy skills at or below the fourth grade level are trying to read a college prep Biology textbook when what they are actually comfortable reading is something more like Mrs. Frizzle and the Magic School Bus.

Despite these challenges, 97% of our graduates are accepted to college – even though it may take many of them five years to finish high school.

Our demographics are compelling but not unique. We are the urban California of Oakland, Los Angeles and Sacramento. Our challenges and resource constraints are also similar to those of rural California: Greenville and Alturis in the North and Coalinga and Los Banos in the South. And our needs are the same as those of significant groups of students in most suburban schools.

Our commitment at LPS is to search for innovative solutions to the daunting hurdles facing all of the cities mentioned above, each of which is trying to transform high school students who enter ninth grade with elementary skills into graduates prepared for college. These students must gain two-three years of skills per year to reach this goal. To a large degree, this achievement gap is a literacy gap**. However**, **by the time our students reach high school, it is simply too late for both extensive stand-alone remediation and completion of college-entrance course requirements. In essence, then, each high school course must also be a reading course** and all courses must support the development of college-readiness writing skills.

The Leadership Public Schools / CK-12 Partnership

Research by David Coleman and others at the Student Achievement Partners have identified the ability of students to independently read complex expository text as one of the major gatekeepers to success in college. However, in many LPS courses we found that textbooks sat largely unused, inaccessible to many of our students. Our teachers were developing students' critical thinking and concept knowledge through a variety of important active learning strategies. Unfortunately, critical disciplinary reading skills were not being developed to the same degree. To address this issue, LPS provided professional development on differentiation and strategies for scaffolding using content literacy and English Language Development supports. However, translating recommendations to offer tiered readings at multiple readability levels in Chemistry

or to scaffold Algebra 2 lessons with graphic organizers and embedded comprehension checks proved unrealistic. It is simply not possible for teachers already stretched with the many demands of effective instruction in inner city high schools to undertake this kind of daily resource implementation at scale.

Searching for a more scalable approach to supporting literacy and language development needs across the full range of high school courses, LPS reached out to Dr. Deborah Stipek, Dean of the Stanford School of Education. Dean Stipek in turn introduced LPS to Neeru Khosla, visionary founder of CK-12 Foundation. Khosla and Murugan Pal, CK-12's Co-Founder, have set out to make standards-based, online, open-source textbooks available for free to any school or student. Their innovative technology platform is designed to support easy editing and publishing. CK-12 "Flexbooks" can be easily updated when Pluto is no longer a planet and "flexed" or rearranged to meet the needs of a particular teacher or school. You can use them online, with a projector, in hard copy handouts or as customized, bound textbooks**.**

In essence, what CK-12 provides is the content and platform for low-cost, mass-customization in textbooks. LPS brings to the table instructional expertise and a real-world incubator for urban education. Together CK-12 and LPS are creating a line of curriculum resources tailored to the most challenging demographic in California and the nation – ours. We call these resources "College Access Readers."

The College Access Readers

Here's how it works. CK-12 has expert-created content primarily in Math and Science as well as an elegant technology platform that allows one to easily edit, whether rearranging chapters or changing words and illustrations. To tailor this to the access needs of our student population, LPS first reviewed the actual content of the CK-12 flexbooks. To do so, we analyzed the California Content Standards along with David Conley's "College Readiness Standards." From these we picked the most important power standards as the focus of our access work. With this frame, we pared down the CK-12 materials to the most critical content, gaining instructional space to provide the supports our students need. To perform the editing, teachers selected the concepts and vocabulary essential for all students, regardless of reading proficiency levels and/or limitations in English.

This becomes the College Access Reader that the bulk of our students use, which we call Level 2 Readers. Students who are more advanced are given the original full CK-12 version, or Level 1, with extended material for the kind of challenge that high performing inner city students seldom get.

The most challenged students are given even greater supports: text-to- speech features for special education students and very low readers, and translation for recent Spanish-speaking immigrants (in progress). Students with academic literacy in Spanish will be able to read the text first in Spanish, then use the English text-to-speech version, and then take English grade-level exams linked to state standards. Those with weak Spanish literacy may start with text-to-speech in Spanish before moving to the English speech-assisted version.

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Throughout the development process we were aware that non-text-based, active-learning teaching approaches were critical if students such as ours were to master their course content. At the same time we knew that our students had to be able to independently engage with textbooks if they were to succeed in college. Rather than address both issues, we have taken on a more limited agenda. **College Access Readers, therefore, have not been designed to be comprehensive textbooks or complete instructional programs. Rather they are designed to address a specific high-leverage need – the need to simultaneously teach students to read complex expository text while making college preparatory content accessible**. Through the first wave of CK-12 / LPS College Access Readers teachers across the country will have resources specifically designed to provide such reading opportunities to the full range of students from advanced to those far below grade level in **Algebra 1, Geometry, and Biology** – with more courses to come.

College Access Reader Resources

This resource guide represents the collaborative effort of many members of the Leadership Public Schools development team. It begins by outlining the theory underlying the literacy work and then lays out the framework for the supports included in the Readers. Subsequent chapters describe and illustrate the specific content literacy and language development strategies that have been chosen as being of particularly high impact. Although most of the strategies can be used in multiple ways, we have chosen to present them as occurring "Before – During – and After Reading" because of the importance of this mental model in effective content literacy instruction.

The final set of chapters, Systems to Support College Access Literacy & Numeracy, takes a broader look at the Readers as part of a system of college readiness. To begin with, it addresses needs in numeracy that are as daunting as those in literacy. To this end, the College Access Readers in Algebra 1 and Geometry are partnered with additional College Access materials that include daily lesson plans designed to address numeracy skill gaps along with content standards. The online Algebra program, FlexMath, was developed by the former LPS Math Curriculum Specialist (now CK-12 staff member), Todd McPeak. The Geometry lessons plans, College Access Geometry, were developed by LPS Geometry teachers, Michael Fauteux and Rosamaria Zapata. Both have resulted in significant gains in student achievement at multiple LPS schools. The Systems section goes on to talk about the links between the College Access Reader initiative and wider processes for professional development, assessment, and the support of Special Education students and Spanish literacy.

For over 35 years my professional focus has been on accelerating the achievement of urban students and closing the literacy gap. As an education professor, principal, urban district administrator, and author of a college reading textbook, I have struggled with how to pragmatically implement best-practice research on language and literacy in the reality of urban schools. In the CK-12 open-source flexbooks and editing platform I found the resources to make real the literacy supports so many have been advocating for years. In the CK-12 Foundation, I found the partner to take on this daunting task. Together we are proud to introduce the CK-12 / Leadership Public Schools "College Access Readers". In the spirit of open-source, online collaboration made possible by CK-12 and utilized by LPS in creation of this guide and the Readers, we invite your input, critique and support as we tackle the imperative of the 21st

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2. Pragmatic Principles to Guide Instruction for English Learners and Struggling Readers

Zaida McCall-Perez, Ed.D
Holy Names University

1. **Curriculum without instruction does not ensure student learning.**
2. **Instruction without curriculum does not ensure student achievement.**
3. **It is teaching that links curriculum to learning and learning to achievement.**

Consider carefully the implications of these three statements. Statement one: no matter how great a curriculum is, there is no guarantee that a student will be able to acquire new knowledge and actually learn the content. The process of learning involves *retaining* the new information, *relating* it to prior knowledge and experience, and later *retrieving* it for application, or generalization to other learning. Similarly, statement two suggests that no matter how good the instruction may be, if it is based on a weak curriculum the learner will fall short in terms of academic achievement. Both statements clearly apply to students graduating from Leadership Public Schools (LPS). Statement three is the tie that binds statement one (learning) and statement two (achievement) together: the teacher is the key. It is the teacher who implements the curriculum by utilizing strategies and resources that assist students to *retain, relate and retrieve* and to successfully demonstrate or perform the acquired learning.

The "College Access Readers" pilot, with its standards-based, innovative platform is a tremendous step in creating high-level curriculum that is potentially accessible by a much greater range of learners than has been possible at any time in the past. The curriculum offers the breadth and depth that allows learning to take place. However, it is still in the hands of the teacher to build the bridge between the curriculum and student learning.

The big question then is: with a well-scaffolded curriculum, and a platform, that provides almost universal access, what is it that teachers need to do to create the bridge that ensures learning? What might be some guiding principles that will help teachers to help students do the retaining, relating and retrieving that is required in order to learn? This *draft* of "Pragmatic Principles to Guide Instruction for English Learners and Struggling Readers" is presented as a support for teachers to use in building the bridge between the "College Access Readers" and the strategies embedded in them and presented in this resource guide. More broadly, it is presented as a guide to promoting academic literacy in all classrooms, no matter what curriculum is used, so that students graduating LPS have the academic language and content literacy necessary for college and life success.

Any good planning begins with an assessment of the learner – what the learner brings, can do, and cannot yet do. So it is useful for us to hold in mind the profile of the learner we have in mind. The following description from a recent publication entitled, "Reparable Harm" appears to resemble the profile of many LPS students. As you read, try to visualize a student, or a group of students, you have taught.

"By the time _____ arrive in secondary schools, there is a set of characteristics that describe their overall profile. These students struggle academically. They have distinct language issues, including: high functioning social language, very weak academic language, and significant deficits in reading and writing skills. The majority of _____ are "stuck" at Intermediate levels of English proficiency or below, although others reach higher levels of English proficiency without attaining the academic language to be [academically competitive]. _____ have significant gaps in academic background knowledge. In addition, many have developed habits of non-engagement, and learned passivity and invisibility in school. The majorities of _____ want to go to college, and are unaware that their academic skills, record and courses are not preparing them to reach that goal. Neither students, their parents, nor their community realizes that they are in academic jeopardy."(Reparable Harm Report, 2010, CaliforniansTogether.org)

Pragmatic Principles to Guide Academic Literacy Instruction

The following pragmatic principles provide a framework for designing an instructional program that supports English Learners and struggling readers to develop college-ready academic literacy. The 16 principles fall into five categories reflecting the research on best-practice academic literacy instruction: contextualizing and connecting learning, active learning, practice and consistent feedback, critical thinking, and multiple linguistic proficiencies. While these underlying categories are research-based, the specific pragmatic principles they include can be continually expanded and refined as the teachers at your site collaborate to improve their practice.

A. Contextualizing and Connecting Learning

1. Students learn best when they can connect new learning to something they already know or have experienced.

2. Retaining information is easiest when the information is contextualized, meaningful, and applied.

3. Students develop a deeper understanding of concepts when they can see the relationships between them, rather than encountering them separately.

B. Active Learning

4. Learning takes place by doing. Students learn best when they have actively engaged in learning and/ or applied what they learned.

5. Students internalize academic language through both passive and active means – listen and read (passive) and speak and write (active).

C. Practice and Consistent Feedback

6. All students can learn; the number of exposures and the amount of feedback and practice needed to achieve mastery varies by learner.

7. Students benefit from daily practice of academic language supported by consistent strategies and diverse activities rather than simple repetition.

D. Critical Thinking

8. Struggling readers and English Learners have the ability to think critically. Providing strategies and vocabulary that help them tap into this ability and develop a critical understanding of content increases both the learning of content and literacy.

9. One of the roles of the teacher is to make thinking about learning (metacognition) transparent to learners. Good teaching is making explicit what may be hidden from the learner's view.

10. Teachers teach towards independence by providing tools that students can use on their own for future learning.

E. Multiple Linguistic Proficiencies

11. Language proficiency is the ability to use a language for both academic purposes and basic communicative competence.

12. Acquisition of [academic] language is a function of comprehensive input, or direct and clear instruction.

13. Optimal language learning takes place when the affective filter is low, as in students' anxiety levels are as low as possible.

14. The perceived status of students affects the interactions between teachers and students and among the students themselves. In turn, student outcomes are affected.

15. If the primary language is seen as an academic resource, it increases motivation and elevates both the status of the language as well as the status of the speaker of that language.

16. For bilingual students, the degree to which proficiencies in the first language and the second language are developed is positively associated with academic achievement.

3. The "College Access Reader" Literacy Framework

Julie Christensen

Selected by a collaborative team of LPS teachers and administrators, this framework lays out the types of supports that have been built into the "College Access Readers." These supports reflect the literacy strategies that researchers and practitioners agree offer the highest impact in the content areas: not only will they bolster students' language and literacy development, but also they will help students master the content itself.

The framework places a direct focus on the two main thrusts of this work: vocabulary development and reading comprehension. Researchers have demonstrated repeatedly that students' acquisition of academic vocabulary is the top predictor of reading comprehension. The vocabulary supports integrated into the "College Access Readers" are few and simple, but quite powerful when implemented to their full potential. The "College Access Readers" also draw on established and high-leverage reading comprehension strategies that have been tailored for the particular content of each "College Access Reader."

The framework is designed to highlight the instructional process for effective content literacy instruction. High quality support for language development must be integrated throughout the lesson. Students do not learn new vocabulary or comprehend dense academic text simply because vocabulary words are listed at the beginning of the period or because they are assigned to write sentences incorporating the new words as homework. Rather, in order to provide the intensity of scaffolding required for students to be able to read college-level material, support must occur before, during and after reading takes place. All of the strategies included in the "College Access Readers" can be used in multiple ways and at multiple points in the instructional process. However, they are particularly useful during certain phases. For simplicity, this is where they are introduced in this teacher resource guide. A chart of the "College Access Reader" strategies is included as the last page of this chapter.

Before Lessons

Research suggests that under-prepared students generally walk into classrooms lacking the experience and language to understand course content simply by reading a textbook chapter independently and hearing a lecture. Thus, a few resources built into the "College Access Readers" are designed to equip students with the language, background knowledge, and basic conceptual understanding before the lesson (or unit) has actually commenced. Introducing key vocabulary concept words, showing a visual map of the lesson concepts, and building students' background knowledge via an Anticipation Guide all serve to highlight – and support students' access to – what is most important about the upcoming course material.

Before Reading

Just before students are asked to read critically, it is best to prepare them more deeply and more specifically for their encounter with the particular text. Another round of vocabulary instruction, focusing on key concept words (such as "mitosis" or "federalism") as well as useful function words (such as "consequently" and "moreover"), will help students unlock words efficiently and make meaning as they read. To further scaffold students' reading comprehension, two essential

strategies are included in the "College Access Readers"- setting a clear and limited purpose for reading, and modeling how to read the text.

During Reading

In general, rushed, passive reading does not culminate in deep understanding. As students make their way through a particular text, the primary purpose of implementing the "College Access Reader" resources is to get students to read *actively* such that they genuinely understand what they just read. Within the Level 2 Readers, there are many text-embedded "reading checks" to help students monitor their comprehension and critically engage with the text at frequent intervals: these include true/false questions, cloze sentences, cloze summary paragraphs, brief application problems, and even a few graphic organizers. In the teacher's materials accompanying the Readers, there are many graphic organizers and a few vocabulary scaffolds developed for use as handouts during students' reading.

After Reading

When students have finished reading a text, it is important to support their overall comprehension: tying together the text, the lesson/unit concepts, and the vocabulary. More graphic organizers and comprehension questions are provided for this purpose. In order to fully grasp the concept relationships within a particular text, across several texts, and across an entire lesson/unit, students must use the vocabulary they have been learning. Several resources are designed to give students these crucial opportunities for academic language production. Sentence stems, paragraph frames, and the Think-Pair-Share activities all provide students with the structured practice they need to express the new words orally and in writing.

As mentioned earlier, all of these resources can be used in multiple ways and at multiple points during the instructional process. For example, it may benefit students to review the concept map during the reading, adding more information and focusing on concept relationships. Likewise, returning to the Anticipation Guide after the reading can help students revise and cement their knowledge using newfound evidence from the text. Or, it may be helpful to use a Think-Pair-Share activity before the reading, rather than after it, so students can master a fundamental vocabulary word and then encounter it with confidence.

Essentially, the use of these strategies supports our students' content area mastery as well as their literacy development. Perhaps most importantly, however, this kind of instruction can help grow our students into skilled, strategic learners: to have repeated practice with these learning tools, within and across courses, will enable them to build their own tool kits for when they face difficult texts and unfamiliar vocabulary in their future studies. This is true college readiness.

"College Access Readers"

Supporting Academic Vocabulary Development and Reading Complex Text

	VOCABULARY DEVELOPMENT		READING COMPREHENSION	
	PURPOSE	**RESOURCES + STRATEGIES**	**PURPOSE**	**RESOURCES + STRATEGIES**
BEFORE Unit or Lesson	1) Introduce new concept vocabulary	- Word Wall + Personal Word Wall / Journal - focus on concept words, brain teasers (words with content-specific meanings), and homonyms - Spanish translation, cognates	1) Activate background knowledge 2) Engage students in critical content of lesson or unit	- Anticipation Guide - multi-level concept maps
BEFORE Reading Assignment	1) Introduce new academic function vocabulary 2) Introduce new concept vocabulary	- Word Wall and Personal Word Wall / Journal (including Word Parts Log) - Knowledge Rating chart	1) Set purpose and context for specific piece of text 2) Model how to read textbooks	- modeled text reading (such as Think Aloud) - predictions - hook questions
DURING Reading Assignment	1) Help students understand both function and content vocabulary	- choral reading - cloze reading - word parts - visuals - margin or embedded definitions - Spanish translation, cognates	1) Engage students in active reading 2) Help students monitor their comprehension 3) Create frequent student interaction with concepts	<u>TEXT-EMBEDDED</u> - summarize and/or sequence material - annotate text to raise/answer questions - predict, answer questions, visualize, make connections - apply new problem-solving strategies: deconstructing wrong answers to problems, and/or deconstructing and reconstructing questions or word problems - instructional videos <u>TEXT-EXTENDED</u> - Graphic Organizers that focus on concept relationships, such as compare/contrast charts, cause/effect charts, timelines, and semantic webs
AFTER Multiple Readings, Reading Sections or Lessons	1) Help students practice and apply vocabulary in speech and in writing	- structured academic talk with differentiated sentence frames - Think-Pair-Share - re-visit the Word Wall, Personal Word Wall, Knowledge Rating chart, and Word Parts Log with application sentences	1) Help students comprehend the relationship among concepts and topics in the whole reading	- Graphic Organizers, such as compare/contrast charts, cause/effect charts, timelines, and semantic webs - Socratic seminars

4. Anticipation Guides

Allison McCarty

The purpose of an Anticipation Guide is to activate students' prior knowledge and opinions about topics they will encounter. This increases student engagement and also allows students to connect new knowledge to existent knowledge for better understanding. Anticipation Guides are generally "before reading" activities, but as one can see in the example, they can be returned to after reading to track comprehension or changes in opinion.

It is very important that an Anticipation Guide be:

1. **Opinion-based, not fact-based**
   This isn't about being right or wrong. Students should not be able to "fail" an Anticipation Guide.

2. **Relevant to the topics and themes one wants students to learn**
   The point is to get them ready to learn and to give students "hooks" so they know what to look for in the reading. Later during reading students will be able to latch onto topics and themes that are familiar from the Anticipation Guide. Teachers should be sure to pick out the ideas they want students to grasp for the Anticipation Guide and not just random, semi-related questions. If using essential questions (EQ), the Anticipation Guide should be related to those EQs.

3. **Relevant to the students' lives, interests, and prior knowledge**
   If a student doesn't care about the topics and themes in the Anticipation Guide, the tool will not build engagement. And, if a student doesn't recognize the themes and topics in the Anticipation Guide from any prior knowledge, the tool will not allow that student to build connections and better understanding.

Example: Anticipation Guides

Anticipation Guides take many forms. One of the most common forms is an Agree/Disagree exercise in which students rank their agreement or disagreement with various statements related to the topic that is about to be taught. See the following partial example from the U.S. History "College Access Reader" unit on Industrialization. Note that this Anticipation Guide includes parallel questions about the author's point of view which would be filled in after reading. This example also includes a ranking activity, another form of an Anticipation Guide:

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Sample of Anticipation Guide

Agree/Disagree Activity

Directions: For each statement, mark the extent to which you agree or disagree. For now, only do the "My Opinion" rows.

1. Working with your brain is better than working with your hands.

My Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O---------- ----------O----------

Sumner's Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O----------O----------

2. The government should help people and businesses that are struggling.

My Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O----------O----------

Sumner's Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O----------O----------

3. In life, people generally get what they deserve.

My Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O----------O----------

Sumner's Opinion:

Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

----------O----------O----------O----------O----------

Ranking Activity

Directions: In your opinion, how should a worker's pay be determined? Rank the importance of each of the following (1 is the most important, 5 is the least important). For now, only do the "My Opinion" column.

	My Opinion	Sumner's Opinion
a.	_____ How many hours they work	_____
b.	_____ How hard it would be to find someone else to do the same work	_____
c.	_____ How "prestigious" or "respectable" their job is	_____
d.	_____ How much education or training their job required	_____
e.	_____ How much money they need in order to support their family, etc.	_____

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After Reading Activity

Directions: Go back to the Agree/Disagree and Ranking activities and answer the questions *the way you think William Graham Sumner would answer them* (whether or not you agree with his opinion). You should do this in the space labeled "Sumner's Opinion."

Has reading Sumner's essay changed any of *your* opinions from the Agree/Disagree or Ranking activities? Why or why not? (Answer by finishing the sentence):

Sumner's essay has / has not (circle one) changed my opinions about_____

_____because_____

_____

_____

Expansion Ideas

One benefit of this kind of Anticipation Guide is that it can be expanded, collapsed, or otherwise adapted to suit your needs. Here are some expansion ideas:

- This one included a post-reading activity to check for comprehension. Post reading activities can also ask students to re-evaluate their opinions after reading new information.

- Ask students to justify their reasons for agreeing or disagreeing (whether on paper, in conversation with a classmate, or both). This can be done with just one or two statements or all of them.

- Label the four corners of the classroom "Strongly Agree," "Somewhat Agree," "Somewhat Disagree," and "Strongly Disagree." After filling out the Anticipation Guide on paper (or in place of the paper version, if your students are used to the process), have students move to the corner of the room that matches their opinions for each statement. To further expand, ask students to share their reasons for agreeing or disagreeing with someone in their corner, and then ask one or two students from each corner to share their opinions with the class. Students can be allowed to move to show that an argument has changed their opinion.

This is just one of many forms of Anticipation Guides. For variety, another ideas is to swap out the agree/disagree model for opinion- or experience-based questions written on note cards, which students use to ask each other in one-on-one conversations.

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5. Word Walls

Lisa Haynes

Word Walls are intended for more than display. They should be interactive and continually updated and referenced – a living chronicle of student concept learning and vocabulary development. Word walls are designed to:

- Provide a visual map to help students remember connections between words concepts and their characteristics that will help them form categories
- Provide vocabulary support to be referenced during reading and writing
- Help students develop a deeper understanding of
    - words, including word parts and word families,
    - concepts, including descriptive details and connections to new material or material previously learned

Although Word Walls should be interactive and need not be formal, they should be legible from any area in the classroom. They may or may not contain pictures but all words should be spelled correctly. Students should also keep their own "Personal Word Walls" that serve as vocabulary journals and are maintained throughout the year.

Before a Unit

Word Walls before a unit or topic are essentially concept maps and serve the purpose of previewing the concepts to be learned and the relationships between them as described in the later "Concept Map" chapter.

Before Reading

Word Walls developed during pre-reading activities are designed to front-load new vocabulary as well as support concept development. As such, they should include academic function words as well as critical concept vocabulary. Please refer to the end of this document for a link to a high-priority academic word list. In order to help students access the text, Word Walls must be readily available and visible and continually referenced.

Word Walls can be constructed as part of an Anticipation Guide or Knowledge Rating Sheet (see appropriate chapters). Here students work in small groups to discuss and complete a Knowledge Rating Sheet that is then used to construct a new segment of the Word Wall.

'Before Reading' Word Walls can also be used to support deeper word study. Students can use post-its to identify information about the word such as word families (prefix and suffix meaning, superlative tenses of the word and Spanish cognates) as well as parts of speech. Alternatively, separate word study charts can form a different segment of the Word Wall organized like the sample on the following page. 'Before Reading' Word Wall work can easily be integrated into launches and can include both the actual Wall work as well as work in the personal Word Walls.

This Word Wall template for vocabulary study organizes words by word family, integrating grammar instruction, and includes more words than the teacher would select for direct instruction.

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Sample Word Wall Template

Nouns	Adjectives	Verbs	Adverbs
analysis	analytical	**analyze**	analytically
assumption	assumed	assume	

Sample Word Wall

During Reading

There are multiple ways that students can use Word Walls during reading – either in groups or individually. Students can work with a partner to complete a word cluster activity to identify what they have learned so far in the unit. Students place one of the words from the wall in the center of the cluster diagram (descriptive web) and place connected words from the Wall or ideas that they learned in the unit in the surrounding boxes. Once completed, students can stand at the

wall and share out, adding additional words and information to the wall using postcards, post-its, or strips of paper.

Word Walls can also be used to promote language development for English Learners and struggling readers through during-reading activities done individually or in pairs. For example, they can be given sentences missing the Word Wall words which students then supply. In another activity, the teacher can provide clues to Word Wall words creating what amounts to a reverse vocabulary test done orally or in writing. After reading key paragraphs, students could be asked to write summaries that include selected words. Alternately, they could write a story using as many of the Word Wall words as possible.

After Reading

Students should know the definitions as well as the contextual meaning of the words at this point in the unit. They should be able to use an appropriate graphic organizer, such as a comparison grid or cause and effect web to show the relationship between words (see Graphic Organizer chapter). For instance, the teacher can choose two words to begin the web and students can use the words on the Word Wall to expand the chart. This provides summative information of their understanding in the unit. Students can also be asked to supply details about the Word Wall vocabulary either on post-its / paper strips to be added to the board or in their personal Word Wall or a teacher hand-out. After-Reading Word Wall work is designed to promote critical thinking as well as assess learning.

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Bottom Line

The Word Wall is a work in progress that should be owned by the students and maintained and used over time. Words for different units or different types of word study (such as the word family chart) can be built out on charts or segments of butcher paper so that they can be easily moved for future reference or updating. While the number of words introduced at any time should be limited, over time the walls and wall parts will become extensive. Whether they make a difference will depend on how often they are used and how actively students engage with them.

Link to High-Priority Academic Word List

http://teacher.scholastic.com/products/read180/community/pdfs/Vocabulary/Academic_Word_List_by_Frequency.pdf

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6. Think Alouds

Kandle Fraser and Julie Christensen

Proficient readers employ a variety of comprehension strategies, unconsciously and consciously, to understand what they read. This is particularly true in the content areas where expository text can often be complex, dry, and heavy on discipline-specific vocabulary. As such, teachers must intentionally equip students with the comprehension strategies *and* the knowledge of when and how to use them.

A Think-Aloud is an instructional strategy in which teachers model how to read a particular text so that students can read the same or similar text using the targeted comprehension strategy. Doing a Think-Aloud means that the teacher actually reads a piece of text out loud to the class, pausing at pre-determined spots to explain what he or she is thinking about while reading. The focus may be on any one particular reading comprehension strategy or on a set of strategies. (Please see the table on the next page for an overview of comprehension strategies appropriate for Think Alouds.) Teachers may also use Think Alouds to help students understand how to use vocabulary cues included in the "College Access Readers", such as definitions in parentheses, the word "or" ("archaic <u>or</u> very old and out of use"), visuals, footnotes, and other aids.

After students experience their teacher's Think Aloud, they can explicitly practice the strategy themselves. Paired with a reading partner and given a shorter piece of text, students can be directed to choose either one strategy or a limited set of strategies to employ for their Think Aloud. Students take turns reading aloud to their partner, annotating, and sharing their thinking as they read.

Purposefully using a reading strategy helps students engage actively with the text, increases their self-awareness as readers, and boosts comprehension. Over time, students will gain a repertoire of strategies through multiple exposures and chances to practice. Researchers agree that these scaffolded processes can grow students into skilled and strategic readers.

Overview of Reading Comprehension Strategies*:
What Skilled Readers Do Before, During and After Reading

STRATEGY	WHAT READERS DO	HOW THE STRATEGY HELPS READERS COMPREHEND A TEXT
Setting purpose	Readers identify what kind of information they are seeking.	Readers concentrate on a single, limited focus, which guides their reading, offers direction and motivation, and gives an implicit mechanism for monitoring comprehension.
Connecting	Readers activate their prior knowledge of a topic, making personal connections, connections to other texts, and global connections.	Readers draw on their background knowledge to better understand the new information and make meaning.
Visualizing	Readers create mental images of what they are reading.	Readers use the mental images to make the text more memorable.
Questioning	Readers ask themselves literal and inferential questions about the text.	Readers use questions to direct their reading, clarify confusions, and make inferences.
Identifying the big ideas	Readers notice the important information in the text.	Readers focus on the big ideas so they don't become overwhelmed by details.
Summarizing	Readers combine the big ideas to create a concise statement.	Readers have better recall of their reading when they summarize.
Monitoring	Readers supervise their reading experience, checking that they are comprehending and taking action if they become confused.	Readers expect that the text they are reading will make sense, and they know what to do if it doesn't.
Evaluating	Readers evaluate both the text itself and their reading experience.	Readers assume responsibility for their own strategy use.

*Selected from the work of Tompkins, G. E., in **Literacy for the 21st Century: A Balanced Approach** (2006).

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Example 1

The example below, from the Biology "College Access Reader" chapter on Circulatory and Respiratory Systems, has been annotated with comments from the teacher's perspective to show how a teacher might do a Think Aloud. This example includes multiple reading comprehension strategies; the second example highlights just one strategy.

Example 1:

Blood Vessels

Blood vessels form a network throughout the body to transport blood to all the body cells. There are three major types of blood vessels: arteries, veins, and capillaries. All three are shown in **Figure 23.3** and described below.

Figure **23.3: Blood vessels include arteries, veins, and capillaries.**

- **Arteries** are muscular blood vessels that carry blood away from the heart. They have thick walls that can withstand the pressure of blood being pumped by the heart. Arteries generally carry oxygen-rich blood. The largest artery is the aorta, which receives blood directly from the heart. An *arteriole* is a blood vessel with a small diameter that extends and branches out from an artery. Arterioles lead to capillaries.
- **Veins** are blood vessels that carry blood toward the heart. This blood is no longer under much pressure, so many veins have valves that prevent backflow of blood. Veins generally carry deoxygenated blood, that is, blood from which the oxygen has been removed. The largest vein is the inferior *vena cava*, which carries blood from the lower body to the heart. A *venule* is a small vessel that allows deoxygenated blood to return from the capillaries to veins.
- **Capillaries** are the smallest type of blood vessels. They connect arterioles and venules. Gases and other substances are exchanged between cells and the blood across the extremely thin walls of capillaries.

Blood vessels have a similar basic structure. The inside surface of blood vessels is lined by a smooth, thin layer of cells called the **endothelium**. Endothelial cells line the entire circulatory system, from the heart to the smallest capillary. Around the endothelium there is a layer of smooth muscle, which is well developed in arteries. Finally, there is a further layer of connective tissue that surrounds the smooth muscle. This connective tissue, which is mostly made up of collagen, contains nerves that supply the smooth muscular layer. The connective tissue surrounding larger vessels also contains capillaries to bring nutrients to the tissue. Capillaries, the smallest blood vessels, are made up of a single layer of endothelium and a small amount of connective tissue.

The walls of capillaries are made of only a single layer of endothelial cells. This layer is so thin that molecules such as oxygen, water, and lipids can pass through them and enter the body tissues. Waste products such as carbon dioxide and urea can pass through the layer back into the blood to be carried away for removal from the body. Capillaries are so small the blood cells need to pass through them in a single file line. A capillary bed is the network of capillaries supplying an organ.

Comment [KF1]: Good readers activate prior knowledge, set purpose, ask questions, visualize, decode text and summarize while they read. I will use these strategies as I read this section of text aloud to you today.

(Setting purpose) The purpose of the reading today is to understand how blood vessels work in the body.

Comment [KF2]: (Connecting) Maybe blood vessels are like freeways, they bring the blood to the cells from all over…

Comment [KF3]: (Visualizing) I should look at Figure. 23.3 to see the similarities and differences among these types of blood vessels…

Comment [KF4]: (Asking questions) I wonder what the other blood vessels are made of?

Comment [KF5]: (Activating prior knowledge) I know that we need to oxygen in order to breathe.

Comment [KF6]: (Visualizing) Like a tree!

Comment [KF7]: (Decoding text) De-oxygenated = blood with no oxygen in it

Comment [KF8]: (Summarizing) The largest artery is called the aorta and the largest vein is called the inferior vena cava…

Comment [KF9]: (Asking questions) Besides gasses, what are the other substances?

Comment [KF10]: (Visualizing) Maybe like a plastic lining or maybe a lining in a dress …

Comment [KF11]: (Decoding text) I do not know the word "collagen." I need to look it up.

Comment [KF12]: (Summarizing) The endothelium is the thin layer of cells that line blood vessels.

Comment [KF13]: (Connecting) We talked about carbon dioxide in class when we learned about trees; what did I learn about carbon dioxide?

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Example 2

This example below, from the Geometry "College Access Reader" chapter on Angles and Constructions, has been annotated with comments from the teacher's perspective to show how a teacher might do a Think Aloud. As a model for teaching students one strategy in depth, this example focuses solely on the comprehension strategy of identifying the big ideas.

Example 2:

Introduction to Constructions

The ancient Greek mathematician Euclid is the acknowledged inventor of geometry. He did this over 2000 years ago, and his book "Elements" is still regarded as the ultimate geometry reference. In that work, he uses these construction techniques extensively, and so they have become a part of the geometry field of study. They also provide a greater insight into geometric concepts and give us tools to draw things when direct measurement is not appropriate.

Comment [JC15]: Big idea: The ancient Greek Euclid invented Geometry, and in his book "Elements" he uses constructions that will help me draw figures and better understand the field of geometry.

Why did Euclid do it this way?

Why didn't Euclid just measure things with a ruler and calculate lengths? For example, one of the basic constructions is bisecting a line (dividing it into two equal parts). Why not just measure it with a ruler and divide by two?

The answer is surprising. The Greeks could not do arithmetic. They had only whole numbers, no zero, and no negative numbers. This meant they could not divide 5 by 2 and get 2.5, because 2.5 is not a whole number - the only kind they had. Also, their numbers did not use a positional system like ours (with units, tens, hundreds, etc) but more like the Roman numerals. In short, they could perform very little useful arithmetic.

Comment [JC16]: Big idea: The Greeks only used whole numbers so they could not do much useful arithmetic.

So, faced with the problem of finding the midpoint of a line, they could not do the obvious - measure it and divide by two. They had to have other ways, and this lead to the constructions using compass and straightedge or ruler. It is also why the straightedge has no markings. It is definitely not a graduated ruler, but simply a pencil guide for making straight lines. Euclid and the Greeks solved problems graphically, by drawing shapes, as a substitute for using arithmetic.

Comment [JC17]: Big idea: Because the Greeks were limited in those ways, they had to invent the drawing of shapes, or constructions, as a substitute for using arithmetic.

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7. Concept Maps

Sam McCabe

Concept maps are great tools that provide students with a way to see how various concepts connect together into a bigger picture. Concept maps are especially useful for those students who are visual-spatial learners as well as those who learn best going from the whole to parts and need to see the big picture. Because of their spatial depictions, concept maps work well as a way to lay out the categories of topics in units of study – whether for a chapter, unit, or a whole course. In doing so, they help students keep their thinking organized, and help them to make connections they might not have originally seen. Finally, concept maps can help students master academic language by contextualizing important content vocabulary in a way that simple vocabulary lists cannot.

Concept maps can serve many different purposes depending on when they are used:

- Before a Unit of Reading
    - Brings organization to the student's mind before beginning reading
    - Overview of concepts that are crucial
    - May serve as a form of Anticipation Guide
    - Introduction of vocabulary words

- During Reading
    - Can become a living document for the student/teacher to add to as part of a Word Wall or personal Word Wall
    - A form of the map can be used for note-taking/building of vocabulary

- After Reading
    - A review tool for upcoming essays/exams
    - A frame for clarifying questions, notes, details and summaries upon completion of reading

Examples

Concept maps can vary greatly in size. Listed below is a concept map for an entire unit, Physiology, listing the essential question: "How does the mammalian body function and remain internally stable?" With this bubble as a central starting point, the major topics/chapters are then listed with a more detailed breakdown. Not only does this bubble provide opportunities at the beginning of a unit to share where the conversations will go, it can also be referred to periodically to show movement throughout the unit.

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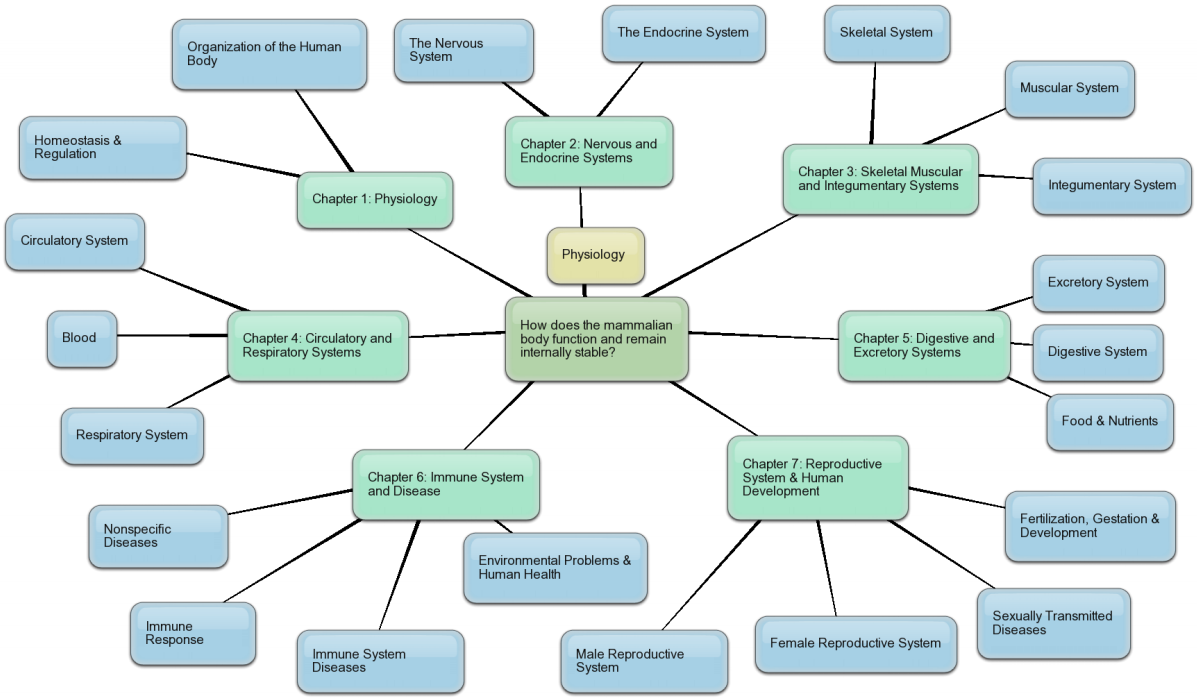
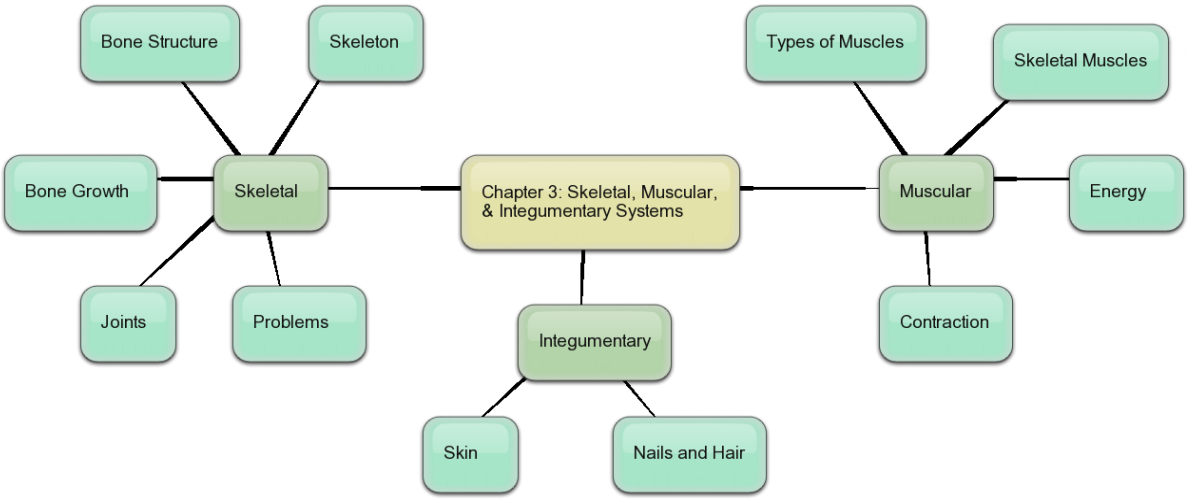
Sample Concept Map 1



Below is a concept map that is more in-depth for a particular chapter, in this case the Skeletal, Muscular & Integumentary Systems. This could be a before-reading organizer. It is also suitable for students to fill out while they are reading the chapter to help organize their thoughts.

Sample Concept Map 2



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Customizing Concept Maps
The Concept Maps embedded in the "College Access Readers" are built using a free, online program at http://bubbl.us. As with the "College Access Readers," the idea of "Bubbl" is for people to collaborate and customize their maps. "Bubbl" allows one to create, print, and share concept maps with others. User accounts are free and only necessary should one want to save maps and/or collaborate on a map with others.

To Use "Bubbl"

- Simply click in the center of a bubble to add text.
- To create a bubble that is a sibling to the first bubble hit "**tab**".
- To create a bubble that is a child to the first bubble hit "**enter**".

Once all information has been laid out, there is a cursor in the upper-left corner of each bubble that, when clicked, enables one to move and drag the bubbles into various different arrangements in order to achieve the look and feel that one desires.

To Share Bubbles
To collaborate on the same concept map requires that all participants create accounts on "Bubbl" and are "friends":

- To add friends: go to the "Friends" tab on the upper right corner and add the email address for the user with whom you want to share the bubble.
- To share a bubble with friends: click the concept map you want to share under the "My sheets" tab and then click "Sharing". To share full edit access to others, simply click the pencil icon next to their name. For read-only access (allowed to see, but not edit) click the glasses icon.

To Create Derivative Works

- This allows a department to create one master copy of a concept map and then allows each individual teacher to go into the map and make minor edits and arrangements for their own classroom. To do this, the original creator of the concept map must export the map and email it to others who must then load the map into their own accounts.
- To export the map: click "menu" in the lower right hand corner of the bubble space followed by "export." Make sure to use the "XML" format when exporting. Click "Ok" and the downloading prompt should pop-up. This file then must be emailed to anybody who would like to make a derivative work.
- To import the map: click "menu" in the lower right hand corner of the bubble space followed by "import." Decide when you want to add the concept map to the one already on your screen or to a new sheet. Select "browse" and find the XML file that was exported. Select it and the bubble should load. You are now able to change the map as you please without manipulating the master copy.

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8. Word Work

Arminda King and Becca Abeles

Helping students access text necessarily involves instruction in vocabulary. By focusing in on individual words and word parts, students can make connections to prior knowledge, including words that they know from other contexts. They may also recognize commonalities between words in English and words in Spanish. Finally, by analyzing words, students develop the skill of inferring meaning from context clues or the structure of the word, all while building their academic vocabulary.

Example 1: Before you read The Declaration of Independence
This example from the U.S. History "College Access Reader" shows two strategies: previewing vocabulary in context and the explicit connection between two parts of speech. After students read the three example sentences, they will be able to deduce the meaning of the word "declare" and "declaration" as well as the relationship between the two words. Understanding the meaning of these words will allow them to predict the purpose of the historical document.

Sample Strategy

Use the title (**Declaration of Independence**) to understand the authors' claims. The following activity will help you find the purpose of the document.

"I'm 16 and I'm old enough to make decisions for myself," she declared.

"I do declare, you get taller every time I see you."

The jersey he wore was a declaration of loyalty to his favorite soccer team.

declare (v.) & declaration (n.)

Based on these example sentences, what do you think the word "declare" means?

What does the word "declaration" mean?

Example 2: Vocabulary Preview for The Articles of Confederation
This example demonstrates the strategy of students' self-evaluation. Students will determine their level of familiarity with each word before the class defines the terms together. This allows students a meta-cognitive awareness of their prior knowledge. Option 2- "Heard it / seen it"- is an important category because it shows students the distinction between recognized vs. recalled vocabulary.

Sample Vocabulary Preview

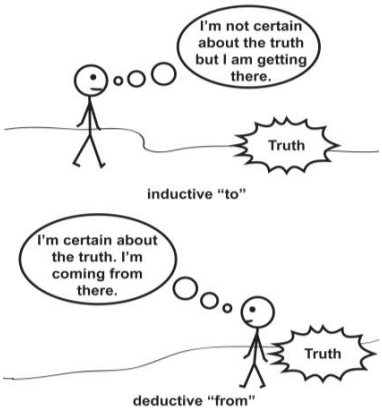
Please read the words below. Decide how well you know each of the words and indicate your knowledge level by marking the appropriate column.				
	3	**2**	**1**	
Word	Can define / use it	Heard it / seen it	Don't know it	Definition
retains				
sovereignty				
confederacy				

Example 3: The Difference between Inductive and Deductive Reasoning

The following example is designed to use word study to achieve two goals. The first goal is to help students understand that only by using deductive reasoning can they be certain that they have established a true conclusion. The second goal is to help students differentiate between the words "inductive" and "deductive." The explanation of the words "inductive" and "deductive" is illustrated with a memorable picture to help students internalize the conceptual meaning of the two words. The connection to the Spanish word "de" will help students remember that deductive reasoning is the kind that starts with the truth and then proceeds from there.

Inductive means "lead to." Inductive reasoning can lead you in the right direction to a conclusion, but you won't know for certain that you've arrived at the correct conclusion.

Deductive means "lead from." (Think of the Spanish word "de," which means "from.") Because deductive reasoning is coming *from* facts, you know you've arrived at a true conclusion.



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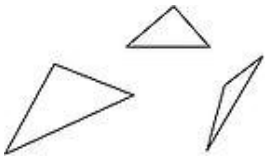
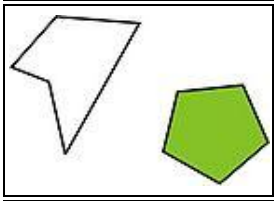
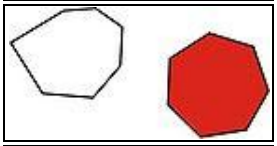
Example 4: Word Part Log

Breaking words into their parts helps students remember the meaning of words and make connections between words that have the same word parts. A Word Part Log gives students a structure in which to store their knowledge of word parts. This example includes different sections for prefixes, roots, and suffixes. As students learn a new word part, they record it in their log. When they encounter a new vocabulary word, they can refer to their word part log to try to find connections between a previous vocabulary word and the new word. For example, in Geometry, students learn the word "transversal" early in the year. Later, when they encounter the word "translation" they can refer to their word log to find the meaning of the root "trans" and reflect on how the meaning "across" applies to the definition of "translation."

Sample Word Part Log

Word Part Log		
Word Part	**Meaning**	**Examples**
Prefixes		
Bi-	Two	Bisect (cut in 2 pieces) Bicycle (2 wheels)
Trans-	Across	Transversal (a line that cuts across) Transport (to carry across)
Roots		
Scribe	To write	Inscribe (drawn inside) Scribble (write messily)
Sect	To cut	Bisect (cut in two) Dissect (cut open)
Suffixes		
-ion	Result of	Transformation (result of being transformed) Education (result of being educated)
-oid	Resembling	Spheroid (resembles a sphere) Humanoid (resembles a human)

Example 5: Polygon Classification Chart
The final column in the following chart asks students to think of words that share the same prefix as some common polygon names. This allows students to activate their prior knowledge of the prefix, make connections to other disciplines (e.g. iambic *pentameter* in English or the *octet* rule in Chemistry), and helps students remember the names of the polygons.

Polygon Name	Number of Sides	Sample Drawings	Draw your own example	Can you think of any other words that begin with…
Triangle	3			…tri? • Tricycle • Triple • •
Quadrilateral	4			…qua? • Quarter • Quadruple • •
Pentagon	5			…penta? • Pentameter • •
Hexagon	6			
Heptagon	7			
Octagon	8			…octo? • Octopus • •

9. Comprehension Checks During and After Reading

Becca Abeles and Arminda King

Checking for understanding during reading has many benefits: it keeps students focused on their purpose for reading and the task of reading, it allows students to self-monitor how much of the reading they've processed, and it gives the teacher a snapshot of what concepts will need to be clarified or re-taught. Embedding questions and tasks within longer text can break up an intimidating assignment as well as increase engagement by giving students a clear reason for reading. Specific embedded strategies include think-pair-share, graphic organizers to complete during or after reading, paraphrase of difficult text, and summary of the entire reading. Examples 1-3 are drawn from the U.S. History "College Access Reader." Examples 4 and 5 come from the Geometry "College Access Reader."

Example 1: Paraphrasing

Paraphrasing requires students to process what they have read word by word. Paraphrasing is useful when the text is highly detailed and each sentence contains meaningful content. It is also useful for students to process new vocabulary, because it allows them to re-read and recall the meaning of each word. Breaking the document up into short segments makes the task feel more manageable and allows for discussion of each individual idea once students have paraphrased.

Sample

Rephrase!

The first half of The Declaration of Independence is a statement of belief about people's rights. Restate the following sentences in your own words. Use the vocabulary listed above to help you understand each sentence.

1. We hold these truths to be <u>self-evident</u>, that all men are created equal, that they are <u>endowed</u> by their Creator with certain <u>inalienable</u> rights, that among these are life, liberty and the pursuit of happiness.

2. That <u>to secure</u> these rights, governments are <u>instituted</u> among men, <u>deriving</u> their just powers from the <u>consent</u> of the governed.

3. That whenever any form of government becomes destructive to these ends, it is the right of the people to <u>alter</u> or to <u>abolish</u> it, and to institute new government.

4. The history of the present King of Great Britain is a history of repeated abuses intended to establish <u>tyranny</u> over the colonies.

Example 2: Think-Pair-Share

Think-Pair-Share encourages students to process their thoughts individually, rehearse their responses with a partner, and then come together as a class to share their understanding. The structure gives students time to revise their thinking before responding to the whole class, essentially providing "wait time" before the teacher assesses student comprehension. Here, there are two different levels of prompts included: the first is heavily scaffolded, while the second is more open-ended. The first might be an appropriate differentiation for English Learners, or for the whole class when first practicing think-pair-share.

Sample Think-Pair-Share

Think - Pair - Share

Fill in the blanks,

then share with your

partner.

The authors of The Declaration of Independence wanted a _____ (adj.) government that would _____ (verb phrase), _____ (verb phrase), and _____ (verb phrase).

Example: Josefina wanted __fun___ (adj.) parents who would __let her stay out late__ (verb phrase), ___pay for her cell phone___ (verb phrase), and __buy anything she wanted__ (verb phrase).

Think - Pair - Share

Answer these questions,

then share with your

partner.

Who do you think this historian's audience is?
(In other words, whom does this historian want to read his/her work?)

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Example 3: Summarizing
Summarizing can be a useful comprehension check when dealing with longer, less dense text, or after students paraphrase shorter segments of text; it shows that students have correctly processed the material. This is also a useful study tool: students can return to the summary that they produce later, in order to recall the key information. Summary prompts can be heavily scaffolded, like the first example below, or they can be very open-ended like the second. Some students can be given a more structured prompt than the rest of the class, if necessary.

Sample Summarizing Tool

The authors of The Declaration of Independence believed in these inalienable rights (use your rephrased sentences from above):

1. The right of individuals to _____
2. The purpose of government is to_____

_____

3. If a government gets in the way of people's rights, the people may_____

_____

<u>After Reading: Summarize The Articles of Confederation</u>
What was the purpose of The Articles of Confederation? What did the states agree to do? Summarize in 3 sentences or less! Use your notes from the margins.

_____
_____
_____
_____

Example 4: Reflections as Reading Checks
The following reading check is taken from a text titled "Defined Terms" in Geometry. It asks students to pause from their reading and reflect on the content they are learning as it applies to their actual environment. Not only does this reading check help the teacher or student assess the student's understanding, but it also helps the student develop a clearer understanding of planes in the real world.

Sample Reflection Reading Check

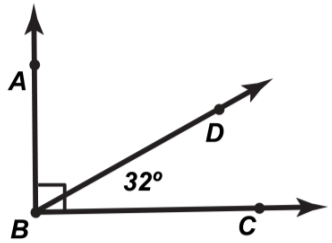
Look around the space you are in right now. What planes do you see? What points lie in those planes?

The ground or floor underneath you is a plane. What is a point that is non-coplanar with the ground or the floor?

Example 5: Error Analysis
The problem below anticipates a common error students make, which is to identify quantities in a problem (in this example, 90° and 32°) and apply the wrong operation to them. This question asks students to identify the error in another student's reasoning. Students who may have made the same mistake will have to work out why the given approach is incorrect, and students who are strong at mental math will have to think about this problem in a new way. A good follow-up discussion could be prompted with questions like, "How would you help Samantha understand her mistake? How would you help her find the correct answer?"

Sample Error Analysis

1. Samantha is trying to find the measure of angle ABD in the figure below. Can you identify Samantha's mistake?



90º + 32º = m<ABD
122º = m<ABD

10. Annotating Text

Julie Christensen

Annotating helps students cognitively engage with a text as they read it. In effect, annotation is a structured way to make margin notations. A key, or code, for the annotation symbols enables students to make their notes clear and structured, while also supporting their oral participation in class activities based on their reading. Generally annotation takes place on the right margin of the reading. As a study follow up, students can be taught to use the left margin to help in review. By adding 1-3 word reminders of key concepts and topics in the right margins, students can later cover the rest of the page and use the "reminders" to quiz themselves on the content. This can serve as a simplified version of Cornell Notes.

Sample Annotation Code

Symbol	Meaning	Sample Sentence Starters
*	main idea / thesis / claim	The main idea of this paragraph is… The thesis of this paper is… The author of this article claims that…
( ) or underline	evidence / data	The first piece of evidence the author cites is… The author's reference to ____ supports the claim by… The most persuasive piece of evidence is…
?	clarification needed	One question I have about this topic is… I am confused by the idea that… What does the author mean when…? I am puzzled by… Why does the author write that…?
!	interesting point	I am fascinated by… I was struck by… The author makes an interesting point about…
+	connection	The author's mention of ____ makes me think about… Reading this paragraph made me remember… This article makes an argument similar to… The argument here is different from…
√	prior knowledge	I already know… I learned about this when … My prior knowledge includes…

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Sample Annotated Text

A Well-Oiled Machine

All of the organs and organ systems of the human body together make up the human organism. The human organism, or body, functions like a well-oiled machine. The organ systems supply body cells with all the substances they need and get rid of their wastes. They also keep temperature, pH, and other conditions at just the right levels to support life processes.

Homeostasis

In order for the human organism to function properly, it needs to maintain a stable, constant internal environment. Imagine your body is a water balloon and you want this water balloon to stay exactly the same for as long as possible. To keep the water balloon the same, you will need to make sure that the water inside the balloon remains stable and constant. If it gets too cold, it will freeze and the balloon will become hard and may break. If it gets too hot, the water will boil and, again, the balloon may melt. If water is added, the balloon will get bigger. If too much water is added, the balloon will burst. Likewise, if water leaks out, the balloon will shrink and the water balloon may end up flat and empty. To make sure none of these things happen, you will have to maintain the water inside the balloon at the same temperature and keep the water volume from changing. !

The human body must also maintain a stable internal environment in order to function properly. This is complicated, because the environment around the body is constantly changing. The temperature outside, for example, goes up and down. The process in which organ systems work to maintain internal stability even when the external environment changes is called **homeostasis**. Through homeostasis, the human body maintains the same internal temperature even when it is very cold or very hot. It also maintains constant levels of water, sugar, carbon dioxide, and other substances. Here are three examples of how organ systems help the body maintain homeostasis: ? is sweat related to homeostasis?

- Respiratory system—the body needs to maintain a stable level of carbon dioxide in the blood. If there is too much carbon dioxide in the blood, the respiratory system responds by increasing the breathing rate. The lungs exhale more frequently, which removes carbon dioxide from the body more quickly.
- Excretory system—the human body needs to maintain a certain level of water in the blood. If the water level drops too low, the kidneys respond by retaining, or holding, water. The kidneys produce more concentrated urine, as well, so that less water is lost from the body.
- Endocrine system—the body needs to maintain a stable level of blood sugar. If the level of sugar in the blood gets too high, an endocrine gland called the pancreas responds by secreting insulin. Insulin is a hormone that helps absorb sugar from the blood. Once enough insulin is secreted, the excess sugar is absorbed, and blood sugar levels return to normal. ✓ when this fails, → DIABETES

Failure of Homeostasis

Homeostatic mechanisms work to maintain stable conditions in the body. Sometimes, however, homeostatic mechanisms fail and the body falls out of balance. When this happens, cells may not get everything they need, or toxic wastes may build up, or accumulate, in the body. If homeostasis is not restored, the imbalance may lead to disease or even death. + like the man in "To Build A Fire" who froze to death

SENTENCE: The main idea of this section is that the human body has lots of processes for keeping the internal environment constant and stable.

11. Academic Talk

Julie Christensen

Academic English is a second language for everyone. To enable our students to access – and become fluent in – this language, it is imperative that we provide frequent and structured opportunities for their active, accurate, and sanctioned production of academic English. In the "College Access Readers", we have included several types of Structured Academic Talk resources to meet the mutually supportive goals of students' linguistic fluency and access.

There are two main components of the Structured Academic Talk resources: academic vocabulary development and internalization of academic sentence structure. Deciding whether the purpose of a particular vocabulary lesson is merely receptive word knowledge or expressive word knowledge is generally the first step in planning, and for the most part, Structured Academic Talk directly supports students' expressive word knowledge. Activities like oral cloze, sentence frames, and Think-Pair-Share all help students produce academic English. Examples of each of these are given below; all come from Alexander Hamilton's speech in the Federalist Papers section of the U.S. History "College Access Reader."

Example 1: Oral Cloze
The teacher reads the text aloud with the students but stops for the underlined vocabulary words, which the students read chorally.

Sample Oral Cloze

"The <u>Antifederalists</u> seem to think that a pure democracy would be the perfect government. Experience has shown that this idea is false. The <u>ancient</u> democracies of Greece were represented by tyranny and run by mobs. The <u>Antifederalists</u> also argue that a large representation is necessary to understand the concerns and needs of the people. This is not true."

This activity works well for auditory learners, English Learners, and non-proficient readers alike. The choral nature of the expected response lowers anxiety because saying the same word at the same time as everyone else is far less intimidating than saying it alone. Also, following along in the text as the class reads is implicitly expected. And, by virtue of the teacher selecting the underlined words before the lesson, students are clued in to the most important words. The most significant benefit of oral cloze is that this structure normalizes the use of academic language, reinforcing the construction of a classroom culture where writing and speaking in academic English is the neutral standard for all members of the class.

Example 2: Sentence Frames
The teacher gives students both the sentence frame itself as well as a completed example. Students write their sentence. Or, in a case where the teacher provides students with differentiated sentence frames, students choose a frame and then write their sentence.

Sample Sentence Frame

Question:
How do the Federalists want the people to be represented in Congress?

The Federalists want the people to be represented
by_____
_____in Congress.

Draw a diagram or picture to show how the Federalists believe the people should be represented in the national government. Explain your diagram and share your sentence with your partner.

Sentence frames support students' literacy development in many ways. They help students get started in a friendly way, they provide clear expectations, and most importantly, they lead students to produce key vocabulary in grammatically correct sentences. Students will internalize the structure of academic English by virtue of producing it themselves. Even better, when the teacher provides a completed example, students benefit not only from the clearest of expectations, but also they see a model of a correctly formed sentence. In the "College Access Readers", sentence frames are generally provided as resources for students after a reading. (As mentioned previously in this Guide, however, sentence frames can work effectively before a reading as well.)

Example 3: Think-Pair-Share
The teacher gives students a question, allows time for thinking and formulating a response, and then moves students into pairs so each partner can share their response. Having students write their responses (using a sentence frame, of course!), works particularly well: thus, Think-*Write*-Pair-Share.

Sample Think-Pair-Share

Think - Pair - Share
Answer these questions, then share with your partner

Who do you think this historian's audience is?
(In other words, whom does this historian want to read his work?)

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Think-Pair-Share helps teachers and students target the most important vocabulary words and concepts of a lesson. It promotes students' acquisition of academic English by giving them multiple touches with a sentence: students generate a response using the sentence frame, they write their sentence, they say their sentence aloud to their partner, they hear their partner's use of the same sentence structure, and then they continue the speaking and listening processes during the whole-class discussion. In terms of classroom culture, there are two important benefits: students get to practice in a non-intimidating context, and all students get to participate meaningfully.

12. Engaging Students and Differentiating Up: The "College Access Reader" Pilot

Sarah Johnson and Danielle Alvarado

LPS-College Park Biology Pilot

During the Biology "College Access Reader" Evolution pilot at LPS-College Park, I realized the benefits of differentiating up for my students. While the "College Access Readers" are tailored to the needs of struggling students, one of their beauties is that they are built off of the original CK-12 Biology "flexbooks." This means that not only is it possible to use our adapted Readers, but we also have easy, free access to the original texts and often to even more advanced versions. To make differentiation even easier, using the CK-12 editing platform we have flexed, or rearranged, the original material to reflect our scope and sequence. We call these our Level 1 books – and the adapted, scaffolded versions Level 2. Accustomed to differentiating for my lower-level readers, it was enlightening to have a Level 1 book to give to students at a higher reading level. I only taught three students who could handle the higher reading level, but it made an impact on their progress in Biology and enjoyment in class.

When I gave the CK-12 Level 1 reading to my high readers (about 10th-11th grade level), they completed all of the reading and questions in the time period that it took the rest of my class to complete the mid-level reading with the same content. The three high-level students would come back with questions about content above the level I was covering with the majority of my students, indicating that they were self-differentiating while reading.

One of my high-level students would beg me for the reading at the beginning of class because she found it an enjoyable challenge. I would give her the reading and when she was finished she would participate in the class lab or activity. In the past, she would finish class-work or labs faster than anyone else. I did not always have extra activities for her because I spent most of my time differentiating for my lower-level students. Sometimes she would become defiant, most likely out of boredom. It was easy to simply download and print the CK-12 Level 1 and allow her to work ahead when she finished the lab. Her behavior improved markedly.

Some of my higher-level students cut corners or do not do their best on tests because they think the curriculum is below them or not challenging enough. This year, I will track the impact of CK-12 reading by the degree to which high-performing students improve (measured through assessments) and how well they enjoy the class (measured through surveys).

To further institutionalize the differentiation of high-level readers, I will schedule regular weekly check-in meetings to address higher-order questions or misconceptions. This way, students can be self-directed with the reading (not with labs), but also be held more accountable for their work. I will also use the reading to pinpoint these students earlier and potentially provide them with class TA-ships or tutor opportunities.

LPS-San Jose Biology Pilot

Because of reading challenges, my students were not used to doing a lot of textbook reading and were resistant to textbooks in general. However, when I explained to them that we were part of a pilot for a new type of online textbook, that sparked their interest. I showed them the CK-12 website and explained that online textbooks were less expensive, easier to carry and much more up-to-date. I also told them that we would be getting their input as we used the materials for the Evolution unit. Being part of a national experiment and having input into something that felt much more up-to-date was definitely motivating.

The ability to use the "College Access Reader" materials online was a clear selling point for the students. Initially, I projected the readings and worked through them as a whole class. In particular, we spent a lot of time with the embedded graphic organizers. As the students found how helpful these were, they became more comfortable with the material. In later chapters they were able to work through the readings using the graphic organizers in small groups or even independently. The ability to project also made it easy to use the embedded video clips. This coming year when we have the "College Access Reader" for the whole course, I am intending to also use it periodically in the computer lab for online independent work.

In addition to the online supports and graphic organizers, my students were pulled into the analogy exercises. For my less-engaged students these straightforward applications for the Biology concepts helped break through their resistance and prepared them to read the actual material.

Sample Analogy Exercise

There are many superheroes in stories and movies. Many have strength or equipment that make them super. Wonder Woman trained to build her strength and has tools that help her. Batman has a special suit and car that help him. Ironman also has a special suit that helps him. Some superheroes are born with special powers. Superman came from another planet and had the normal powers of people from his home. There, he would have been average!

The X-Men were born with their powers as well. But their powers came from an **induced mutation**. Their parents worked together and were exposed to a **mutagen**, radiation. The radiation caused a **germline mutation** and their children were born with the mutation that gave them their powers. Many superheroes, like the Fantastic Four and the Incredible Hulk, were also exposed to mutagens. SpiderMan was also exposed to a **mutagen**. He was bitten by a radioactive spider.

1. Imagine that you are SpiderMan's doctor. Explain **mutagen** and **induced mutation**.
2. As SpiderMan's doctor, explain some ways that this may be a **beneficial mutation**. How might this mutation help him?
3. What should SpiderMan watch out for? How might this be a **harmful mutation**?

While my students definitely benefited from the Evolution pilot, I benefited as well. Working with the Biology teachers from the other LPS high schools to build something for our students was energizing. Being part of the development of the "College Access Readers" and the partnership with CK-12 allowed me to experience a new level of professionalism. It made me feel proud to be a teacher.

13. Graphic Organizers

Greta Foff and Louise Bay Waters

Graphic Organizers are designed to help students connect concepts and understand important relationships. They facilitate critical thinking and the deeper analysis of text and support students who are visual learners. Graphic Organizers may be used before, during, or after reading. Before a unit, lesson, or reading excerpt, Concept Maps or other Graphic Organizers can be used to preview important relationships in the content and provide a frame upon which students can hang new information. During a reading, small Graphic Organizers can provide a structure for notetaking or for unpacking dense content in a segment of text. Perhaps the most powerful use of Graphic Organizers is as an after-reading strategy to help students synthesize information and analyze relationships across multiple texts or text segments. Because the power of Graphic Organizers lies in their ability to make explicit different types of concept relationship, students need proficiency in understanding and creating a range of representations. A toolkit of some of the most common Graphic Organizers is included.

Graphic Organizers in the "College Access Readers"

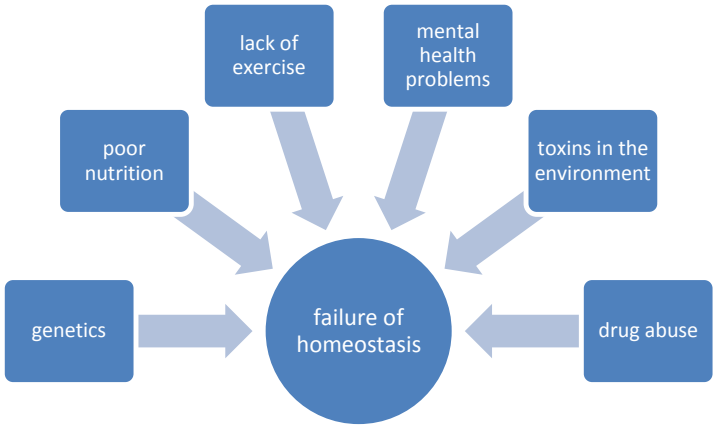
The Graphic Organizers in the "College Access Readers" come already filled in, yet there is an expectation that the teacher will delete some or all of the content to create a scaffold for student input. The same organizer can be returned to multiple times for students to add new branches, summarize key points or add in explanatory details. Teachers may also choose to delete differing amounts of the content, depending on the level of support a given student may need.

Example 1: Description Web

The following Graphic Organizers from the Biology "College Access Reader" can be used in multiple ways. The first Description Web provides students with a visual representation of key factors that can lead to failure of homeostasis in the human body. The web could be used as a tool before, during, or after reading. Before reading, students could attempt to fill in the boxes with factors they anticipate could cause homeostasis to fail. Students could also fill in the boxes while reading the text, as a means of mentally organizing information on this complex topic. After reading, students could return to the organizer to add in additional information or write summary sentences describing why each factor could cause a failure in homeostasis. Finally, they could use the web as a review tool, or as a way to solidify their grasp of the big picture.

Sample Description Web

DIRECTIONS: *Complete the diagram below with examples of factors that can cause homeostasis to fail.*



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Example 2: Features Comparison Matrix
In the Features Comparison Matrix, key features of the three joint types are compared in a streamlined, visually accessible format. Like the Description Web, the Features Comparison Matrix could be used before, during, or after reading. As a before-reading tool, the matrix could alert students to which features of joints will be most important. Students could also use the matrix as an Anticipation Guide, making reasoned guesses about the possible answers. Post-reading, students could return to the matrix and determine how accurate their guesses had been. During reading, the matrix could guide students in seeking out key identifying characteristics of joints, and ensure that they did not become overwhelmed or distracted by less critical details. Finally, as an after-reading tool, the matrix could be used to both identify and review important characteristics of joints.

Sample Features Comparison Matrix

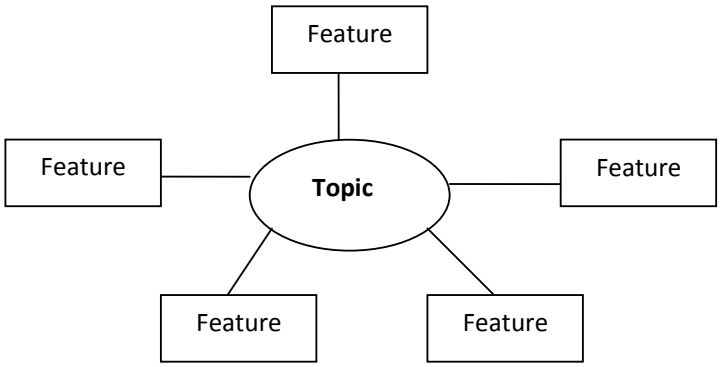
DIRECTIONS: *Complete the matrix below comparing the three joint types.*

What are these types of joints called?	Immovable Joints	Partly Movable Joints	Movable Joints
How much movement do these joints allow?	none	a little	a lot
What holds these joints together?	collagen	cartilage	ligaments
Give an example of where these joints are found.	skull bones	ribs and sternum	shoulder, knee
Which is the most common type of joint? Place an X in the appropriate column.			X

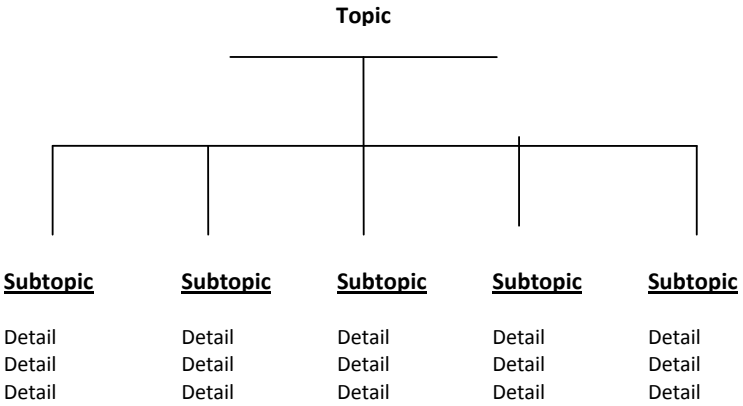
A Toolkit of Graphic Organizers

The following generic organizers, used across courses, can form a toolkit for LPS students. As students gain proficiency, teachers, departments, or sites can add in more complex organizers, especially ones specific to certain content areas. To aid in production and modification, we are using the convention of circles for topics or main organizers and boxes for concepts or descriptors that may require more words and be difficult to format in circles.

Description Web



Classification Tree



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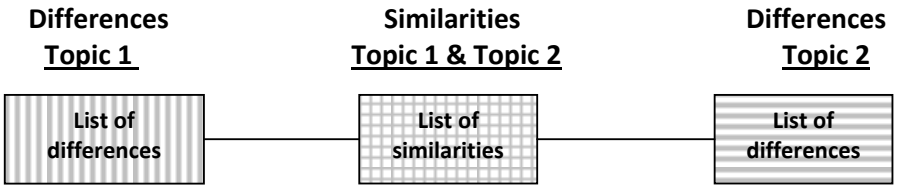
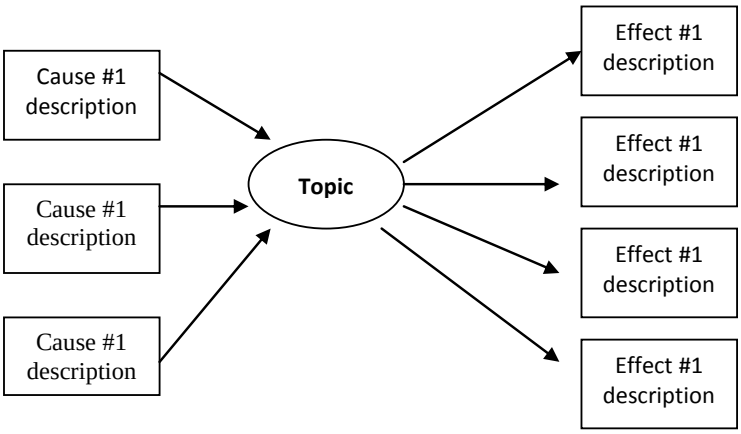
Comparison
Similarities and Differences
("Word"-friendly Venn)



Comparison / Features Matrix

	Feature #1	Feature #2	Feature #3	Feature #4
Concept #1				
Concept #2				
Concept #3				

Cause and Effect Web



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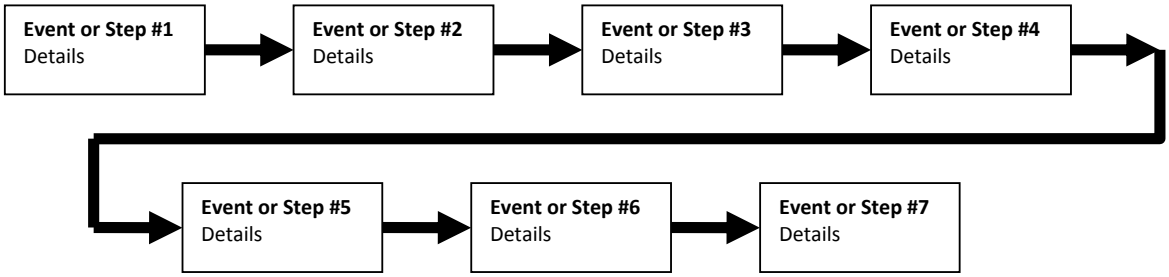
Sequence Map



For further references on Graphic Organizers, see:

Marzano et al., **The Handbook for Classroom Instruction that Works**, ASCD, 2001.
Carr, Sexton & Langunoff, **Making Science Accessible to English Learners,** WestEd, 2007.

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14. The LPS Math Platform: Leveraging Technology to Empower Students in Algebra

Todd McPeak

Perhaps the most powerful kind of learning happens not with the explanation of knowledge, but instead when students are guided to explore a carefully designed environment in which they discover knowledge for themselves. The purpose of technology integration is not to replace the content expert, but rather to establish that environment and empower students to explore. There are many indispensable functions at which teachers are incomparably adept, including focusing attention, activating prior knowledge, tailoring instruction, monitoring comprehension, and motivating learning, so student-centered instruction should never be equated with the removal of teachers from the process. However, a model in which teachers are more partners in learning than gatekeepers of knowledge can be found between the extremes. The lessons, examples, practice activities, assessments, and teaching model present in the LPS Math Platform compose a complete and robust interactive course of algebra study, with curriculum, instruction, and assessment sharply aligned to California standards.

Infusing math instruction with technology is not about transforming it into a video game, as though education were a jagged little pill to be disguised and choked down. However, the same dynamics that make video games attractive and enjoyable - including the opportunity to be successful, the opportunity to achieve, choice among pathways, thinking and strategy- all can be present in a well-designed curriculum, using technology as the vehicle, without denigrating the inherent value of learning. Perhaps equally important, technology-integrated curriculum can be student-driven, flexible in pace, varied in content, differentiated in approach, and instantaneous in feedback to a much higher degree than traditional teacher-centered models.

The LPS Math Platform model of algebra instruction integrates four distinct components: interactive lessons with exploration tools, guided online practice activities with embedded differentiation and student choice, computer-based assessment with limitless opportunity for mastery, and an umbrella interface which seamlessly marries the instructional components with grading feedback, achievements, and unlockable content. This model is designed to function both as a stand-alone online independent course of study, or as a teacher-driven regimen with technology scaffolds. However, this model also works fluidly as a rich and self-paced support mechanism for more traditional algebra instruction, and at LPS we use it as the unifying bridge between technology-infused algebra classrooms, special education, home-based interventions, and our concurrent enrollment *Academic Numeracy* class.

The First LPS Math Platform Component

The first component of this model-interactive algebra lessons with exploration activities-most closely resembles the kind of math instruction found in high-functioning traditional math classrooms. Information is presented sequentially, in the form of an increasingly rigorous problem set, with explanations from the instructor or from tools built into the platform. Each lesson is crafted with best instructional practices (concept-

based instruction, literacy strategies, Marzano's toolkit, math-specific strategies like the "process column", etc.) embedded into the presentation of content, and punctuated with interactive exploration "gizmos" which can be facilitated by an instructor, explored in small groups, or completed independently by students. These lessons, and their embedded activities, are designed to help students explore and construct a conceptual foundation of the mathematical issues before they are presented with algorithms or solutions. The underlying pedagogical theory is that students are more able to comprehend and organize information, processes, and solutions if they have first confronted for themselves the problem at hand, or experienced the process of approaching such problems from an open-ended perspective.

A critical piece of this first component is, ironically, not technology based. That is the daily integration of math and writing. Mathematics is the exercise that develops powerful thinking. Writing is the vehicle to express powerful thinking. Unless students learn to make connections within the mathematical system, and express those connections in writing, they are merely learning the most cursory, mechanical aspects of a system rich with potential for detail and beauty.

The Second LPS Math Platform Component

The second component of this model-guided online practice activity-appears to be the greatest point of traction among struggling learners, and the element of this curriculum most responsible for large gains in achievement, exam performance, and student self-identification as successful math learners. The central asset of any interactive curriculum is the availability of immediate feedback. Even where creative design is absent, immediate feedback affords students help at the moment of confusion, avoidance of error repetition, and the opportunity to command their own success. When creative design, student choice, and differentiation are layered upon this already winning formula, the result is a curricular component capable of bridging deep divides in comprehension and achievement. In this model of algebra instruction, the practice activities offer an environment that is scaffolded step-by-step, with built-in hints and checkpoints, and which is engineered to anticipate common errors, meeting them with gentle redirection. These practice activities also present varied levels of problem difficulty (with correspondingly varied point values) among which students may choose. Struggling learners may seek an explanation for the easiest problem, and then choose to repeat extensively at that difficulty level, receiving only problems which closely mirror the explanation already tendered, generating success and independence from a relatively brief investment of teacher time. Advanced learners invariably elect to move quickly onto more difficult problems, a self-selected promotion which positively reinforces academic agency, while promoting a healthy mathematics self esteem. The LPS experience of developing and testing this approach with traditionally underperforming populations has consistently shown the practice activities to be a powerful engine of understanding and growth.

The Third LPS Math Platform Component

The third component of this model-computer-based assessment with limitless opportunities for mastery-is probably as transformative for teachers as the practice

activities are for students. The teachers' section of the LPS Math Platform includes paper-based assessments, which remain an indispensable component of culture-building and preparing students to be successful test-takers in an environment of high stakes. However, their computer-based counterparts are constructed with the same meticulous attention to California's standards, while offering limitless variations, and therefore limitless opportunities to practice with the assessment, retake assessments, refine the test-taking process, and master the associated standards. Additionally, these computer-based assessments feature immediate scoring feedback, data breakdown by standard, proficiency rating at the objective, standard, and overall exam level, and linkage to practice resources directly from the results page to facilitate seamless re-teaching of any standards below proficiency. Individual exam items, both paper-based and computer-based, are the result of an exhaustive articulation process which begins by deconstructing each standard into instructional objectives, guided by the state blueprint, released items, and various other sources. Items are then created to assess singular objectives within each standard, minimizing overlap between other objectives and standards of the same grade level. Computer-based items of this construct are built to vary slightly in scenario and parameter, such that the pool of possible questions coming from an objective is broad enough to ensure exam variability, yet narrow enough to ensure that item difficulty never varies. By equipping this course with a limitless pool of rigorous, high-quality, standards-based assessments, and linking those assessments to re-teaching activities, success with every standard falls firmly within the reach of all students.

The Fourth LPS Math Platform Component

The final component of this algebra instruction model-an umbrella interface which seamlessly marries the instructional components with grading feedback, achievements, and unlockable content-cannot be overlooked. A unified interface that brings the entire scope of the course into a single-page dashboard can contribute greatly to a sense of student progress, the achievability of the task, and the will to persevere. Moreover, by attaching a grading interface to that dashboard, empowering students to monitor their own success and to circle back and make improvements whenever necessary, the interface becomes a commanding tool for building academic agency among students. The umbrella interface greatly increases the ease of use for teachers, students, and parents alike, while intuitively housing every conceivable course articulation document. With this interface to unify them, the combined effect of all four course components is a learning experience which fosters success, offers support, and empowers students to have agency over their own academic destiny.

15. Building Geometry Proficiency

Michael Fauteux and Rosamaria Zapata

Like many high school teachers, we found that our students came to Geometry missing many conceptual and numeracy fundamentals; forgetful of what they had learned in Algebra the year before; weak in their logic and readiness for Geometric proofs; unable to articulate their mathematical thinking, especially in writing; struggling with their literacy, and disengaged from math. In order to address these issues, we developed a structured approach to Geometry that provides both the consistency to increase student comfort and success as well as many opportunities for critical thinking and engagement.

A second purpose behind the creation of these lessons concerns professional development. We the authors worked every day together to plan and create our lessons. We used these lessons as a means to discuss our practice and as a result improved both our lesson design and instruction. One hope is that these lessons provide other teachers with a starting point for similar discussions, to debate the order of tasks, the choice of wording, and the overall structure of lessons and how they connect to the classroom. Another goal is that these lessons provide teachers a foundation on which to begin teaching. Instead of reinventing the wheel by spending countless hours designing brand new lessons, a teacher can start with these lessons, manipulate them as they see fit, and focus instead more on classroom delivery and the analysis of results. We thought this would be particularly helpful for new teachers, where priority goes to focusing on establishing strong classroom management and lesson execution over lesson design.

The LPS Geometry Approach

Each of the daily lessons in LPS Geometry begins with a **Launch** that is designed to quickly engage students in the content of the day, build on prior knowledge, and connect to the students' own life experiences. It is designed to be independently completed in the first 10 minutes of class with a quick teacher or student-led debrief at the end.

Following the Launch, teachers begin their **Presentation** of 15-25 minutes which is separated into approximately three segments that include a variety of direct instruction and active learning / group activities designed to unpack the objective for the day. Built into the presentation are opportunities to review numeracy and algebra skills, connect to prior learning, and build content vocabulary.

The third portion of the lesson is an approximately 10-15 minute **Practice** session which may include independent or group work that reinforces the learning. Problems presented are multi-format including multiple choice, constructed response, written response, and analysis of wrong answers. Frequently students are given the option of completing problems at the advanced, proficient or basic level.

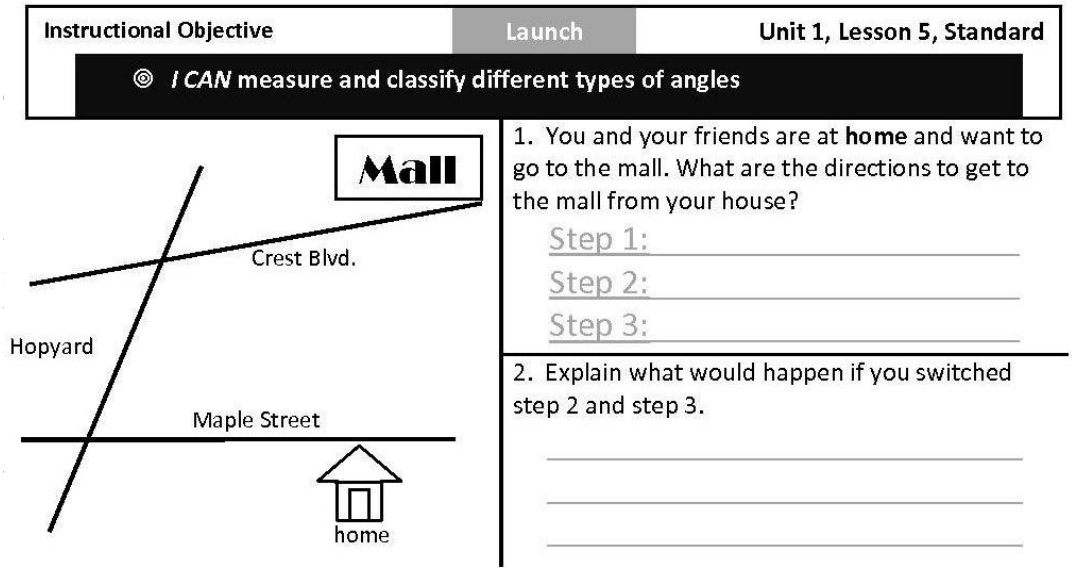
The fourth section of the lesson is the **Conclusion** and lasts about 10 minutes. Here students either push their thinking further or summarize their learning for the day in writing. Word banks and sentence starters support the writing expectation. Pair-sharing usually follows the initial individual work with the class debriefing the task at the end.

The lesson concludes with an **Exit Ticket** where students evaluate their own engagement and mastery of the objective. They complete a single problem, often with a written explanation as a comprehension check. Teachers review and tally the exit tickets to modify the launch and presentation for the following day as needed and setup individual teacher-student conferences or student-student support pairs for those who need more assistance. A short **Homework** assignment of five to seven problems is also included. The homework provides students an opportunity to practice, push their thinking further, and stands as another comprehension check, done through the careful selection of a small number of problems rather than by quantity.

At the beginning of each lesson, teachers are provided with an overview, materials needed and other teaching tips. The tips include common mistakes to watch out and plan for and recommended best practices to approach the concepts in the lesson in ways that allow for reaching learners of all dispositions.

Examples

Below is an example of a **Launch** with the objective clearly stated at the top of the page in a student friendly voice. *"I CAN measure and classify different types of angles."* Within this lesson, the students learn how to properly name and classify angles by their measure. A common mistake is improperly naming angles. This often-overlooked mistake becomes a teacher's nightmare when writing proofs because the way one names an angle or figure matters. So, the design of this launch uses students' prior knowledge of giving directions from a house to the mall. This is a launch that all students can begin independently and relates to the day's objective. When the teacher goes over the launch, there should be a small discussion with the second question: *"Explain what would happen if you switched steps 2 and 3."* By putting this at the beginning of the lesson, the teacher is able to relate back to it throughout and help students see naming angles as merely giving directions. Although some students do not need this kind of analogy to understand naming angles, we feel this is the difference between some kids getting it and not.



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The **Exit Ticket** should be completed in less than five minutes at the end of class and directly assess the basic objective of the day. The example below follows the same objective from the launch that was just shown. As you can see, the questions are straight forward: *"Name the angle two different ways"* and *"Classify the angle."* Once turned in, the teacher can quickly sort them into piles of correct and incorrect and spend just a little more time looking at the reason why a student got it wrong. The exit ticket also includes two meta-cognitive questions for the student to answer: *"Were you 100% focused and engaged in today's lesson?"* and *"Rate your understanding of today's objective."* This allows students to assess themselves on how well they did as a learner that day. This also helps the teacher determine a reason why a student did not answer the exit ticket correctly. The following day, the teacher has a small stack of exit tickets from the day before that they can use to conference with specific students to support their various needs. This can be done during the launch or even during the practice. Either way, this quick check for understanding helps keep students from falling through the cracks.

Sample Exit Ticket

Instructional Objective | **Exit Ticket** | **Unit 1, Lesson 5, Standard 16**

◎ ***I CAN*** **measure and classify different types of angles**

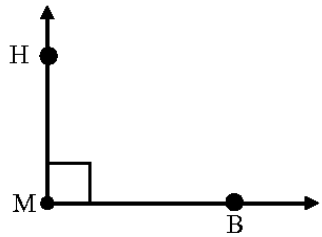
Were you 100% focused and engaged during today's lesson?

YES NO %

Rate your understanding of today's objective.

4	3	2	1	0
completely understand	mostly understand	understand a little	a bit confused	completely confused

Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!



a. name the angle 2 different ways

1.

2.

b. Classify the angle

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16. Assessments and College Readiness: Biology

Sarah Johnson

Teachers struggle with preparing students for state-mandated tests while also addressing college readiness and higher-order thinking. It may seem oxymoronic to marry standardized-test preparation with college readiness and critical-thinking-based approaches. Especially in the sciences, standardized tests often assess large amounts of lower-order knowledge, while college-readiness standards are not often addressed.

But never fear! A good test will assess content-based knowledge and critical-thinking ability so a teacher can prepare a student for both a state content-based exam and college-level curriculum. This is the thinking behind the creation of the LPS Biology Benchmark/Unit Exams.

The Biology Common Assessments are created to be both formative and summative in order to limit the amount of testing and maximize instructional time. Therefore, the tests can assess the knowledge of students following a unit and at the same time provide data that informs future instruction. The Common Assessments are administered following each unit, and are included in the Biology "College Access Reader."

The tests are *tools* that help the teacher address the following goals:

1. To prepare students for the California Standards Tests in Biology and Life Science
2. To improve science literacy and reading comprehension
3. To prepare students for college-level problem-solving based in critical experimental analysis

The tests, of course, do not complete these goals; they inform instruction by providing indicators.

Each test is divided into three parts:

1. Multiple Choice Questions
2. Critical Reading Questions
3. Experimental Analysis Questions

Multiple Choice

The multiple-choice section, created using the California Standards Test (CST) Biology release questions and Biology Standards, mostly assesses lower-order content recall. Some questions, however, require students to apply knowledge or make inferences from data or graphs. Some questions are copied directly from the CST released items; some are taken from other open source testing banks from different states, and some are recreated to reflect CST-style questions that align with California Biology Standards.

This portion of the test should be used as a unit assessment to determine content learned, while at the same time informing future CST-prep instruction. For instance, if students

generally scored low on content related to respiration on the first exam, the teacher can plan to reference respiration in future units, and also in CST review sessions.

Critical Reading

The critical reading portions of the tests are designed to test literacy and also align with the "College Access Reader" reading and reading comprehension questions. This way, the critical reading section can be used to determine if the "College Access Reader" effectively improves scientific reading ability. The reading questions are scaffolded, using Bloom's Taxonomy with lower-order recall questions first, followed by applied-knowledge questions and then critical-thinking questions. Additionally, by testing reading ability, the critical reading section can act as an indicator of college readiness.

Experimental Analysis

The Experimental Analysis questions are aligned with the California Investigation and Experimentation standards and the ACT College-Readiness Standards. They are designed to assess and track students' abilities to design and analyze experiments. By asking students to create hypotheses and provide rationales for their answers, the questions become aligned with lab rubrics used by teachers across the LPS Network.

This portion of the test should be used to track higher-order student thinking. If students score low on these tests, then the teacher needs to plan more higher-order learning opportunities for students, such as inquiry-based labs or student-generated projects.

Finally, the tests, as parts of a whole, are scaffolded to address changing student science knowledge. For example, the first test addresses experiments performed in a school setting while the last test asks students to analyze an experiment in a more scientific setting. In order to compare data across tests, however, the question format remains the same. For instance, the questions asked in the experimental design and analysis portion of the exam are the same across tests, although the experiment is different. The reading questions are at the same level, while the degree of science referenced in the reading and in the questions increases.

17. Document Based Questions: College Readiness History Assessments Using Primary Sources

Dylan Smith and Katie Messina

A Document Based Question (DBQ) is a structured way to develop critical reading and writing skills in the history classroom. When answering a DBQ, students are presented with a series of primary and secondary sources from a period of history. These can take many forms, but usually include a combination of speeches, letters, photographs, charts, graphs and political cartoons. Students are also given an open-ended question and asked to formulate an answer to the question using the documents to support their position.

DBQs are an excellent way to develop students' critical reading and writing skills. Instead of depending on the historical interpretations presented in a textbook, students are required to think through multiple historical perspectives and apply their own thinking and analysis to the task at hand. Students are empowered to think like an historian by comparing and contrasting sources, placing the sources in a time period and using the sources to support their own historical thinking.

Once completed, DBQs offer teachers valuable insight into the college readiness of their students. Teachers can use DBQ essays to understand the literacy skills of their students, measure the mastery of learning standards and organize academic interventions. Additionally, DBQs allow groups of teachers to calibrate the scoring of essays to ensure that their rubric (included at the end of this chapter) is accurately measuring the college readiness skills of their students.

Because the U.S. History "College Access Reader" is a compilation of primary source documents with literacy scaffolds, the DBQ is a particularly appropriate companion form of assessment.

Example 1: Practice DBQ

The first unit of the U.S. History "College Access Reader," " Founding Ideals," helps students become familiar with the DBQ process and rubric by walking them through a practice DBQ as they work with the documents in the unit. Other DBQs, with affiliated multiple choice assessments, are included in the Reader to both assess students' critical reading, writing and history content knowledge and to help prepare them for the demands of college-level social science courses. The example below is from the U.S. History "College Access Reader" unit on the 1920's and the Great Depression.

Sample DBQ

U.S. History DBQ Question: Analyze President Franklin D. Roosevelt's responses to the Great Depression: 1) What were his responses? 2) To what extent did they help alleviate the suffering caused by the Great Depression? Did all Americans benefit equally? 3) How did they impact the role of the federal government?

Use the documents and your knowledge of the period 1929-1941 to write a 5 paragraph essay. Make sure to use at least 4 documents in your essay as well as substantial outside historical knowledge from class.

DBQs are designed to be implemented over 2-3 days, depending on student needs and class length. Typically, teachers will preview the documents with students together as a class on the first day and then students will write the essay in class on the second day. Day 1 is used to preview the DBQ question with students so they know what they are looking for as they go through the documents. Usually a few of the most challenging documents are also selected to read together as a class, paying special attention to the source, the intended audience, the possible bias or perspective of the author, the main ideas, and how the document could help answer the central question. Frequently, guiding questions are included for each document to help students identify the main points. Typically, after reviewing a few documents, students finish the rest independently, in pairs, or in groups.

After students have previewed all of the documents, they are given an evidence organizer. The evidence organizer directs them to: 1) write down what each part of the question is asking in their own words, 2) identify evidence from the documents that will support that part of the question, and 3) identify supporting outside information from class that will help support that part of the question. If students choose to, they can also prepare an essay outline at home. Deconstructing essay questions and organizing answers from multiple documents as well as classroom input is a critical college readiness skill.

Teachers should also preview the grading rubric with students before they write the essay, either before or after looking over the documents. It is important to highlight the components of a higher level essay.

On Day 2, students may use the documents and the evidence organizer to help them write their essay in class. Students should be instructed to treat the in-class essay like an exam. They will have one full class period to silently write their essay which will be turned in at the end of the class period. This test setting is designed to mimic a college examination, a further step toward college readiness.

DBQ Rubric Name: _____

	4	3	2	1	0
Claim: Answers the question and maps out the argument to be made.	Contains a claim that answers all parts of the prompt, makes a sophisticated, clear argument, that represents original and/or deep thinking, and lists the major reasons for the author's argument.	Contains a claim that answers all parts of the prompt, makes a clear argument, and lists the major reasons for the author's argument.	Contains a claim that answers most of the question and/or lists major reasons for the author's argument	Contains a claim that only repeats or rephrases the prompt	Contains no claim or misunderstands the question.
Outside Information: Connects relevant outside knowledge to argument.	Brings into argument THREE or more details of history to support argument and/or general context; These details are thorough, relevant, and accurate	Brings into argument TWO or more details of history to support argument and/or general context; These details are, relevant, and accurate	Brings into argument ONE or more detail of history to support argument and/or general context; These details are relevant, but may be vague or inaccurate	Brings into argument ONE or more details of history to support argument and/or general context; But these details are not relevant or accurate/thorough enough to advance argument	Contains inappropriate or no outside information.
Use of Documents: ▪ Understands author's point of view, purpose, or audience ▪ Correctly distinguishes between fact and opinion ▪ Makes connections between documents by grouping similar positions or identifying contradictions ▪ Identifies contrary evidence ▪ Draws plausible inferences and conclusions	References the required number of documents and/or uses at least three of these skills with each document.	References less than the required number of documents, but uses at least two of these skills with each document	References less than the required number of documents, but uses at least one of these skills with each document	Briefly cites documents, or misunderstands documents. Does not use any of these skills.	Ignores documents.
Analysis: Makes plausible inferences and makes a rational argument.	Effectively uses the evidence in the documents to support the argument; This includes summarizing the evidence and clearly and fully explaining how it supports the Claim.	Effectively uses most of the evidence in the documents to support the argument; This includes summarizing the evidence and providing some explanation of how it supports the Claim.	Effectively uses some evidence in the documents to support the argument; May not summarize all evidence; may not explain fully how it supports claim, or explanation may not make sense. Makes a strong argument, but does not link it to any evidence.	Simply narrates the events or lists specific pieces of evidence but provides no explanation of how it supports the claim;	Analysis is missing or makes no sense.
Organization and Clarity: A coherent essay with thesis, topic sentences, analysis and conclusion.	Introductory paragraph includes background information and a claim; Body paragraphs clearly organized around sub-claims; Topic and Transition sentences of paragraphs are clearly linked to sub-claims and Evidence.	Introductory paragraph includes some information and a claim. Body paragraphs contain topic sentences and supporting evidence.	Introductory paragraph includes a claim. Body paragraphs lack topic sentences and/or supporting facts are unrelated.	No introduction. Essay is a challenge to read – may not be organized into paragraphs; topic and transition sentences missing.	Paper is difficult or impossible to read; no clear organization.
Level 5 (A or B Grade as a UC Freshman) : Meets all of the Level 4 criteria **plus**: Makes claim that is substantive, original or goes beyond the question; Powerfully matches documental evidence and claim; On their own identifies author's point of view, contrary evidence, and fact vs opinion; Has depth & complexity in reasoning; Uses sophisticated language, including transitions and headings to clarify logic.					

18. Professional Development to Support Academic Literacy and English Language Development

Shawn Benjamin, Yanira Canizales and Lauren Klaffky

The Need for Ongoing Professional Development

Based on a review of overall data, LPS-Richmond and LPS-Hayward have chosen literacy as a primary focus area for professional development in the coming year. At LPS-Richmond there will be a particular emphasis on promoting literacy skills among English Learners, given that the vast majority of students speak English as a second language and the remainder has limited exposure to academic language at home. While the "College Access Readers" provide resources to support classroom instruction in these areas, materials alone will not ensure that all teachers are proficient in critical content literacy and English Language Development (ELD) strategies.

In order to ensure that strategies to facilitate the acquisition of academic language actually impact student achievement, literacy support must extend beyond providing teacher resources to include ongoing professional development. To this end, we are committed to involving teachers in a cycle of professional development, implementation, data inquiry, and refinement. While the process will be similar at both schools, the exact topics and emphasis will differ.

Determining the Content

In order to further focus our professional development, both schools will choose a few areas within literacy to develop school-wide expertise and competence. By focusing on a limited number of literacy strategies that the whole school agrees to use with fidelity, we move from random implementation to a collective effort. This collective effort is powerful – it will help increase student engagement, develop students' critical thinking, and narrow and focus our conversations, professional development, and support.

At LPS-Richmond, our Professional Development will revolve around two major areas of literacy skill: vocabulary development and reading comprehension. These were chosen based on a review of our formative and summative student data related to the performance of English Learners as well as a review of literature on high-leverage instructional strategies for language and literacy development.

At LPS-Hayward we are taking a different approach, determining our focus strategies through a process that includes teacher survey input and a full-faculty review of our literacy data. Our potential areas of focus will also be broader than the central emphasis on English Learners at LPS-Richmond. Our survey was designed to identify teachers' familiarity and experience in using research based practices to support literacy. It includes questions and prompts to address three overlapping domains – Reading (with an emphasis on comprehension and vocabulary development), Writing (both formal and informal), and Speaking & Listening. This provides a broad base of data on what practices we currently do well and can teach to others, what practices we still can improve on, which focus areas best cut across different content areas, and what our current perspectives are on students' academic literacy needs. We encouraged teachers to

be reflective, honest and comforted by the fact that the survey was not a final vote or evaluative, but rather one of the many steps planned for our consensus building around our literacy focus. It will be used in conjunction with student achievement data from multiple measures. Before finalizing our area of focus, our staff will analyze how our professional development needs (as evident through the survey) align or misalign with student needs (based on data). Our goal is to select a few areas of focus based on the following three criteria: student need, teacher comfort level/expertise, and applicability across content areas.

The Professional Development Inquiry Cycle

At LPS-Richmond the Professional Development time will be divided into two main cycles, one on vocabulary development and one on reading comprehension. While the foci will be different at LPS-Hayward, the cycle will have a similar structure. Within each cycle, there will be a common process for studying each focus area. This flows in the following manner:

- At the start of the cycle, we will spend one day learning about strategies within the focus area as a whole staff. Examples from the "College Access Readers" and this resource guide will be used to support the professional development by showing strategies in practice. Teachers who have been involved in the development of the Readers will be used as resources throughout the professional development and inquiry cycle.

- Over the following few weeks, each team of teachers will implement the strategies and receive feedback from their colleagues during the regularly scheduled professional development meetings.

- The teams of teachers will be able to provide feedback on the implementation of the strategies in several ways. Teachers can present a lesson plan on a lesson they are about to teach and receive feedback on the design. Alternatively, they can be observed by colleagues while teaching a lesson and receive feedback on the implementation of a strategy. Finally, they can bring in student work and receive feedback on the lesson through the lens of student product. While all methods are encouraged, we would like to push teachers to observe each other in action, as this is where the "rubber meets the road."

- Each cycle will have approximately three rounds of implementation before we get to a mid-point refinement process.

- At this point, we will refine our practice and process in several ways: by looking at data, by sharing out reflections, and by learning from other departments' successes and struggles. Teacher teams will then apply these lessons to their group for the next round of implementations. If time permits, more strategies related to the particular literacy focus will be introduced.

- After this refinement process, each learning team will again implement instructional strategies related to this literacy focus area.

- At the end of the cycle, we will again look at data to measure growth.
- After this, we move on to our second literacy focus and repeat the process.

At both LPS-Richmond and LPS-Hayward, we are committed to ensuring that all of our teachers have the training and support they need to meet the literacy needs of our students across their courses. This will not be accomplished by one-shot professional development. Rather, it will take resources such as "College Access Readers," the ongoing use of data, and a cycle of collaboration and inquiry that leverages the best practices and expertise of our teams.

19. Supporting Special Education Students with "College Access Readers"

Joe Pacheco

As all students enter the ninth grade, they are faced with the daunting realization that time is running out, many are behind academically, the content is increasingly complex and the instruction is more and more demanding. Their teachers are expected to provide a rigorous curriculum and to hold all students to the same standards. For the Special Education student, there is little time to hand-hold and while the notion of differentiated instruction is the prescribed intervention, very few teachers are equipped, trained or able to follow through in a substantial way. As the years pass, the gap between content demands and the literacy and numeracy skills of many of our Special Education students continues to grow exponentially.

Scoring three or more years below grade level in reading and math is a commonplace occurrence for high school Special Education students. Years of continued academic failure and being passed from grade to grade, year after year, leave many cynical and unmotivated. Hard-working and well-intended Special Education teachers are equally frustrated and unable to provide adequate instruction to support the students in all their subject area classes.

In most schools, the Resource Specialist supports the Special Education students through a model which combines "Push In" support with "Pull Out" small group intervention. This model has proven to be marginally successful at best and woefully inadequate in many cases. Attempting to support large number of Special Education students in classes ranging from English to Biology and Geometry to Economics, their challenges are significant.

"Pull Out" programs tend to focus on homework support and tutoring. Without expertise in all subject areas, Resource Specialists lack the bandwidth to provide quality help across the academic subjects. They spend their evenings reading textbooks for each course in preparation for helping the Special Education students the following day.

When "pushing in" to specific academic courses, the support for the Special Education student is better than nothing, but more often amounts to random assistance with whatever is being taught at that moment – far short of providing comprehensive content instruction. Again, Resource Specialists find that they are short on subject knowledge and often rely on providing vocabulary definitions, rewording classroom discussions and providing clarifying examples of teacher instructions. But for the majority of the time, the Resource Specialist is not available and the content rushes past the struggling Special Education students like a semantic avalanche.

Response to Intervention (RTI), a multi-tiered approach to the early identification and support of students with learning and behavioral needs, is the latest attempt to bridge the "Pull Out – Push In" gap. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners

are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Unfortunately, the systemic approach envisioned is difficult to implement in practice.

Along with our Special Education students, our classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge and learning preferences. Faced with such diversity, LPS and CK-12 began developing resources that could make the vision of RTI a reality: the "College Access Readers."

Each student comes to class with specific learning skills and weaknesses. The "College Access Reader" will challenge the gifted student with comprehensive and thought-provoking text, support the English Learner with front-loaded vocabulary and text-to-speech translations, while also supporting the Special Education student with auditory and reading comprehension prompts and scaffolds. All this is done in the classroom without singling out individual students or drawing undue attentions to the specific needs of the various learners. This enables the classroom teacher to provide the real-time differentiated instruction advocated by RTI. For Resource Specialists, it provides a comprehensive tool to be used as they go into the classroom to support Special Education students.

The "College Access Reader" also allows for the redesign of the traditional Resource Room. No longer will Resource Specialists have to limit their intervention to tutoring and homework support. They can now engage their students using the "College Access Reader" to direct their instruction without being an expert in all subject areas. Because of the online nature of the Readers, Resource Specialist teachers have instant access to course-specific supports. They can direct individual learning by prompting the students to use the various on-line resources: scaffolded material, text-to-speech assistance, and multi-sensory input through embedded video clips and leveled readings. Student progress can be closely monitored through the embedded comprehension checks to assess both the learning rate and level of performance of individual students. These resources allow the Resource Specialist to actually provide course-specific, standards-based interventions in the controlled environment of the Resource Room. In addition, the Resource Specialist now has a more practical and realistic tool for prescribing classroom accommodations that can be seamlessly incorporated by the regular classroom teacher.

The "College Access Reader" has the potential to support all students from the Advanced to the Far Below Basic student using differentiated instructional tools, the English Learner with linguistically appropriate text and translations, and the Special Education Student both in the classroom and in the Resource Room. This is an exciting time for the students and staff of LPS. We are presented with dynamic opportunities for teaching and learning, and perhaps a realistic answer for the struggling students in our schools and a way to stem that tide of failure for both schools and the students we serve.

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20. Spanish Translations to Support Access and Literacy

Daniel Poo and Larry Vilaubi

Among the many complex issues facing Hispanic students, none is more urgent than the lack of college readiness. With only a small percentage of Hispanic students earning a Bachelor's degree and many more dropping out of high school, Hispanics are falling behind their White and Asian counterparts. This issue affects all Hispanic students, but in particular those students who have recently immigrated to the United States. For these students, the greatest obstacle they face is the language barrier that limits their access to necessary content matter. With very limited English speaking, writing and reading skills, they struggle to comprehend the academic vocabulary and content necessary to graduate from high school, not to mention to be truly college ready. In order to promote college readiness, the "College Access Readers" Spanish Translations provide access to critical content while also building our students' primary language skills.

Access

Providing Spanish translations for recent immigrants will grant these students instant access to content rather than excluding them until they have a solid grasp of the English language. The use of Spanish as an additional support, along with scaffolded English, will also assist students with weaker academic Spanish. For the many Hispanic students who are orally fluent but have limited reading skills in their primary language, Spanish translations of the vocabulary and comprehension scaffolds developed initially in English will support content understanding and the development of academic Spanish. Others with still weaker Spanish reading skills will benefit from use of the text-to-speech technology with the Spanish translation. Finally, for Spanish speaking students who are English-dominant but lacking academic language, the English scaffolds, including the identification of Spanish cognates, as well as the English text-to-speech technology, will support access.

Spanish Literacy

Beyond supporting content access for Spanish speaking students, the Spanish translation also promotes literacy in the students' primary language by providing the opportunity for them to use their Spanish across their academic course work. In Algebra, Geometry, U.S. History and Biology courses, teachers can encourage or even provide extra credit for students who elect to improve their Spanish literacy by using both the Spanish and English "College Access Readers." The Spanish "College Access Readers" provide another powerful literacy opportunity for students as a curriculum resource for Spanish courses. For example, a student taking Spanish 2 for Native Speakers could be assigned a segment from a Reader for a class that s/he has already taken, such as Algebra. Since the content is already familiar, the student is able to focus on developing more academically oriented Spanish and progress towards true fluency by improving speaking, reading and writing skills.

Providing the opportunity to develop true biliteracy is not insignificant. Spanish literacy is an important asset in today's job market. By gaining fluency in all aspects of the Spanish language, students become more marketable in their future careers and more

competitive for college admission. Students who achieve Spanish literacy are also strong candidates to pass the Advanced Placement exam in Spanish with a score of three or higher. This passing score translates into college credit at many universities. Beyond college credit, passing scores will also qualify students for the California Biliteracy Award, a special California State seal on their diploma.

The bottom line is that many of our students have untapped literacy resources in their primary language. The "College Access Readers" in Spanish translation allow us as educators to tap these resources for access to course content, as well as for the development of marketable, college-ready, academic Spanish skills.

21. Additional Resources

Resources from WestEd

Making Mathematics Accessible to English Learners: A Guidebook for Teachers, Grades 6-12

By: John Carr, Catherine Carroll, Sarah Cremer, Mardi Gale, Rachel Lagunoff, Ursula Sexton

http://www.wested.org/cs/we/view/rs/945

Making Science Accessible to English Learners: A Guidebook for Teachers, Grades 6-12 (Updated Edition)

By: John Carr, Rachel Lagunoff, Ursula Sexton

http://www.wested.org/cs/we/view/rs/849

Scaffolding the Academic Success of Adolescent English Language Learners A Pedagogy of Promise

By: Aida Walqui, Leo van Lier

http://www.wested.org/cs/we/view/rs/811

Resources from ASCD

A Handbook for Classroom Instruction That Works

By: Robert J. Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, Barbara B. Gaddy

http://shop.ascd.org/productdisplay.cfm?productid=101041

Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction

By: Robert J. Marzano

http://shop.ascd.org/productdisplay.cfm?productid=309113

CK-12 Foundation
and
Leadership Public Schools
present

College Access Curriculum Resources

A Sampler

- Free, online, open-source, standards aligned materials
- With embedded literacy and numeracy supports for under-prepared students
- Editable for easy tailoring by other educators

Available online at www.CK12.org

Sampler Includes Excerpts From:

Introducing College Access Readers
An overview of the rationale, instructional strategies, and systems implications of the College Access Readers

Algebra 1 College Access Reader
An algebra flexbook with embedded literacy supports aligned to FlexMath

FlexMath
A highly successful, web-based, interactive algebra program with individualized practice and backfill support for numeracy skills

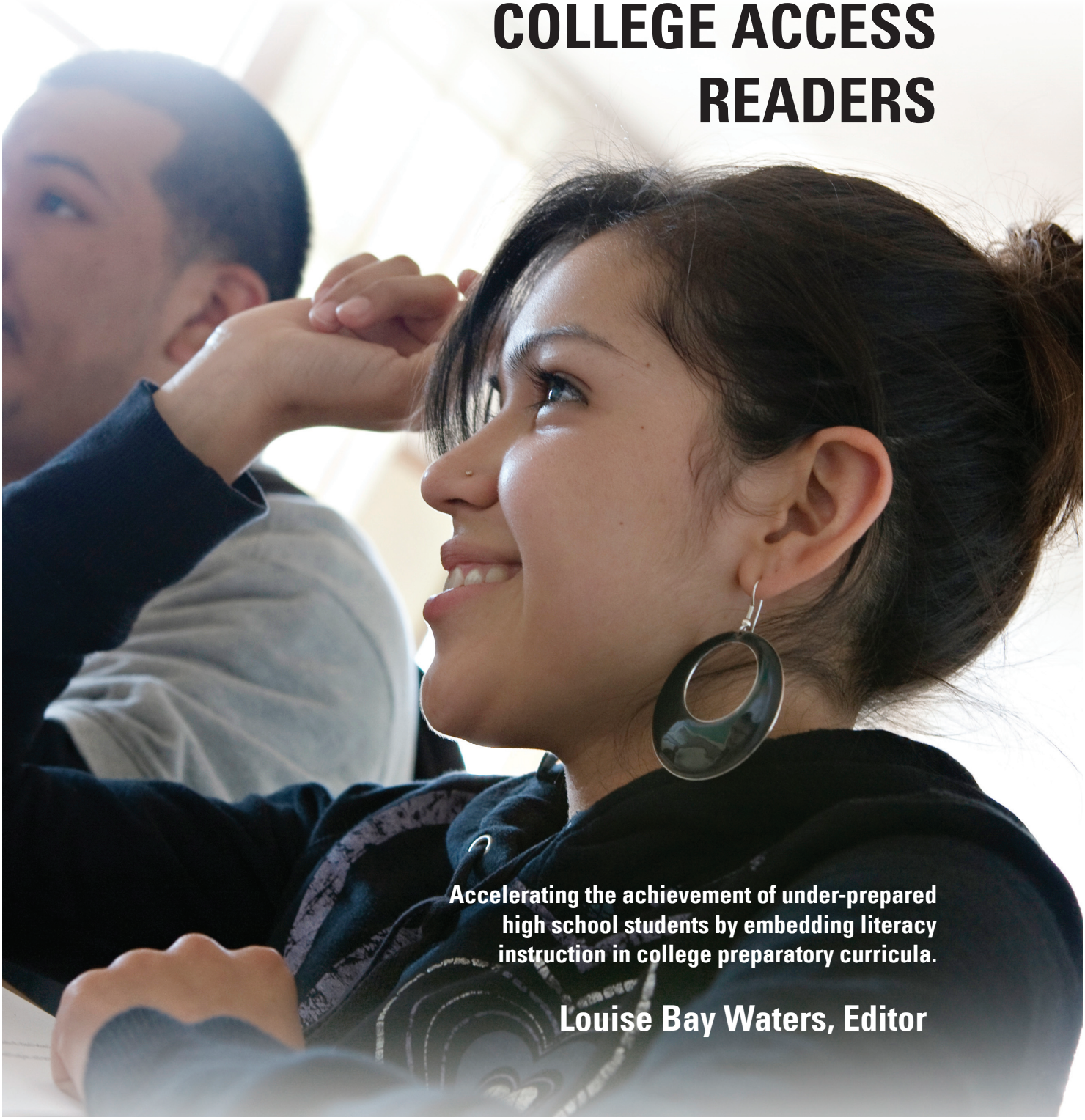
Geometry College Access Reader
A geometry flexbook with embedded literacy supports aligned to College Access Geometry lessons

College Access Geometry
A structured geometry program of daily lesson plans and teacher supports

Biology College Access Reader
A biology flexbook with embedded literacy supports

CK-12 Foundation and Leadership Public Schools
Introduce

COLLEGE ACCESS READERS



Accelerating the achievement of under-prepared high school students by embedding literacy instruction in college preparatory curricula.

Louise Bay Waters, Editor

CK-12 Foundation
and
Leadership Public Schools
Introduce

College Access Readers

With selected chapters by:
Louise Bay Waters
Julie Christensen
Greta Foff

- The College Access Imperative
- The College Access Reader Content Literacy/ ELD Framework
- Annotation: A Sample Code
- Graphic Organizers

Available online at www.CK12.org

The College Access Imperative

Louise Bay Waters

Education in California is in crisis. No matter what metric one uses, the news is bad.

- Only 33% of low income students and 48% of all students enter ninth grade prepared for the reading and writing demands of high school-level work.
- Only 8% of low income and 18% of all students graduate high school ready for the literacy demands of college.

At Leadership Public Schools (LPS), our challenge mirrors that of the state as a whole. LPS serves approximately 1500 students in four urban high schools in Richmond, Oakland, Hayward and San Jose. Our schools range from 57% to 93% low income and 85% will be the first in their family to attend college. 70% of our students are Latino, many of whom are English Learners.

Academically, 50% of LPS students enter ninth grade with elementary level skills. Since all of our students take college prep courses, this means that the 25% with literacy skills at or below the fourth grade level are trying to read a college prep Biology textbook when what they are actually comfortable reading is something more like Mrs. Frizzle and the Magic School Bus.

Despite these challenges, 97% of our graduates are accepted to college – even though it may take many of them five years to finish high school.

Our demographics are compelling but not unique. We are the urban California of Oakland, Los Angeles and Sacramento. Our challenges and resource constraints are also similar to those of rural California: Greenville and Alturis in the North and Coalinga and Los Banos in the South. And our needs are the same as those of significant groups of students in most suburban schools.

Our commitment at LPS is to search for innovative solutions to the daunting hurdles facing all of the cities mentioned above, each of which is trying to transform high school students who enter ninth grade with elementary skills into graduates prepared for college. These students must gain two-three years of skills per year to reach this goal. To a large degree, this achievement gap is a literacy gap**. However**, **by the time our students reach high school, it is simply too late for both extensive stand-alone remediation and completion of college-entrance course requirements. In essence, then, each high school course must also be a reading course** and all courses must support the development of college-readiness writing skills.

The Leadership Public Schools / CK-12 Partnership

Research by David Coleman and others at the Student Achievement Partners have identified the ability of students to independently read complex expository text as one of the major gatekeepers to success in college. However, in many LPS courses we found that textbooks sat largely unused, inaccessible to many of our students. Our teachers were developing students' critical thinking and concept knowledge through a variety of important active learning strategies. Unfortunately, critical disciplinary reading skills were not being developed to the same degree. To address this issue, LPS provided professional development on differentiation and strategies for scaffolding using content literacy and English Language Development supports. However, translating recommendations to offer tiered readings at multiple readability levels in Chemistry

or to scaffold Algebra 2 lessons with graphic organizers and embedded comprehension checks proved unrealistic. It is simply not possible for teachers already stretched with the many demands of effective instruction in inner city high schools to undertake this kind of daily resource implementation at scale.

Searching for a more scalable approach to supporting literacy and language development needs across the full range of high school courses, LPS reached out to Dr. Deborah Stipek, Dean of the Stanford School of Education. Dean Stipek in turn introduced LPS to Neeru Khosla, visionary founder of CK-12 Foundation. Khosla and Murugan Pal, CK-12's Co-Founder, have set out to make standards-based, online, open-source textbooks available for free to any school or student. Their innovative technology platform is designed to support easy editing and publishing. CK-12 "Flexbooks" can be easily updated when Pluto is no longer a planet and "flexed" or rearranged to meet the needs of a particular teacher or school. You can use them online, with a projector, in hard copy handouts or as customized, bound textbooks.

In essence, what CK-12 provides is the content and platform for low-cost, mass-customization in textbooks. LPS brings to the table instructional expertise and a real-world incubator for urban education. Together CK-12 and LPS are creating a line of curriculum resources tailored to the most challenging demographic in California and the nation – ours. We call these resources College Access Readers.

College Access Readers

Here's how it works. CK-12 has expert-created content primarily in Math and Science as well as an elegant technology platform that allows one to easily edit, whether rearranging chapters or changing words and illustrations. To tailor this to the access needs of our student population, LPS first reviewed the actual content of the CK-12 flexbooks. To do so, we analyzed the California Content Standards along with David Conley's "College Readiness Standards." From these we picked the most important power standards as the focus of our access work. With this frame, we pared down the CK-12 materials to the most critical content, gaining instructional space to provide the supports our students need. To perform the editing, teachers selected the concepts and vocabulary essential for all students, regardless of reading proficiency levels and/or limitations in English.

This becomes the College Access Reader that the bulk of our students use, which we call Level 2 Readers. Students who are more advanced are given the original full CK-12 version, or Level 1, with extended material for the kind of challenge that high-performing inner-city students seldom receive.

The most challenged students will be given even greater supports: text-to-speech features for special education students and very low readers, and translation for recent Spanish-speaking immigrants. Students with academic literacy in Spanish will be able to read the text first in Spanish, then use the English text-to-speech version, and then take English grade-level exams linked to state standards. Those with weak Spanish literacy may start with text-to-speech in Spanish before moving to the English speech-assisted version.

Throughout the development process we were aware that non-text-based, active-learning teaching approaches were critical if students such as ours were to master their course content. At

the same time we knew that our students had to be able to independently engage with textbooks if they were to succeed in college. Rather than address both issues, we have taken on a more limited agenda. **College Access Readers, therefore, have not been designed to be comprehensive textbooks or complete instructional programs. Rather they are designed to address a specific high-leverage need – the need to simultaneously teach students to read complex expository text while making college preparatory content accessible**. Through the first wave of CK-12 / LPS College Access Readers, teachers across the country will have resources specifically designed to provide such reading opportunities to the full range of students from advanced to those far below grade level in **Algebra 1, Geometry, and Biology** – with more courses to come.

College Access Reader Resources

This resource guide represents the collaborative effort of many members of the Leadership Public Schools development team. It begins by outlining the theory underlying the literacy work and then lays out the framework for the supports included in the Readers. Subsequent chapters describe and illustrate the specific content literacy and language development strategies that have been chosen as being of particularly high impact. Although most of the strategies can be used in multiple ways, we have chosen to present them as occurring "Before – During – and After Reading" because of the importance of this mental model in effective content literacy instruction.

The final set of chapters, Systems to Support College Access Literacy & Numeracy, takes a broader look at the Readers as part of a system of college readiness. To begin with, it addresses needs in numeracy that are as daunting as those in literacy. To this end, the College Access Readers in Algebra 1 and Geometry are partnered with additional College Access materials that include daily lesson plans designed to address numeracy skill gaps along with content standards. The online Algebra program, FlexMath, was developed by the former LPS Math Curriculum Specialist (now CK-12 staff member), Todd McPeak. The Geometry lessons plans, College Access Geometry, were developed by LPS Geometry teachers, Michael Fauteux and Rosamaria Zapata. Both have resulted in significant gains in student achievement at multiple LPS schools. The Systems section goes on to talk about the links between the College Access Reader initiative and wider processes for professional development, assessment, and the support of Special Education students and Spanish literacy.

For over 35 years my professional focus has been on accelerating the achievement of urban students and closing the literacy gap. As an education professor, principal, urban district administrator, and author of a college reading textbook, I have struggled with how to pragmatically implement best-practice research on language and literacy in the reality of urban schools. In the CK-12 open-source flexbooks and editing platform I found the resources to make real the literacy supports so many have been advocating for years. In the CK-12 Foundation, I found the partner to take on this daunting task. Together we are proud to introduce the CK-12 / Leadership Public Schools College Access Readers. In the spirit of open-source, online collaboration made possible by CK-12 and utilized by LPS in creation of this guide and the Readers, we invite your input, critique and support as we tackle the imperative of the 21st Century – ensuring all students are prepared for success in college and the work place. Please visit us at www.leadps.org and www.ck12.org.

The College Access Reader Content Literacy/ELD Framework

Julie Christensen

Selected by a collaborative team of LPS teachers and administrators, this framework lays out the types of supports that have been built into the College Access Readers. These supports reflect the literacy strategies that researchers and practitioners agree offer the highest impact in the content areas: not only will they bolster students' language and literacy development, but also they will help students master the content itself.

The framework places a direct focus on the two main thrusts of this work: vocabulary development and reading comprehension. Researchers have demonstrated repeatedly that students' acquisition of academic vocabulary is the top predictor of reading comprehension. The vocabulary supports integrated into the College Access Readers are few and simple, but quite powerful when implemented to their full potential. The Readers also draw on established and high-leverage reading comprehension strategies that have been tailored for the particular content of each reader.

The framework is designed to highlight the instructional process for effective content literacy instruction. High quality support for language development must be integrated throughout the lesson. Students do not learn new vocabulary or comprehend dense academic text simply because vocabulary words are listed at the beginning of the period or because they are assigned to write original sentences incorporating the new words. Rather, in order to provide the intensity and degree of scaffolding required for students to be able to read college-level material, support must occur before, during and after reading takes place. **All of the strategies included in the College Access Readers can be used in multiple ways and at multiple points in the instructional process.** However, they are particularly useful during certain phases. A chart of the College Access Reader strategies, organized by phase, is included as the last page of this chapter.

Before Lessons

Research suggests that under-prepared students generally enter secondary classrooms lacking the experience and language to understand course content simply by reading a textbook chapter independently and hearing a lecture. Thus, some of the resources built into the College Access Readers are designed to equip students with the language, background knowledge, and basic conceptual understanding before the lesson (or unit) has actually commenced. Introducing key vocabulary concept words, showing a visual map of the lesson concepts, and building students' background knowledge via an Anticipation Guide all serve to highlight what is most important about the upcoming course material and support students access.

Before Reading

Just before students are asked to read critically, it is best to prepare them more deeply and more specifically for their encounter with the particular text. Another round of vocabulary instruction, focusing on key concept words (such as *mitosis* or *parallel*) as well as useful function words (such as *consequently*), will help students unlock words efficiently and make meaning as they read. To further scaffold students' reading comprehension, two essential strategies are included

in the College Access Readers: setting a clear and limited purpose for reading, and modeling how to read the text.

During Reading

In general, rushed, passive reading does not culminate in deep understanding. As students make their way through a particular text, the primary purpose of implementing the College Access Reader resources is to get students to read actively such that they genuinely understand what they just read. Within the Readers, there are many text-embedded "reading checks" to help students monitor their comprehension and critically engage with the text at frequent intervals. These include true/false questions, cloze sentences, word work on roots and affixes, cloze summary paragraphs, fill-in-the-blank questions, brief application problems, and graphic organizers. Other "During Reading" supports are designed to take advantage of the online capacity of the College Access Readers, clarifying key concepts through the use of videos and simulations.

After Reading

When students have finished reading a text, it is important to support their overall comprehension: tying together the text, the lesson/unit concepts, and the vocabulary. More graphic organizers and comprehension questions are provided for this purpose. In order to fully grasp the concept relationships within a particular text, across several texts, and across an entire lesson/unit, students must use the vocabulary they have been learning. Several resources are designed to give students these crucial opportunities for academic language production. Sentence stems, paragraph frames, and the Think-Pair-Share activities all provide students with the structured practice they need to express the new words orally and in writing.

As mentioned earlier, all of these resources can be used in multiple ways and at multiple points during the instructional process. For example, it may benefit students to review the concept map during the reading, adding more information and focusing on concept relationships. Likewise, returning to the Anticipation Guide after the reading can help students revise and cement their knowledge using newfound evidence from the text. Or, it may be helpful to use a Think-Pair-Share activity before the reading, rather than after it, so students can master a fundamental vocabulary word and then encounter it confidently.

Essentially, the use of these strategies supports our students' content area mastery as well as their literacy development. Perhaps most importantly, this kind of instruction can help our students grow into skilled, strategic learners. To have repeated practice with these learning tools within and across courses will enable them to build their own tool kits for when they encounter difficult texts and unfamiliar vocabulary in their future studies. This is true college readiness.

College Access Readers

Supporting Academic Vocabulary Development and Reading Complex Text

	VOCABULARY DEVELOPMENT		READING COMPREHENSION	
	PURPOSE	**RESOURCES + STRATEGIES**	**PURPOSE**	**RESOURCES + STRATEGIES**
BEFORE Unit or Lesson	1) Introduce new concept vocabulary	- Word Wall + Personal Word Wall / Journal - Focus on concept words, brain teasers (words with content-specific meanings), and homonyms - Spanish translation, cognates	1) Activate background knowledge 2) Engage students in critical content of lesson or unit	- Anticipation Guide - Multi-level concept maps
BEFORE Reading Assignment	1) Introduce new academic function vocabulary 2) Introduce new concept vocabulary	- Word Wall and Personal Word Wall / Journal (including Word Parts Log) - Knowledge Rating chart	1) Set purpose and context for specific piece of text 2) Model how to read textbooks	- Modeled text reading (such as Think Aloud) - Predictions - Hook questions
DURING Reading Assignment	1) Help students understand both function and content vocabulary	- Choral reading - Cloze-style choral reading - Word parts - Visuals, videos and simulations - Margin or embedded definitions - Spanish translation, cognates	1) Engage students in active reading 2) Help students monitor their comprehension 3) Create frequent student interaction with concepts	*TEXT-EMBEDDED* - Summarize and/or sequence material - Annotate text to raise/answer questions - Predict, answer questions, visualize, make connections - Apply new problem-solving strategies: deconstructing wrong answers to problems, and/or deconstructing and reconstructing questions or word problems - Instructional videos *TEXT-EXTENDED* - Graphic organizers that focus on concept relationships, such as compare/contrast charts, cause/effect charts, timelines, and semantic webs
AFTER Multiple Readings, Reading Sections or Lessons	1) Help students practice and apply vocabulary in speech and in writing	- Structured academic talk with differentiated sentence frames - Think-Write-Pair-Share - Re-visit the Word Wall, Personal Word Wall, Knowledge Rating chart, and Word Parts Log with application sentences	1) Help students comprehend the relationship among concepts and topics in the whole reading	- Graphic organizers, such as compare/contrast charts, cause/effect charts, timelines, and semantic webs - Socratic seminars

Annotation: A Sample Code
Julie Christensen

Annotating helps students cognitively engage with a text as they read it. In effect, annotation is a structured way to make margin notations. A key, or code, for the annotation symbols enables students to make their notes clear and organized, while also supporting their oral participation in class activities based on their reading. Generally annotation takes place on the right margin of the reading. As a study follow up, students can be taught to use the left margin to help in review. By adding 1-3 word reminders of key concepts and topics in the left margins, students can later cover the rest of the page and use the "reminders" to quiz themselves on the content. This can serve as a simplified version of Cornell Notes.

Cornell Notes Annotations

Symbol	Meaning	Sample Sentence Starters
*	main idea / thesis / claim	The main idea of this paragraph is… The thesis of this paper is… The author of this article claims that…
( ) or underline	evidence / data	The first piece of evidence the author cites is… The author's reference to ____ supports the claim by… The most persuasive piece of evidence is…
?	clarification needed	One question I have about this topic is… I am confused by the idea that… What does the author mean when…? I am puzzled by… Why does the author write that…?
!	interesting point	I am fascinated by… I was struck by… The author makes an interesting point about…
+	connection	The author's mention of ____ makes me think about… Reading this paragraph made me remember… This article makes an argument similar to… The argument here is different from…
√	prior knowledge	I already know… I learned about this when … My prior knowledge includes…

Sample Annotated Text

A Well-Oiled Machine

All of the organs and organ systems of the human body together make up the human organism. The human organism, or body, functions like a well-oiled machine. The organ systems supply body cells with all the substances they need and get rid of their wastes. They also keep temperature, pH, and other conditions at just the right levels to support life processes.

Homeostasis

In order for the human organism to function properly, it needs to maintain a stable, constant internal environment. Imagine your body is a water balloon and you want this water balloon to stay exactly the same for as long as possible. To keep the water balloon the same, you will need to make sure that the water inside the balloon remains stable and constant. If it gets too cold, it will freeze and the balloon will become hard and may break. If it gets too hot, the water will boil and, again, the balloon may melt. If water is added, the balloon will get bigger. If too much water is added, the balloon will burst. Likewise, if water leaks out, the balloon will shrink and the water balloon may end up flat and empty. To make sure none of these things happen, you will have to maintain the water inside the balloon at the same temperature and keep the water volume from changing. !

The human body must also maintain a stable internal environment in order to function properly. This is complicated, because the environment around the body is constantly changing. The temperature outside, for example, goes up and down. The process in which organ systems work to maintain internal stability even when the external environment changes is called **homeostasis**. Through homeostasis, the human body maintains the same internal temperature even when it is very cold or very hot. It also maintains constant levels of water, sugar, carbon dioxide, and other substances. Here are three examples of how organ systems help the body maintain homeostasis: ? is sweat related to homeostasis?

- Respiratory system—the body needs to maintain a stable level of carbon dioxide in the blood. If there is too much carbon dioxide in the blood, the respiratory system responds by increasing the breathing rate. The lungs exhale more frequently, which removes carbon dioxide from the body more quickly.
- Excretory system—the human body needs to maintain a certain level of water in the blood. If the water level drops too low, the kidneys respond by retaining, or holding, water. The kidneys produce more concentrated urine, as well, so that less water is lost from the body.
- Endocrine system—the body needs to maintain a stable level of blood sugar. If the level of sugar in the blood gets too high, an endocrine gland called the pancreas responds by secreting insulin. Insulin is a hormone that helps absorb sugar from the blood. Once enough insulin is secreted, the excess sugar is absorbed, and blood sugar levels return to normal. ✓ when this fails, → DIABETES

Failure of Homeostasis

Homeostatic mechanisms work to maintain stable conditions in the body. Sometimes, however, homeostatic mechanisms fail and the body falls out of balance. When this happens, cells may not get everything they need, or toxic wastes may build up, or accumulate, in the body. If homeostasis is not restored, the imbalance may lead to disease or even death. + like the man in "To Build A Fire" who froze to death

SENTENCE: The main idea of this section is that the human body has lots of processes for keeping the internal environment constant and stable.

Graphic Organizers

Greta Foff and Louise Bay Waters

Graphic Organizers are designed to help students connect concepts and understand important relationships. They facilitate critical thinking and the deeper analysis of text and also support students who are visual learners. Graphic Organizers may be used before, during, or after reading. Before a unit, lesson, or reading excerpt, Concept Maps or other Graphic Organizers can be used to preview important relationships in the content and provide a frame upon which students can hang new information. During a reading, small Graphic Organizers can provide a structure for note taking or for unpacking dense content in a segment of text. Perhaps the most powerful use of Graphic Organizers is as an after-reading strategy to help students synthesize information and analyze relationships across multiple texts or text segments. Because the power of Graphic Organizers lies in their ability to make explicit different types of concept relationships, students need proficiency in understanding and creating a range of representations. A toolkit of some of the most common Graphic Organizers is included here.

Graphic Organizers in the College Access Readers

Many of the Graphic Organizers in the College Access Readers come already filled in, yet there is an expectation that the teacher will delete some or all of the content to create a scaffold for student input. The same organizer can be used multiple times during a lesson or unit; each time students can add new branches, summarize key points or add explanatory details. Teachers may also choose to delete differing amounts of the content, depending on the level of support a given student may need. The following Graphic Organizers from the Biology College Access Reader can be used in multiple ways.

A Toolkit of Graphic Organizers

The following generic graphic organizers, used across courses, can form a toolkit for students. As students gain proficiency, teachers, departments, or sites can add in more complex organizers, especially ones specific to certain content areas. To aid in production and modification, we are using the convention of circles for topics or main organizers and boxes for concepts or descriptors that may require more words and be difficult to format in circles.

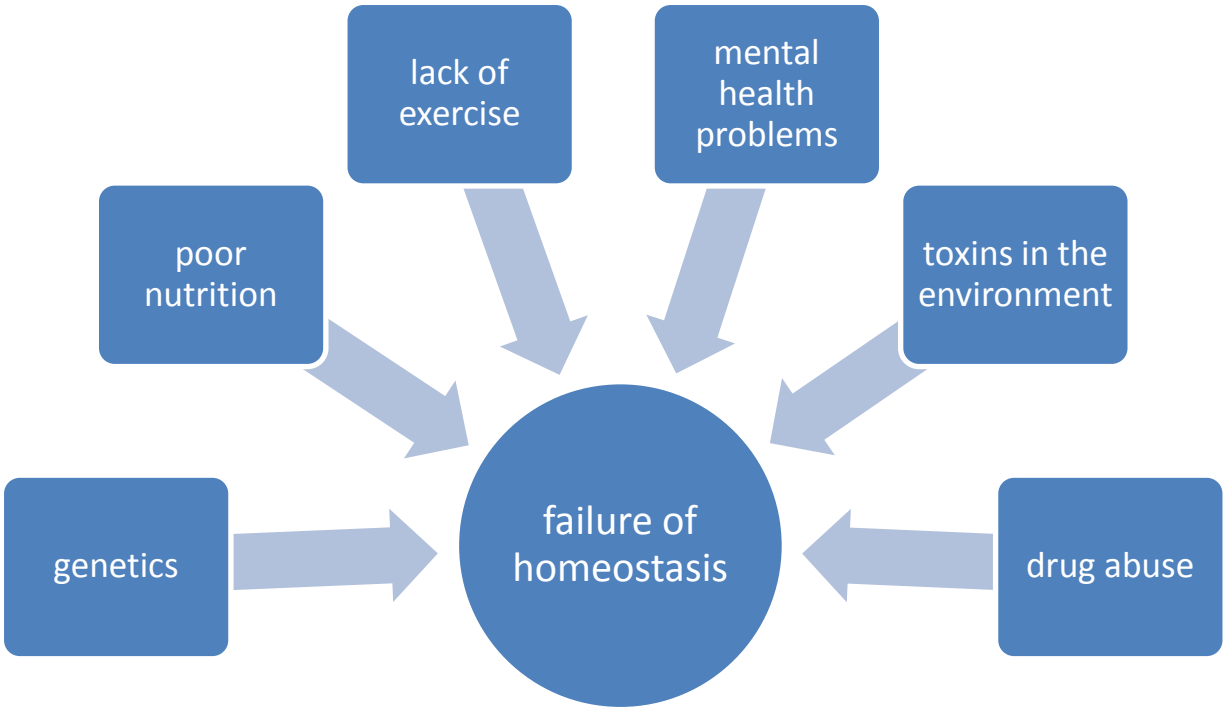
Description Web

This sample Description Web provides students with a visual representation of key factors that can lead to failure of homeostasis in the human body. The web could be used as a tool before, during, or after reading. Before reading, students could attempt to fill in the boxes with factors they anticipate could cause homeostasis to fail. Students could also fill in the boxes while reading the text, as a means of mentally organizing information on this complex topic. After reading, students could return to the organizer to add in additional information or write summary sentences describing why each factor could cause a failure in homeostasis. Finally, they could use the Description Web as a review tool, or as a way to solidify their grasp of the big picture.

<u>Sample Description Web</u>

This sample has been completed, but the teacher may decide to leave all, some, or none of the factors blank. This is the power of "flexing" or modifying the College Access Reader.

DIRECTIONS: Complete the diagram below with examples of factors that can cause homeostasis to fail.



Features Matrix

This sample Features Matrix, key features of the three joint types are compared in a streamlined, visually accessible format. Like the Description Web, the Features Matrix could be used before, during, or after reading. As a pre- reading tool, the matrix could alert students to which features of joints will be most important. Students could also use the matrix as an anticipation guide, making reasoned guesses about the possible answers. During reading, the matrix could guide students in seeking out key identifying characteristics of joints, and ensure that they did not become overwhelmed or distracted by less critical details. After reading, students could return to the matrix and determine how accurate their guesses had been. Also, as a post-reading tool, the matrix could be used to both identify and review important characteristics of joints.

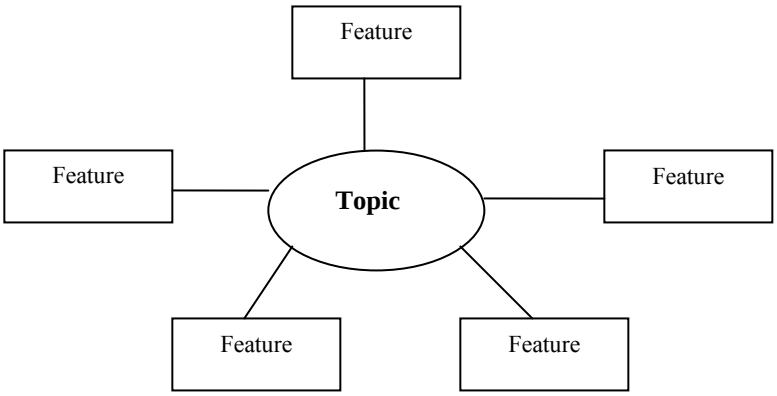
Sample Features Matrix

DIRECTIONS: Complete the matrix below comparing the three joint types.

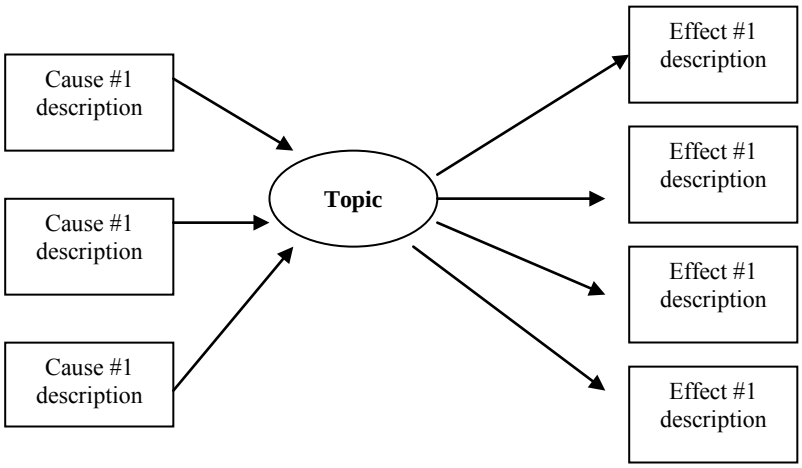
What are these types of joints called?	immovable joints	partly movable joints	movable joints
How much movement do these joints allow?	none	a little	a lot
What holds these joints together?	collagen	cartilage	ligaments
Give an example of where these joints are found.	skull bones	ribs and sternum	shoulder, knee
Which is the most common type of joint? Place an X in the appropriate column.			X

Sample Toolkit of Graphic Organizers:

Description Web



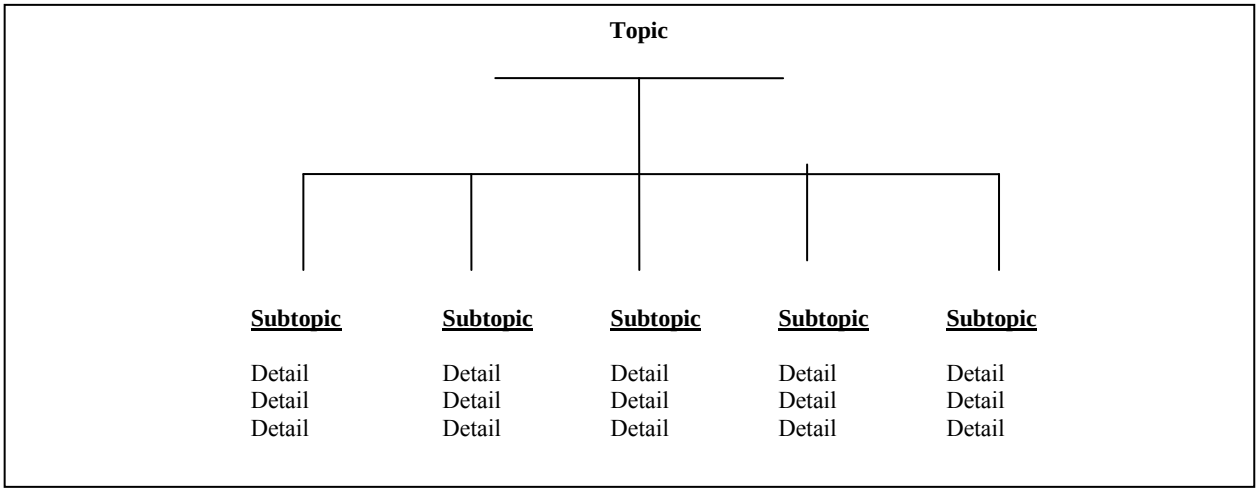
Cause and Effect Web



Features Matrix

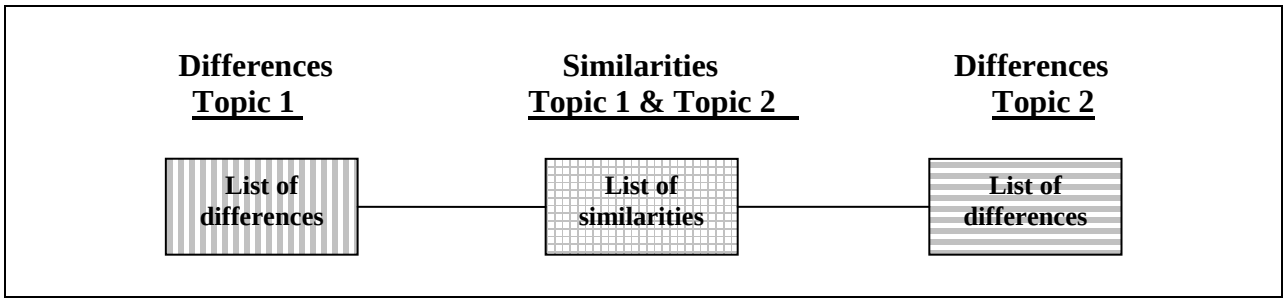
	Feature #1	Feature #2	Feature #3	Feature #4
Concept #1				
Concept #2				
Concept #3				

Classification Tree

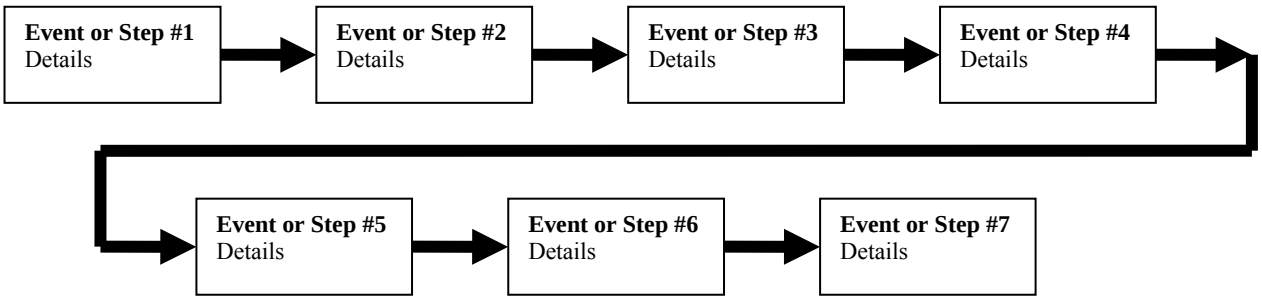


Comparison:
Similarities and Differences

(Writer-friendly Venn Diagram)



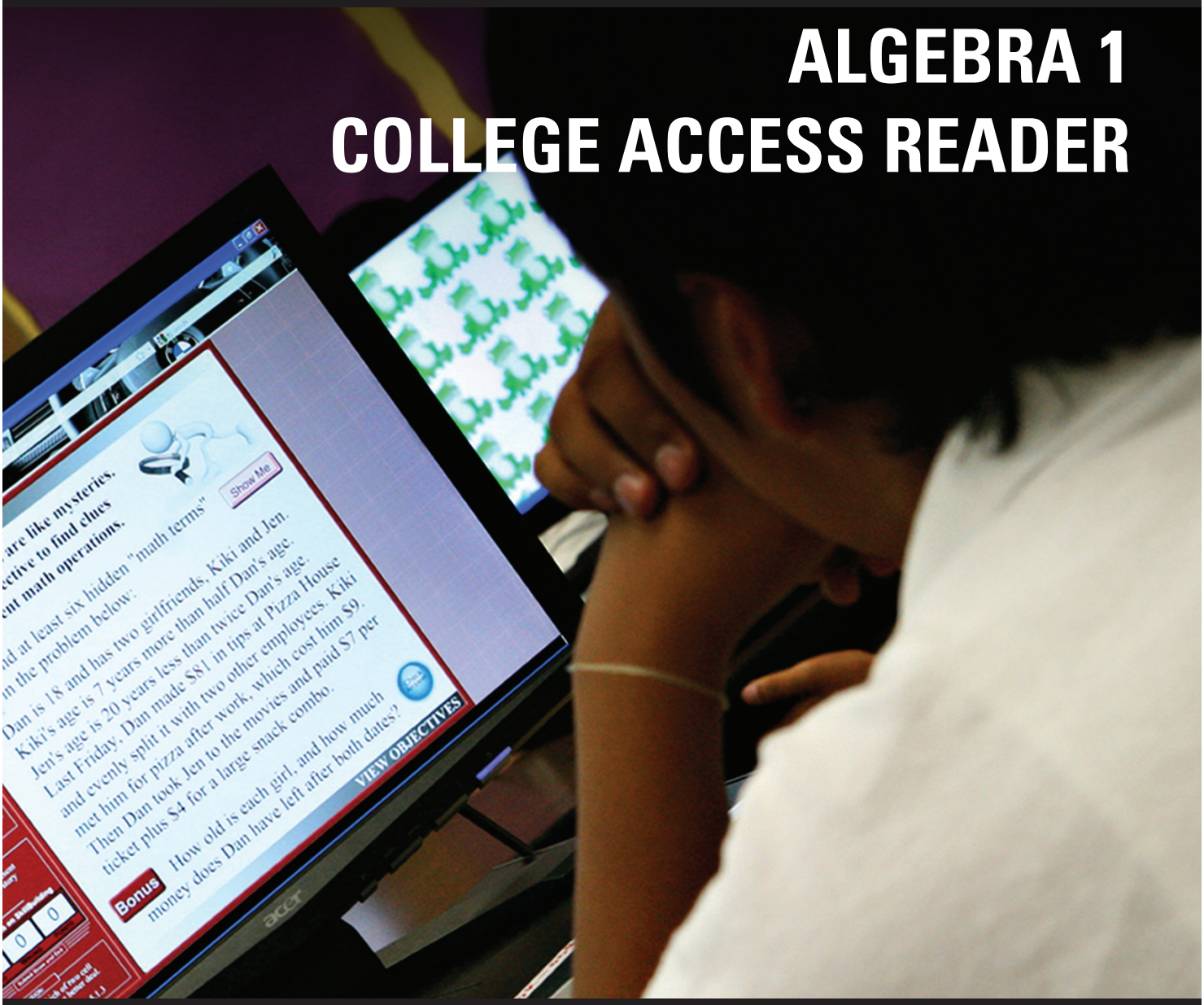
Sequence Map



For further references on Graphic Organizers, see Marzano et al., *The Handbook for Classroom Instruction that Works*, ASCD 2001, and Carr, Sexton & Langunoff, *Making Science Accessible to English Learners*, WestEd, 2007

CK-12 Foundation and Leadership Public Schools

ALGEBRA 1
COLLEGE ACCESS READER



A curriculum tool providing embedded literacy supports aligned with Flexmath, an online, interactive Algebra program.

CK-12 Foundation
and
Leadership Public Schools
present

Selected Excerpts

Algebra 1
College Access Reader
with embedded literacy supports

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Available online at www.CK12.org

Algebra 1 College Access Reader

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Selected Excerpt:

Algebra 1 College Access Reader
Unit 6: Operations with Polynomials
Lesson 5: Addition and Subtraction of Polynomials

Learning Objectives

- Define a polynomial and determine when expressions are or are not a polynomial.
- Classify polynomials by degree.
- Add and subtract polynomials, including combining like terms.

Polynomials

You have already learned about linear functions and exponential functions. In this lesson, we will introduce **polynomial** functions.

Definition: A **polynomial** is an expression made with constants, variables and *positive integer* exponents of the variables.

This means that a **polynomial** may have *any* or *all* of the following:

- **constants** (which are numbers by themselves, defined below)
- **variables** (that must have _____ integer exponents)

An example of a polynomial is: $4x^3 + 2x^2 - 3x + 1$.

There are 4 **terms** in the polynomial: $4x^3$, $2x^2$, $-3x$, and 1.
Terms are separated by a $+$ sign or a $-$ sign.

The numbers appearing in each term in front of the variable are called **coefficients**.
4 , 2 , and 3 are **coefficients** because those numbers are in front of (multiplied by) a variable.

The number appearing all by itself *without* a variable is called a **constant**.
1 is a constant because it is by itself in the polynomial.

Reading Check:

Fill in the blanks:

1. Polynomials may have _____ and/or _____ .
   All exponents in a polynomial must be _____ integers.

2. In a polynomial, each _____ is separated by a $+$ or $-$ sign.
3. A _____ is a number in front of a variable.
4. A _____ is a number by itself.

Example 1:

Identify the following expressions as polynomials or non-polynomials.
If the expression is not a polynomial, explain why.

a) $5x^2 - 2x$

b) $3x^2 - 2x^{-2}$

c) $x\sqrt{x} - 1$

d) $\frac{5}{x^3+1}$

e) $4x^{\frac{1}{3}}$

f) $4xy^2 - 2x^2y - 3 + y^3 - 3x^3$

Solution:

a) $5x^2 - 2x$ This *is* a polynomial.

b) $3x^2 - 2x^{-2}$ This is *not* a polynomial because it has a *negative* exponent.

c) $x\sqrt{x} - 1$ This is *not* a polynomial because it has a square root of a variable.

d) $\frac{5}{x^3+1}$ This is *not* a polynomial because the power of x is in the denominator.

e) $4x^{\frac{1}{3}}$ This is *not* a polynomial because it has an exponent that is a fraction.

f) $4xy^2 - 2x^2y - 3 + y^3 - 3x^3$ This *is* a polynomial.

Classifying Polynomials by Degree

The **degree** of a polynomial is the largest exponent of a single term.

Here are some examples of polynomials with their degrees:

$4x^3$ has a degree of 3 and is called a **cubic term** or 3rd **order term**.
$2x^2$ has a degree of 2 and is called a **quadratic term** or 2nd **order term**.
$-3x$ has a degree of 1 and is called a **linear term** or 1st **order term**.
1 has a degree of 0 because there is no variable.

Note: When a variable does not appear to have an exponent, there is an invisible exponent of 1.
For example: x is the same as x^1, which is why x has a degree of 1.

The **degree** of a polynomial is the largest _____ of a single term.

When a polynomial has multiple (or *more than one*) terms, the degree of the entire polynomial is the *largest* degree of a single term. We must compare the degrees of each term to determine which one is the largest.

Note: The degree of a single term is the *sum* of the powers on each variable in the term.
For example: x^3y^5 has a degree of (3 + 5) = 8

To find the degree of a term, you must _____ the exponents of each variable.

Polynomials can have more than one variable. Here is another example of a polynomial:

$$t^4 - 6s^3t^2 - 12st + 4s^4 - 5$$

- This is a polynomial because all exponents on the variables are positive integers.
- This polynomial has five **terms**, and each term has a **degree**:
  t^4 has a degree of 4
  $-6s^3t^2$ has a degree of (3 + 2) = 5
  $-12st$ has a degree of (1 + 1) = 2
  $4s^4$ has a degree of 4
  -5 is a constant, so it has a degree of 0

- Since the *highest* **degree** of a term in this polynomial is 5, then this is a polynomial of degree 5 or a 5th order polynomial.

To find the **degree** of an entire polynomial, first you find the _____ of each term. For each term, the degree is the sum of the _____ of the variables. After you compare the degrees of each term, the final polynomial degree is the _____ number.

Example 2:

Identify the coefficient of each term,
the degree of each term and
the degree of the polynomial.

$$x^4 - 3x^3y^2 + 8x - 12$$

Solution:

Remember, the **coefficients** are the numbers in front of the variables.

The **coefficients** of each term are:

x^4 has an invisible coefficient of **1**
$-3x^3y^2$ has a coefficient of **–3**
$8x$ has a coefficient of **8**
the constant (which is not considered a coefficient) is –12

The **degrees** of each term are:

x^4 has a degree of **4**
$-3x^3y^2$ has a degree of (3 + 2) = **5**
$8x$ has a degree of **1**
the constant –12 has a degree of **0**

Therefore, the degree of the polynomial (which is the largest of these degrees) is 5.

A "**polynomial**" is an expression with many terms. In fact, "poly" means "many."
When a polynomial only has one term, it has a special name: **monomial**.

A **monomial** is a polynomial with one term. It can be a constant, a variable, or a combination of constants and variables.

Examples of monomials are: b^2 ; 6 ; $-2ab^2$; $\frac{1}{4}x^2$

<u>Reading Check:</u>

1. *True or false:*
   The degree of a polynomial is the sum of all of the exponents in the entire polynomial.

2. *True or false: The degree of a term is the sum of the powers of the variables.*

3. *How many terms does a monomial have?* _____

Rewriting Polynomials in Standard Form

Often, we arrange the terms in a polynomial in **standard from** in which the term with the *highest* degree is *first* and it is followed by the other terms in order of *decreasing power*.

The first term of a polynomial in this form is called the **leading term** and the coefficient in this term is called the **leading coefficient**.

Example 3:

Rearrange the terms in the following polynomials so that they are in standard form. Indicate the leading term and leading coefficient of each polynomial.

a) $7 - 3x^3 + 4x$

b) $ab - a^3 + 2b$

Solution:

a) $7 - 3x^3 + 4x$ can be rearranged so the term with the largest degree is first.
Since $-3x^3$ has the highest degree, 3, it goes first, and the other terms follow in decreasing order:
$-3x^3 + 4x + 7$ is the polynomial written in **standard form**.

The leading term is $-3x^3$ and the leading coefficient is –3.

b) $ab - a^3 + 2b$ can be rearranged to $-a^3 + ab + 2b$ in **standard form**.
The term ab comes before $2b$ because ab has a degree of (1 + 1) = 2, while $2b$ only has a degree of 1.

The leading term is $-a^3$ and the leading coefficient is –1.

Simplifying Polynomials

A polynomial is simplified if it has no terms that are alike.
Like terms are terms in the polynomial that have the same variable(s) with the same exponents, but they can have different coefficients.

$2x^2y$ and $5x^2y$ are **like terms**.
However, $6x^2y$ and $6xy^2$ are *not* like terms.

Like terms have the same _____ with the same _____ .

If we have a polynomial that has **like terms**, we simplify by *combining* them:

$$x^2 + \underline{6xy} - \underline{4xy} + y^2$$

Like terms

This polynomial is simplified by combining the **like terms**: $6xy - 4xy = 2xy$
To combine like terms, add or subtract their coefficients as instructed.

We write the simplified polynomial above as: $x^2 + 2xy + y^2$.

Example 4:

Simplify by collecting and combining like terms.

$$a^3b^3 - 5ab^4 + 2a^3b - a^3b^3 + 3ab^4 - a^2b$$

Solution:

Use the Commutative Property of Addition to put like terms next to each other:

$$= a^3b^3 - a^3b^3 - 5ab^4 + 3ab^4 + 2a^3b - a^2b$$

Then simplify like terms:

$$= 0 - 2ab^4 + 2a^3b - a^2b$$
$$= -2ab^4 + 2a^3b - a^2b$$

<u>Note</u>: Be careful with negatives when combining like terms! The sign of the term is always in front of it, so if you are rearranging terms you must remember to include the signs.

To collect like terms, rearrange the polynomial. To _____ like terms, add or subtract coefficients depending on the sign.

<u>Adding and Subtracting Polynomials</u>

To add or subtract polynomials together, you have to group the like terms together and combine them to simplify.

Often, each polynomial will be in parentheses, so be sure to *distribute the sign* in front of the parentheses before simplifying.

Example 5:

Add and simplify $3x^2 - 4x + 7$ *and* $2x^3 - 4x^2 - 6x + 5$

Solution:

$$(3x^2 - 4x + 7) + (2x^3 - 4x^2 - 6x + 5)$$

No signs change because we are adding:

$$= 3x^2 - 4x + 7 + 2x^3 - 4x^2 - 6x + 5$$

Collect like terms:

$$= 2x^3 + 3x^2 - 4x^2 - 4x - 6x + 7 + 5$$

Combine like terms and simplify:

$$= 2x^3 - x^2 - 10x + 12$$

In the next example, be careful with negatives! The subtraction sign between the polynomials must be distributed:

Example 6:

Subtract $5b^2 - 2a^2$ *from* $4a^2 - 8ab - 9b^2$

Solution:

$$(4a^2 - 8ab - 9b^2) - (5b^2 - 2a^2)$$

First, distribute the negative to each term in the second polynomial:

$$= 4a^2 - 8ab - 9b^2 - 5b^2 + 2a^2$$

Then collect like terms:

$$= 4a^2 + 2a^2 - 9b^2 - 5b^2 - 8ab$$

Combine like terms and simplify:

$$= 6a^2 - 14b^2 - 8ab$$

Reading Check:

1. *In your own words, describe what like terms are:*

2. *What does it mean to combine like terms?*

Review

Complete the sentences:

3. A **polynomial** is…

4. A **monomial** is…

5. The **leading coefficient** in a polynomial is…

Lesson 6: The Distributive Property with Polynomials

Learning Objective

- Apply the Distributive Property to multiply a constant or a monomial by a polynomial.

Review:
When multiplying polynomials together, we must remember the exponent rules which we learned earlier in this chapter. For instance, the Product Rule says that if we multiply expressions that have the *same* **base**, we *add* the exponents and keep the base unchanged. If the expressions we are multiplying have **coefficients** and more than one variable, we *multiply* the coefficients just as we would any number and we apply the Product Rule on each variable *separately*.

When multiplying two polynomial expressions:

- If the expressions have the same base, we _____ the exponents and keep the base.
- If the expressions have coefficients, we _____ their coefficients.
- If the expressions have more than one variable, we treat each one _____ .

Multiplying a Monomial by a Polynomial

This is the simplest of polynomial multiplications. When multiplying, split the problem into coefficients and each variable and simplify each part. Problems are like the one below:

Example 1:

Multiply: $(2x^2y^3) \cdot (3x^2y)$

To begin, split this problem into pieces:

- First, multiply coefficients.
- Then simplify the part with x, then simplify the part with y. Use the Product of Powers Rule to add exponents.

Separating each part of the problem makes it easier.

The coefficients are _____ and _____ . Multiply these together: (_____ · _____)

Next, the parts of the polynomials with x are _____ and _____ . Add these exponents to get _____ .

Finally, the parts of the polynomials with y are _____ and _____ . Add these exponents to get _____ .

$$= (2 \cdot 3) \cdot (x^2 \cdot x^2) \cdot (y^3 \cdot y)$$

$$= 6x^4y^4$$

Example 2:

Multiply the following monomials.

a) $(2x^2)(5x^3)$
b) $(3xy^5)(-6x^4y^2)$
c) $(-12a^2b^3c^4)(-3a^2b^2)$

Solution:

For all of these problems, separate coefficients and variables, then simplify.

a) $$\begin{aligned}(2x^2)(5x^3) &= (2 \cdot 5) \cdot (x^2 \cdot x^3) \\ &= 10x^{2+3} \\ &= 10x^5\end{aligned}$$

b) $$\begin{aligned}(3xy^5)(-6x^4y^2) &= (3 \cdot -6) \cdot (x \cdot x^4) \cdot (y^5 \cdot y^2) \\ &= -18x^{1+4}y^{5+2} \\ &= -18x^5y^7\end{aligned}$$

c) $$\begin{aligned}(-12a^2b^3c^4)(-3a^2b^2) &= (-12 \cdot -3) \cdot (\mathrm{a}^2 \cdot a^2) \cdot (b^3 \cdot b^2) \cdot c^4 \\ &= 36a^{2+2}b^{3+2}c^4 \\ &= 36a^4b^5c^4\end{aligned}$$

To multiply monomials by polynomials, we use the **Distributive Property.**

Distributive Property: For any expressions *a*, *b* and *c*,

$$a\,(b + c) = ab + ac$$

You have already learned this property for numbers. It can be used for variables and polynomials as well.

When you use the _____ Property, you must be sure to **distribute** whatever is *outside* of the parentheses to each term *inside* of the parentheses.

You can also expand this for polynomials with many terms inside the parentheses:

$$a\,(b + c + d + e + f + \ldots) = ab + ac + ad + ae + af + \ldots$$

The "…" above means "and so on."

When applying the Distributive Property gets more complicated, it can be helpful to use arrows like so:

$$4m^3\ (\ 5m^2p^7\ +\ 2mp^3 -\ 3p\ )$$

The arrows will remind you that you need to distribute the monomial to all three terms inside the parentheses:

- First, $4m^3 \cdot 5m^2p^7$
- Second, $4m^3 \cdot 2mp^3$
- Third, $4m^3 \cdot -3p$

For each product, make sure you multiply coefficients and add exponents of *like* variables.

$4m^3 \cdot 5m^2p^7 =$ _____

$4m^3 \cdot 2mp^3 =$ _____

$4m^3 \cdot -3p =$ _____

The simplified expression is $20m^5p^7 + 8m^4p^3 - 12m^3p$.

Example 3:

Multiply: $2x^3y\,(-3x^4y^2 + 2x^3y - 10x^2 + 7x + 9)$

Solution:

You can begin by drawing arrows from the monomial outside of the parentheses to each term inside of the parentheses:

$$2x^3y\,(-3x^4y^2 + 2x^3y - 10x^2 + 7x + 9)$$

$$= (2x^3y \cdot -3x^4y^2) + (2x^3y \cdot 2x^3y) + (2x^3y \cdot -10x^2) + (2x^3y \cdot 7x) + (2x^3y \cdot 9)$$

$$= -6x^{3+4}y^{1+2} + 4x^{3+3}y^{1+1} - 20x^{3+2}y + 14x^{3+1}y + 18x^3y$$

$$= -6x^7y^3 + 4x^6y^2 - 20x^5y + 14x^4y + 18x^3y$$

Reading Check:

1. True or false: When applying the Distributive Property, you multiply whatever is outside of the parentheses by each term inside of the parentheses.

2. True or false: The Distributive Property can only be used for numbers, not for variables.

3. True or false: When distributing, multiply coefficients and add exponents of like variables.

4. Make up your own example using the Distributive Property with these conditions:

- → *The monomial outside of the parentheses must have at least one variable.*
- → *The polynomial inside of the parentheses must have at least three terms.*

- → *Now simplify!*

Unit 6: Vocabulary

Rating Guide: **DK**: I am sure I don't know it **K**: I am sure I know it **?**: I'm not sure		
Word	**Before Lesson/Unit**	**After Lesson/Unit**
Exponent		
Base		
Power		
Quotient		
Numerator		
Denominator		
Coefficient		
Order of operations		
Polynomial		
Constant		
Variable		
Term		
Constant		
Degree		
Linear term		
Quadratic term		
Cubic term		
Monomial		
Standard form		
Leading term		
Leading Coefficient		
Like terms		
Distribute		
Binomial		
FOIL		

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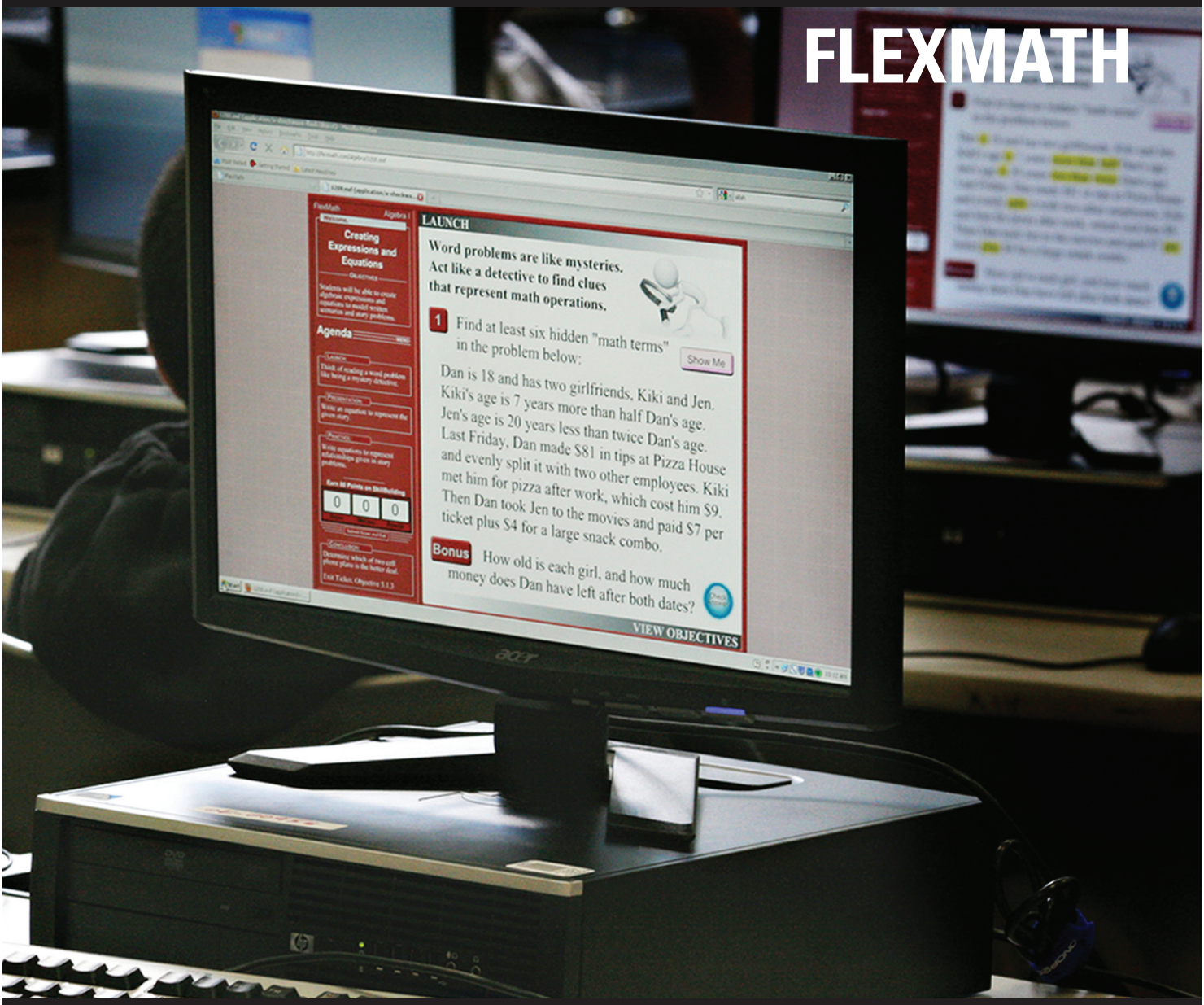


A web-based, interactive Algebra program with individualized practice and backfill support for numeracy skills.

By Todd McPeak, CK-12 Math Specialist

CK-12 Foundation
and
Leadership Public Schools
present

Selected Excerpts

FlexMath

Online Algebra and Algebra Support Courses

Developed by Todd McPeak
Math Specialist, CK-12 Foundation and
former LPS Math Curriculum Specialist

- FlexMath Overview: Leveraging Technology to Empower Students in Algebra
- FlexMath annotated screenshots for Unit 6, Lesson 5: Operations with Polynomials – Add and Subtract Polynomials

Available at www.flexmath.com

FlexMath Overview:
Leveraging Technology to Empower Students in Algebra

Todd McPeak

FlexMath is an online algebra program initially developed at Leadership Public Schools (LPS) with highly successful results and then refined at CK-12 for broader dissemination. The LPS model of algebra instruction integrates four distinct components: 1) interactive lessons with exploration tools, 2) guided online practice activities with embedded differentiation and student choice, 3) computer-based assessment with limitless opportunity for mastery, and 4) an umbrella interface which seamlessly marries the instructional components with grading feedback and instructional supports. This model is designed to function both as a stand-alone online independent course of study or as a teacher-driven regimen with technology scaffolds. However, it also works fluidly as a rich and self-paced support mechanism for more traditional algebra instruction. At LPS we use it as the unifying bridge between technology-infused algebra classrooms and our concurrent enrollment *Academic Numeracy* class.

The First FlexMath Component: Interactive Lessons

The first component of this model, interactive algebra lessons with exploration activities, most closely resembles the kind of math instruction found in high-functioning traditional math classrooms. Information is presented sequentially in the form of an increasingly rigorous problem set with explanations from the instructor or from tools built into the platform. Each lesson is crafted with best instructional practices embedded into the presentation of content, and punctuated with interactive exploration tools which can be facilitated by an instructor, explored in small groups, or completed independently by students. These lessons and their embedded activities are designed to help students explore and construct a conceptual foundation of the mathematical issues before they are presented with algorithms or solutions.

A critical piece of this first component is not, ironically, technology based; it is the daily integration of math and writing. Mathematics is the exercise that develops powerful thinking. Writing is the vehicle to express powerful thinking. Unless students learn to make connections within the mathematical system, and express those connections in writing, they are merely learning the most cursory, mechanical aspects of a rich system of thinking.

The Second FlexMath Component: Guided Online Practice

The second component of this model, guided online practice, appears to be the greatest point of traction for struggling learners, and the element most responsible for large gains in achievement. The central asset of any interactive curriculum is the availability of immediate feedback. Even where creative design is absent, immediate feedback affords students help at the moment of confusion, avoidance of error repetition, and the opportunity to control their own success. When creative design, student choice, and differentiation are layered upon this already winning formula, the result is a curricular component capable of bridging huge gaps in achievement. In this model of algebra instruction, the practice activities offer an environment that is scaffolded step-by-step with built-in hints and checkpoints. It is engineered to anticipate common errors, meeting them with gentle redirection. These practice activities also present varied levels of problem difficulty among which students may choose – accruing correspondingly different point values. Struggling learners may seek an explanation for the easiest problem, and then choose to

repeat that type of problem, generating success and independence from a relatively brief investment of teacher time. Advanced learners invariably elect to move quickly onto more difficult problems. The LPS experience of developing and testing this approach with traditionally underperforming populations has consistently shown the practice activities to be a powerful engine of understanding and growth.

The Third FlexMath Component: Computer-based Assessment

The third component of this model, computer-based assessment with limitless opportunities for mastery, is probably as transformative for teachers as the practice activities are for students. The teachers' section of the FlexMath includes paper-based assessments, which remain an indispensable component of culture building and preparing students to be successful test-takers. However, their computer-based counterparts offer limitless variations, and therefore limitless opportunities to practice and master the associated standards. Additionally, these computer-based assessments feature immediate scoring feedback; data broken down by standard; proficiency rating at the objective, standard, and overall exam level; and linkage to practice resources directly from the results page to facilitate seamless re-teaching of any standards below proficiency.

The Fourth FlexMath Component: Umbrella Interface

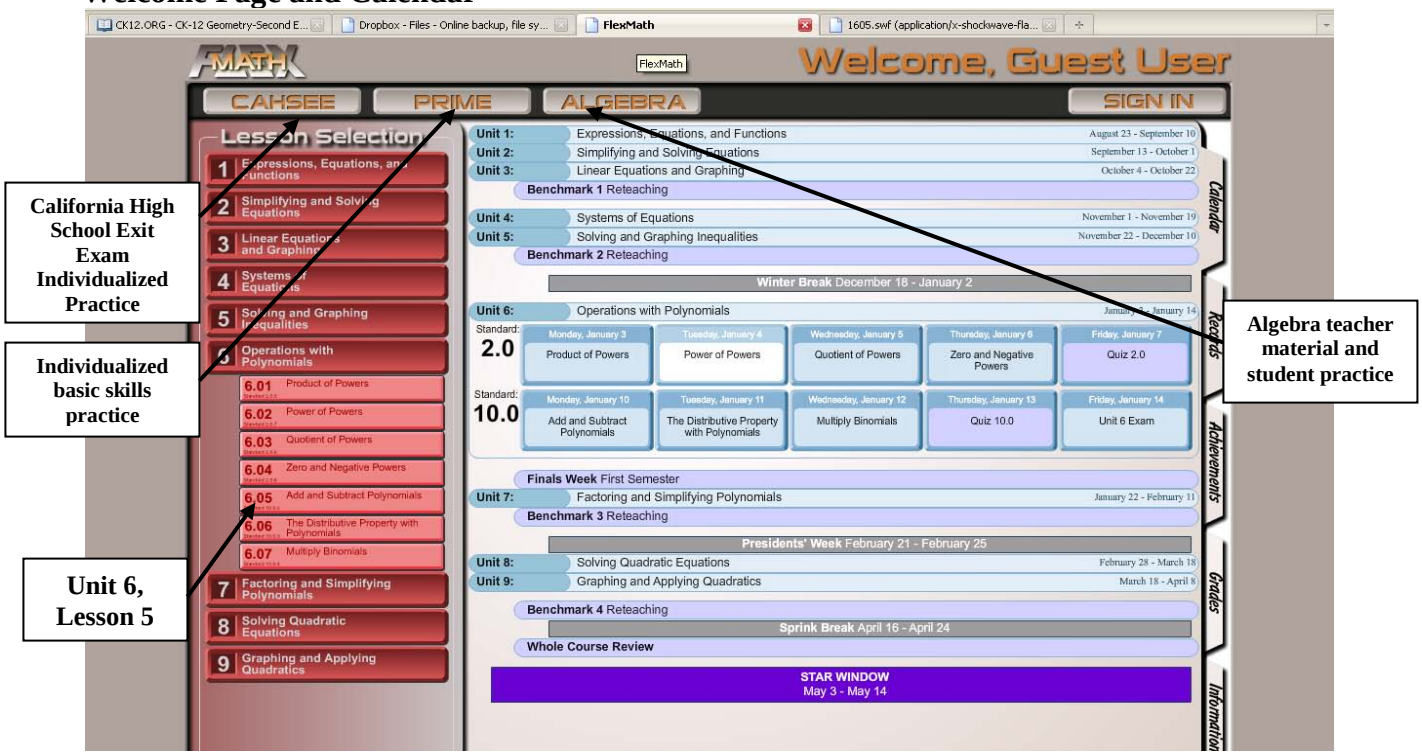
The final component of this algebra instruction model is an umbrella interface linking the instructional components with grading feedback and planning information (calendars, standards, etc). A unified interface brings the entire scope of the course into a single-page dashboard helps students see their progress and builds their will to persevere. The umbrella interface greatly increases the ease of use for teachers, students, and parents alike.

Algebra 1 College Access Reader

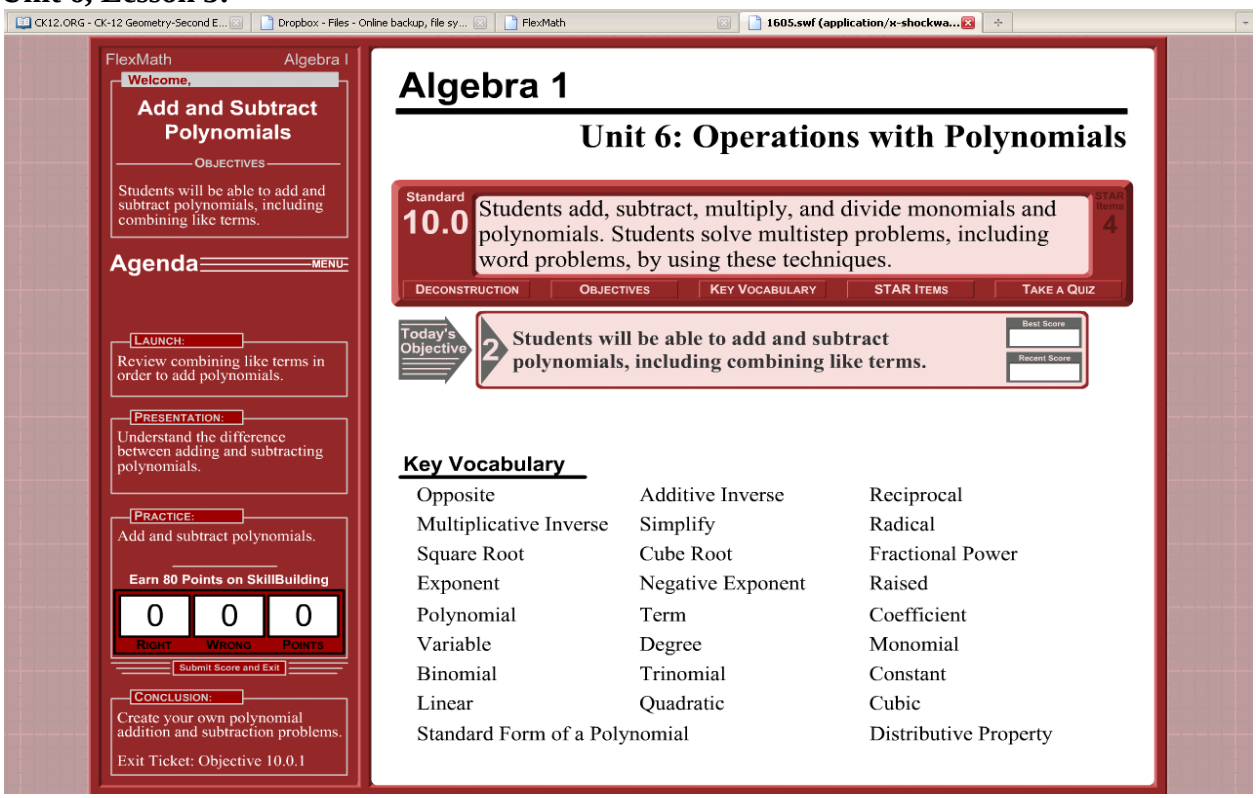
FlexMath is accompanied by the Algebra 1 College Access Reader, which supports each lesson with editable, open-source materials available at www.ck12.org . The Reader provides additional practice and, with its embedded literacy supports, helps students develop mathematical literacy and the ability to independently use math textbooks.

FlexMath: Selected excerpts for Algebra Unit 6, Lesson 5

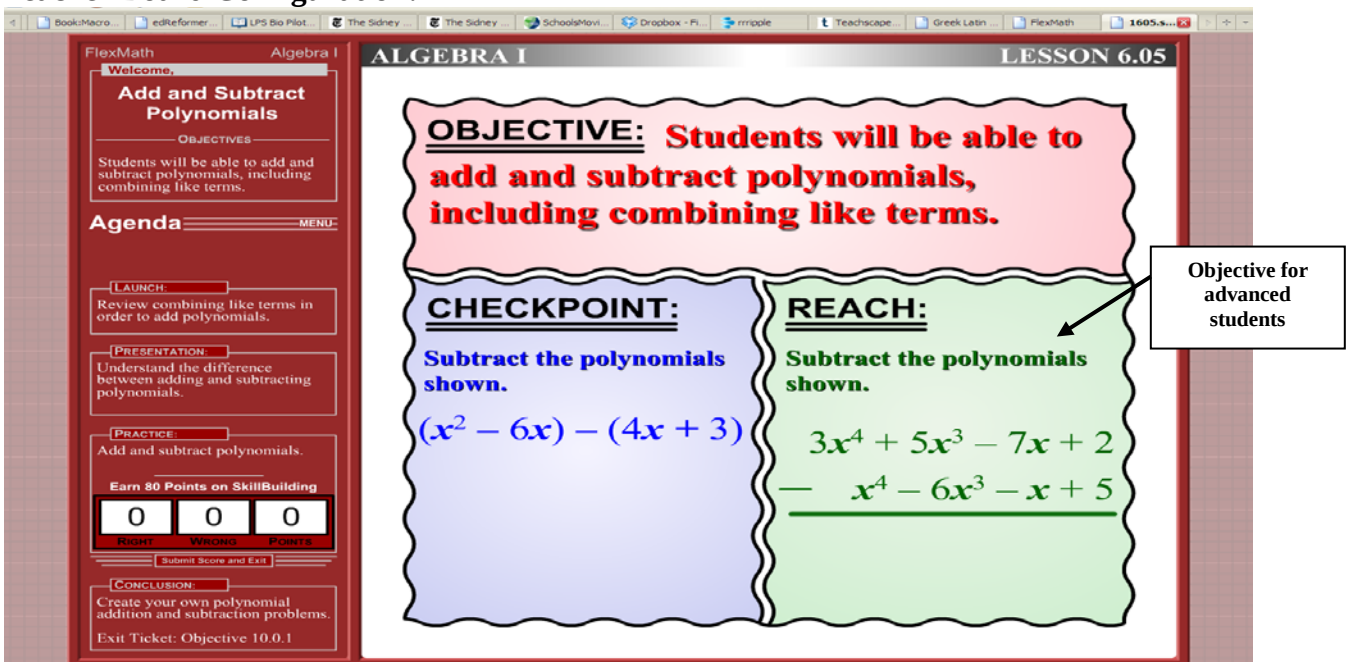
Welcome Page and Calendar



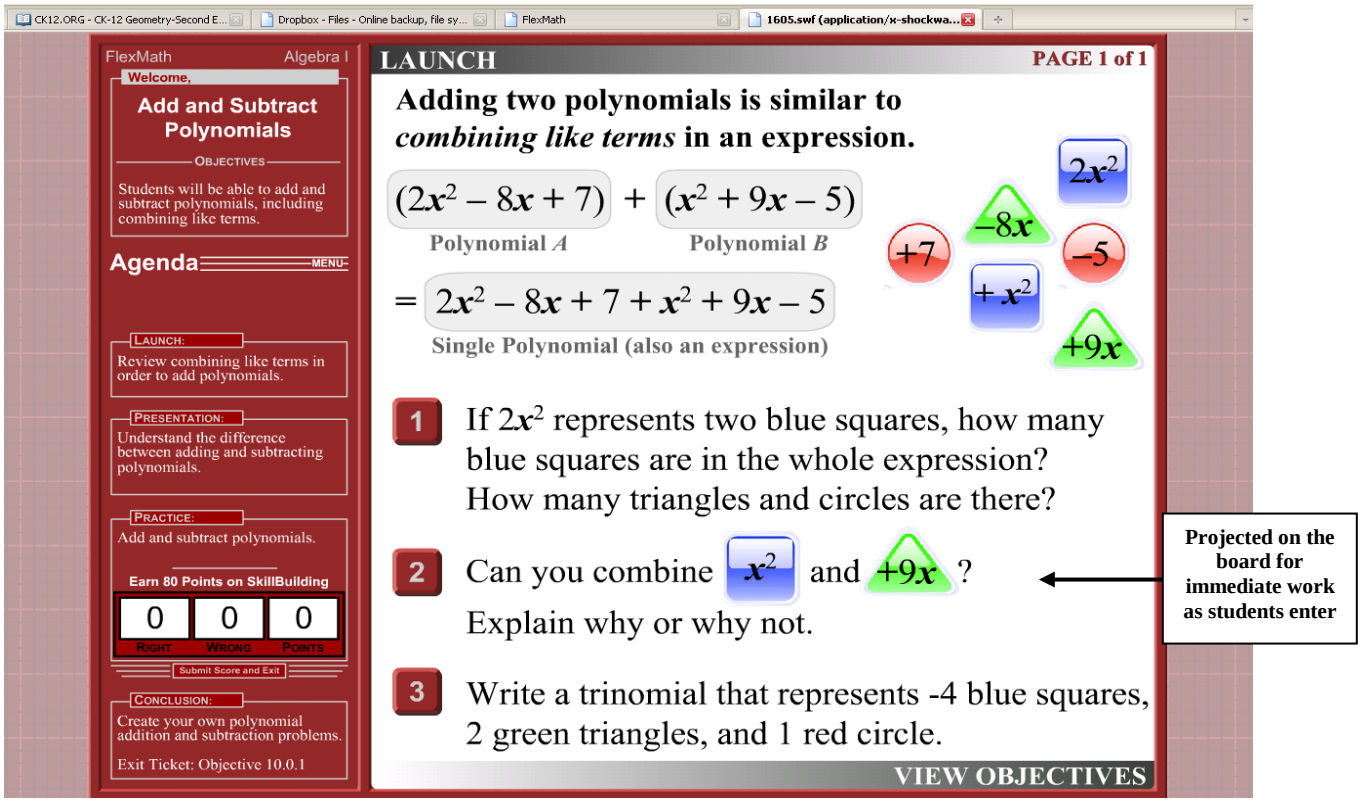
Unit 6, Lesson 5:



Teacher Board Configuration:



Launch:



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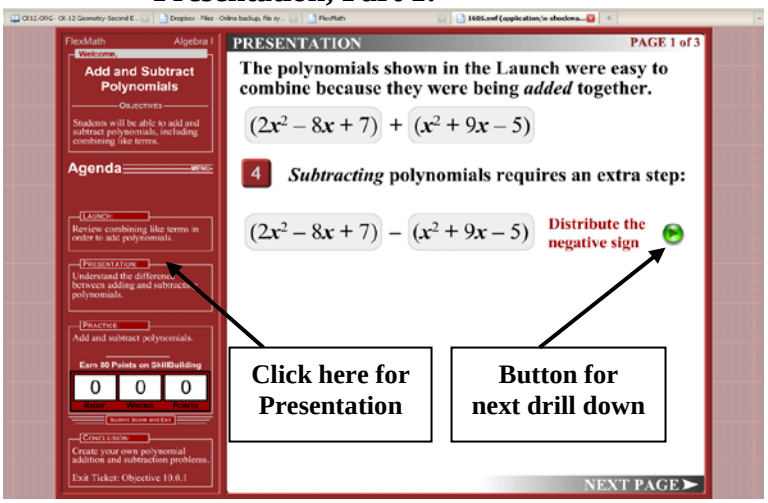

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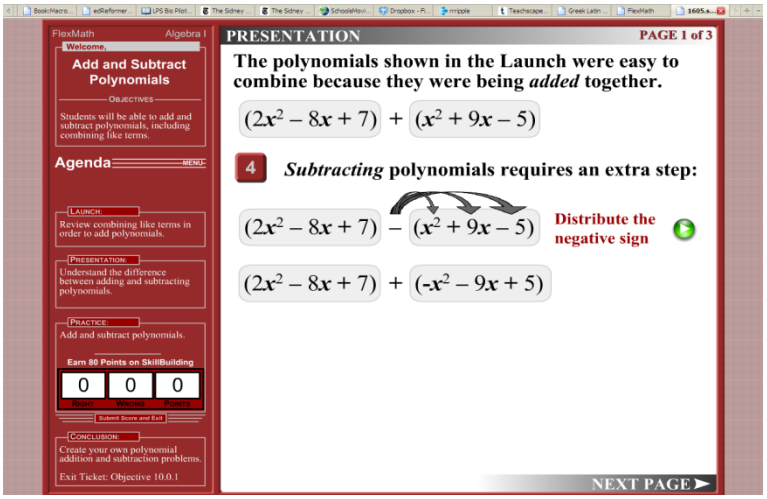

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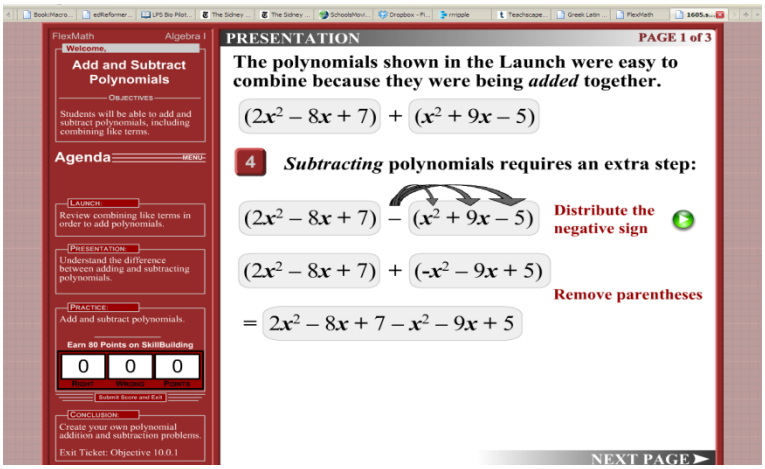

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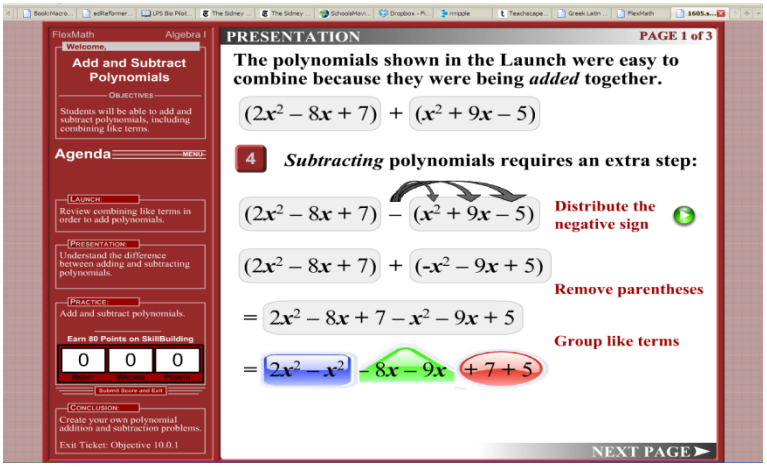

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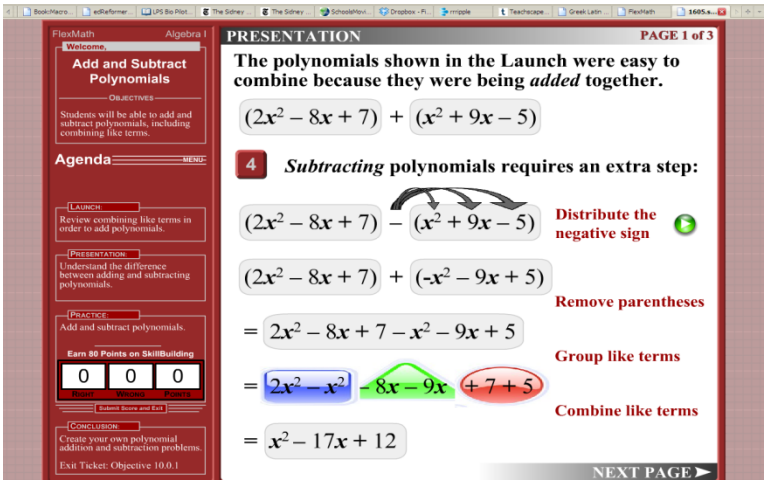
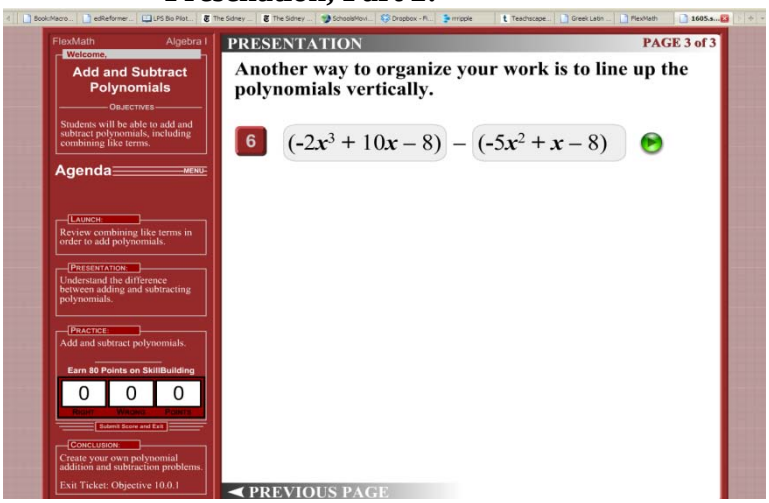


(5)

Interactive presentation for direct instruction on the steps of subtracting polynomials

Presenation, Part 2:



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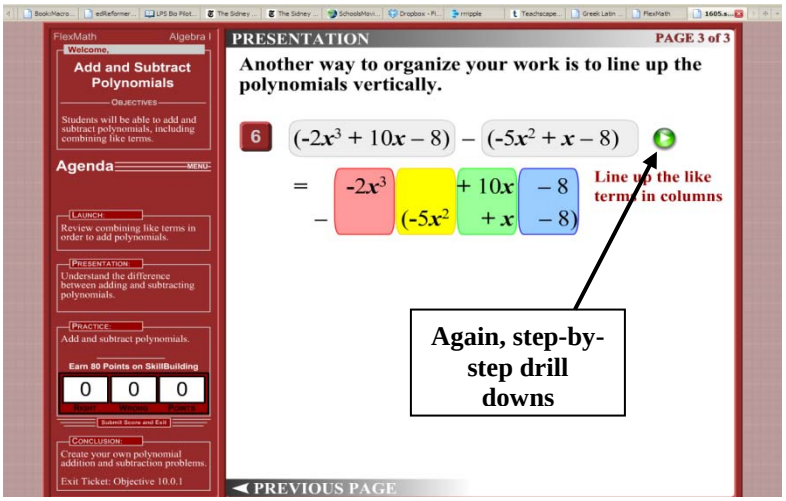

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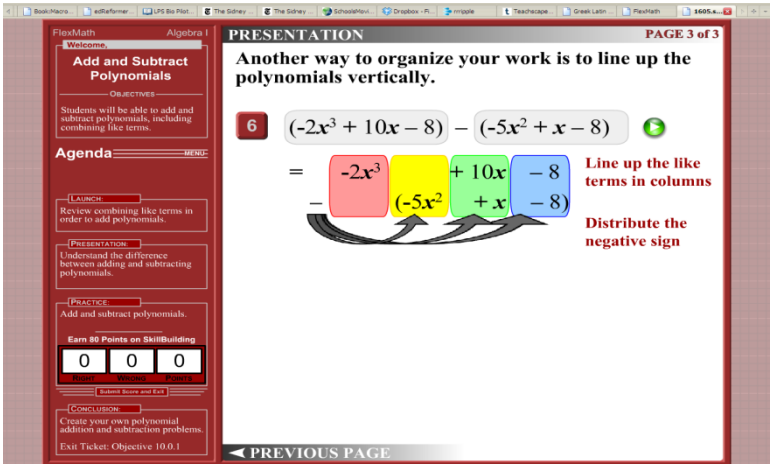

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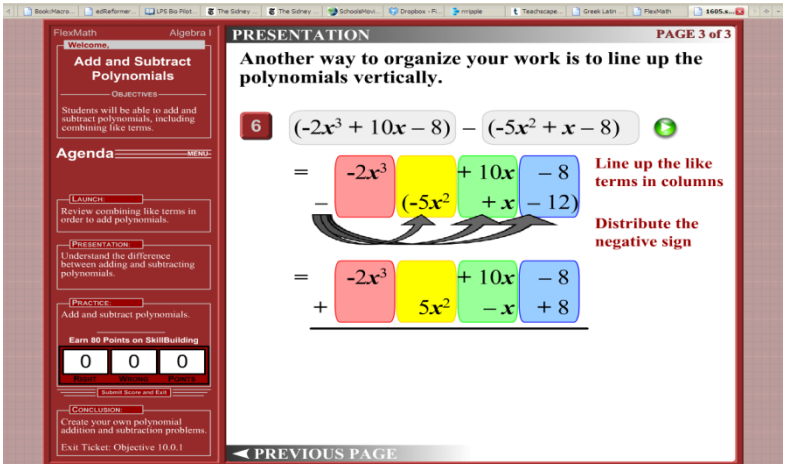

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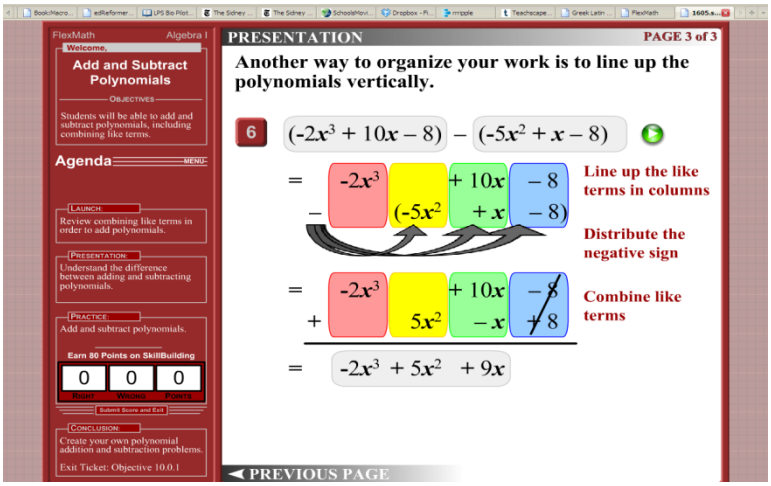
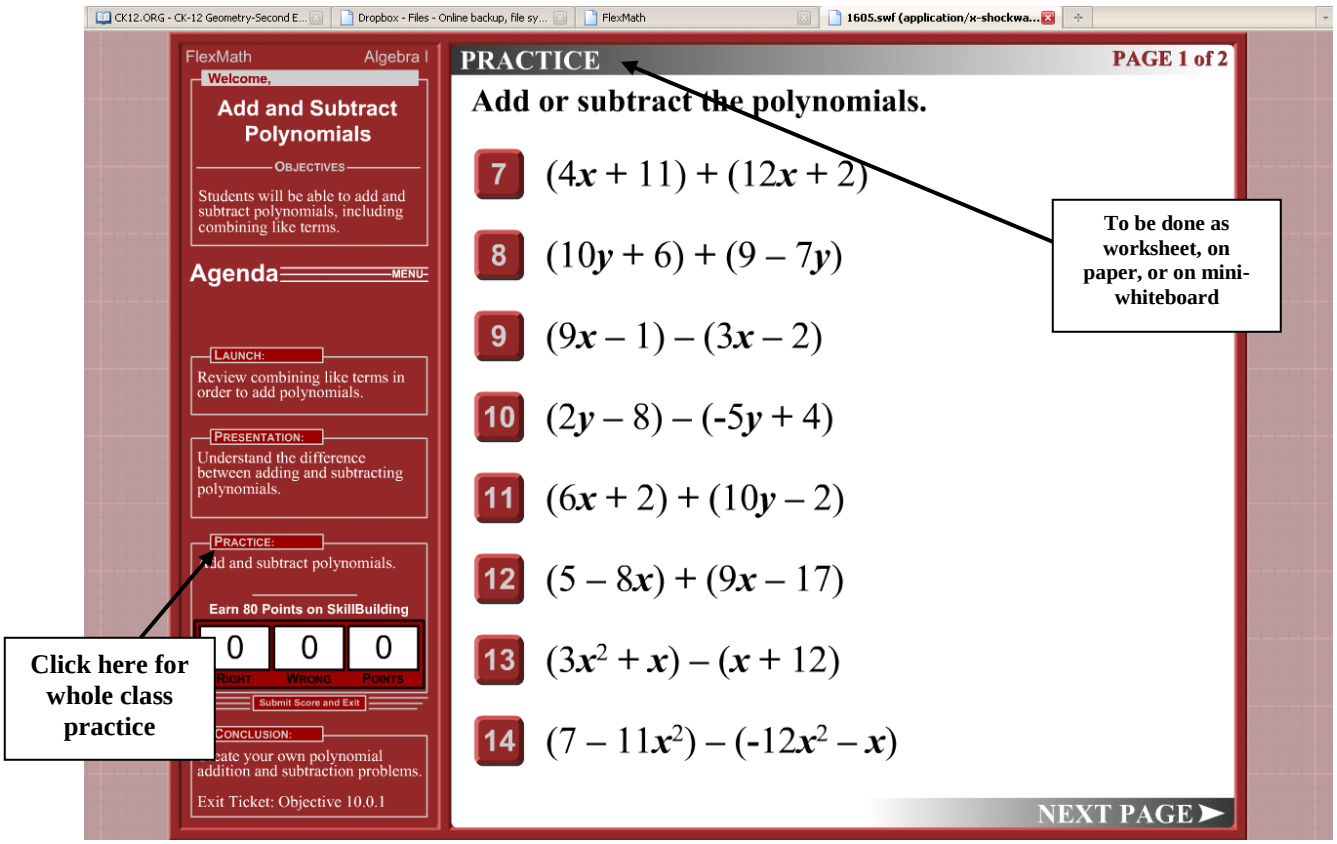


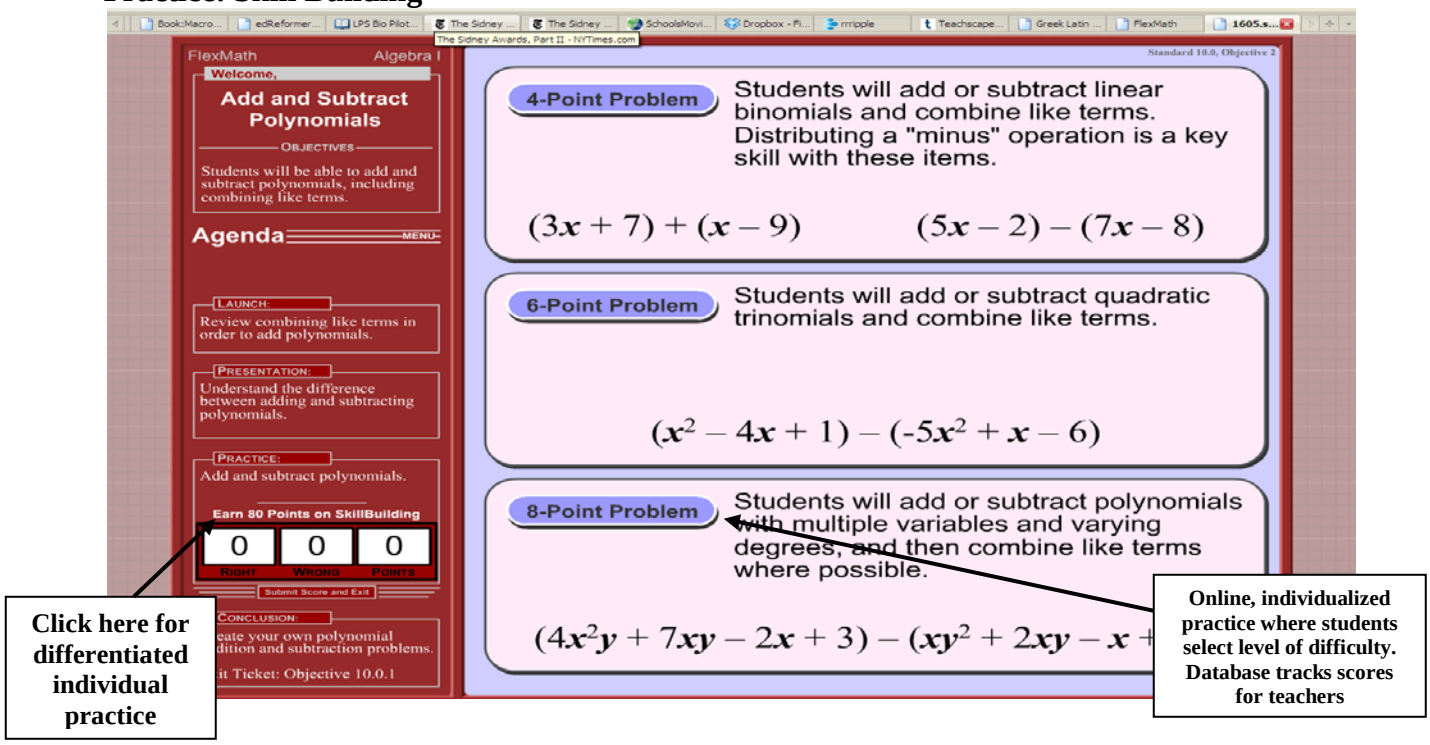
(5)

Interactive presentation on alternative method to subtract polynomials

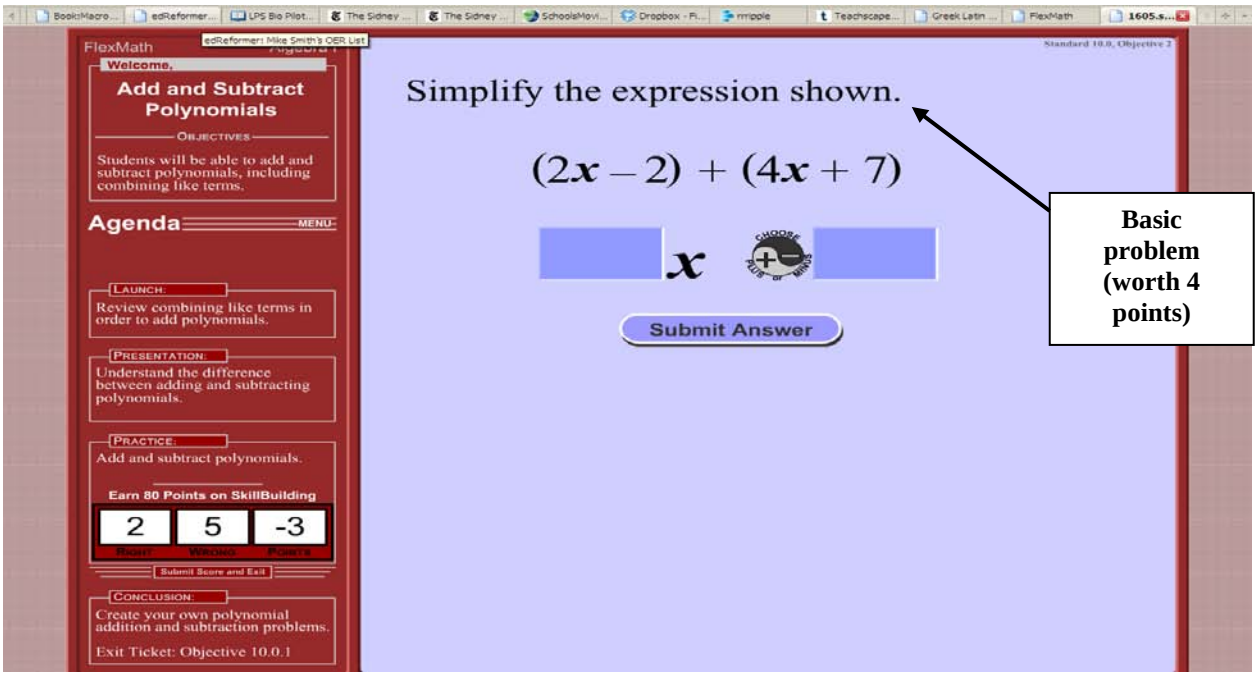
Practice:

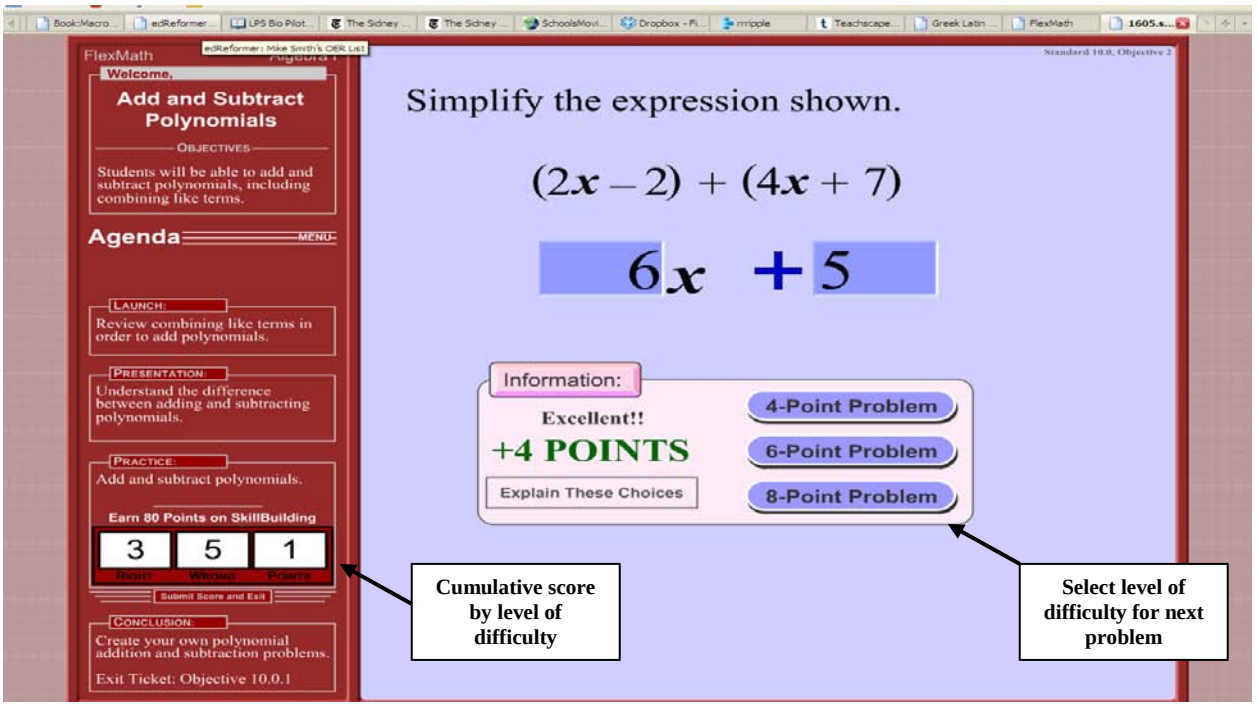


Practice: Skill Building

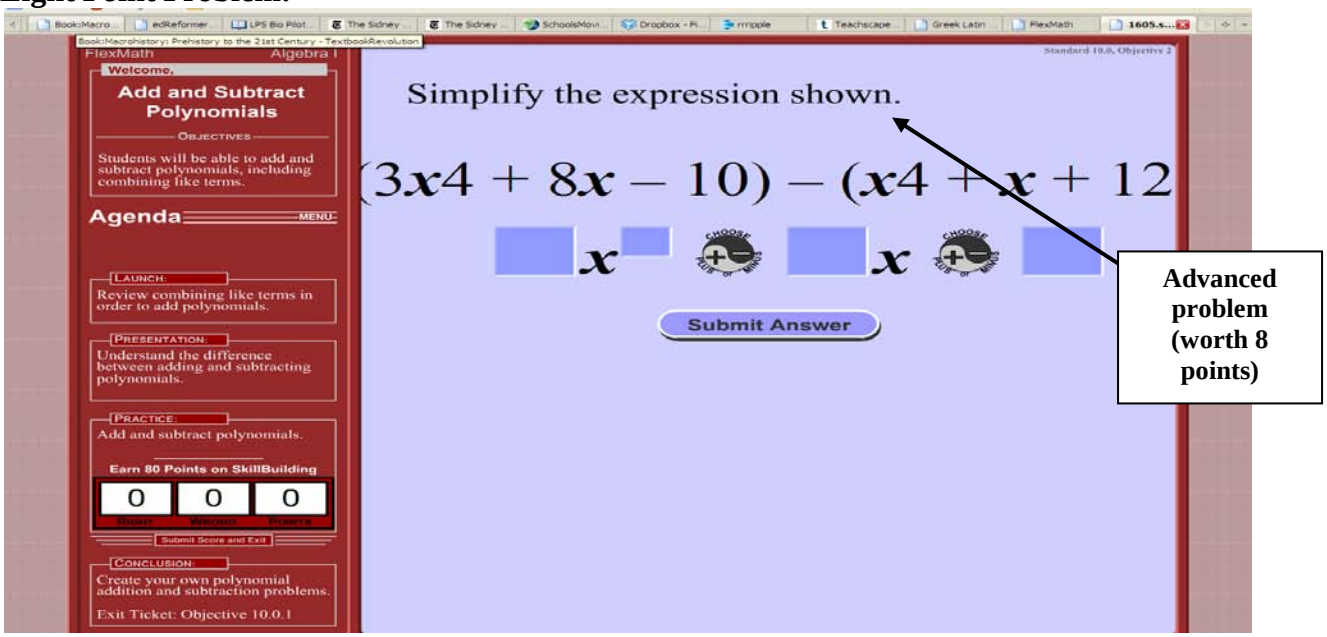


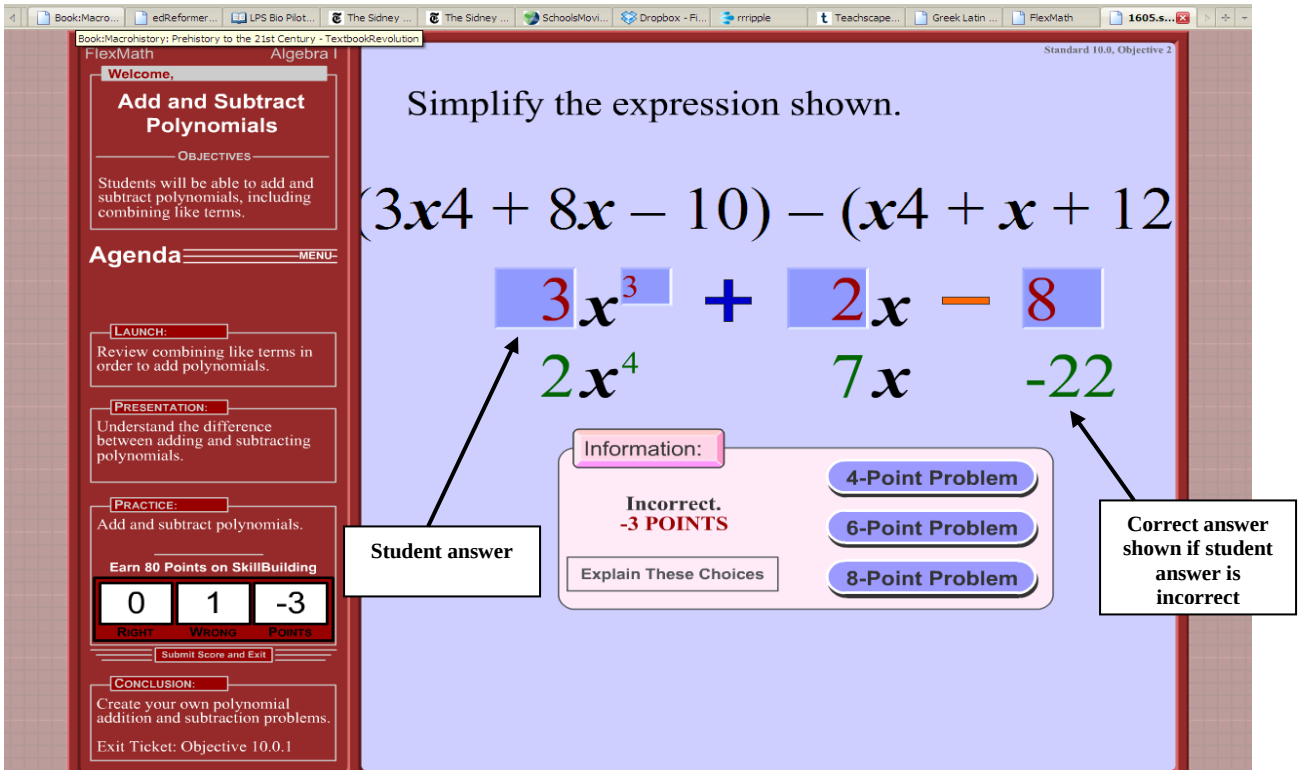
Four Point Problem:



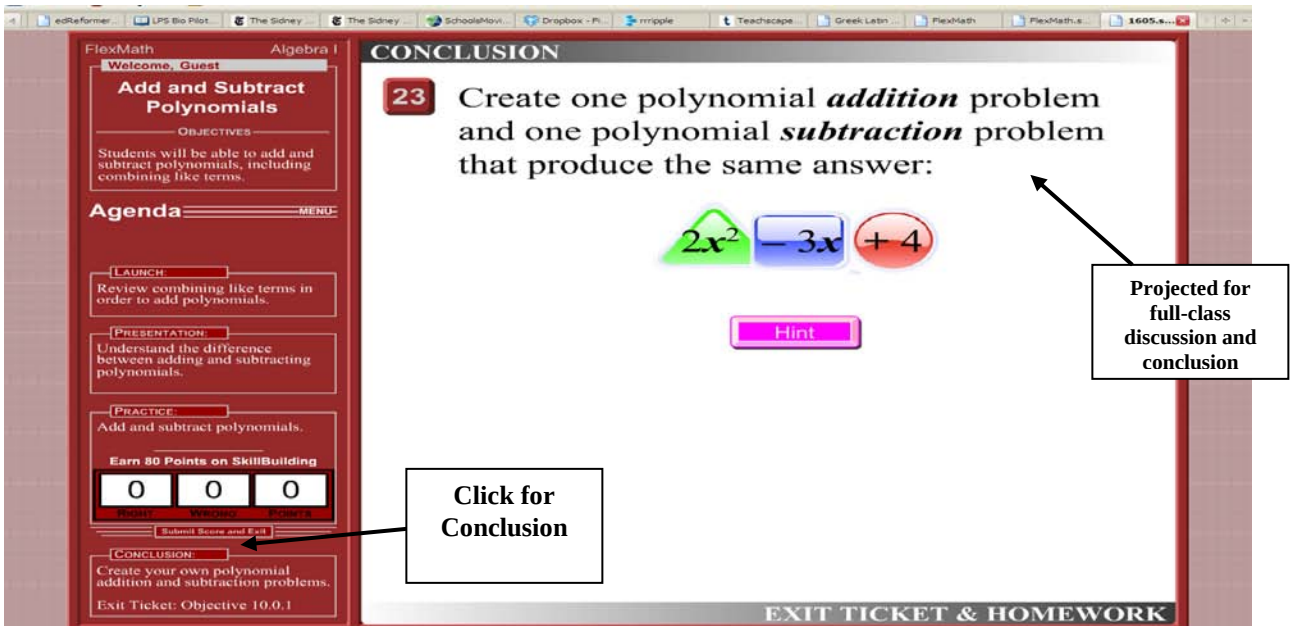


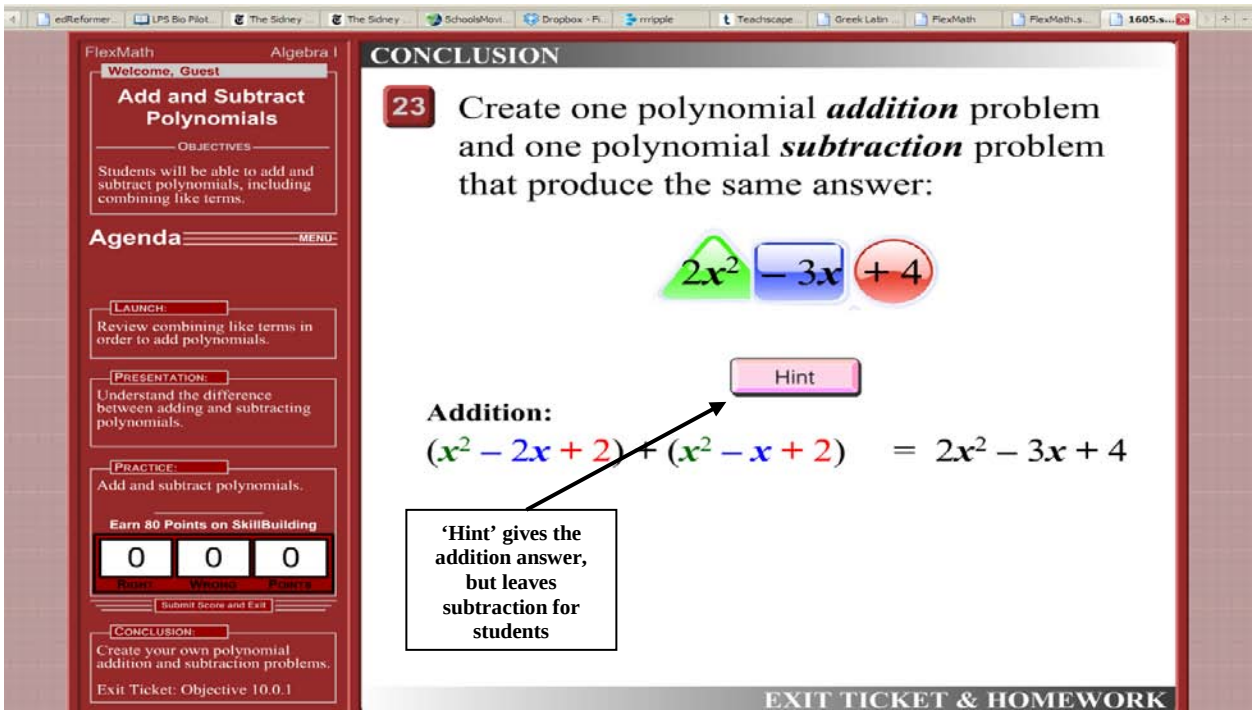
Eight Point Problem:





Conclusion:


FlexMath
Algebra I
Welcome, Guest
Add and Subtract Polynomials
OBJECTIVES
Students will be able to add and subtract polynomials, including combining like terms.
Agenda
MENU
LAUNCH:
Review combining like terms in order to add polynomials.
PRESENTATION:
Understand the difference between adding and subtracting polynomials.
PRACTICE:
Add and subtract polynomials.
Earn 80 Points on SkillBuilding
0 0 0
Submit Score and Exit
CONCLUSION:
Create your own polynomial addition and subtraction problems.
Exit Ticket: Objective 10.0.1
CONCLUSION
23
Create one polynomial addition problem and one polynomial subtraction problem that produce the same answer:
$2x^2 - 3x + 4$
Hint
EXIT TICKET & HOMEWORK
Projected for full-class discussion and conclusion
Click for Conclusion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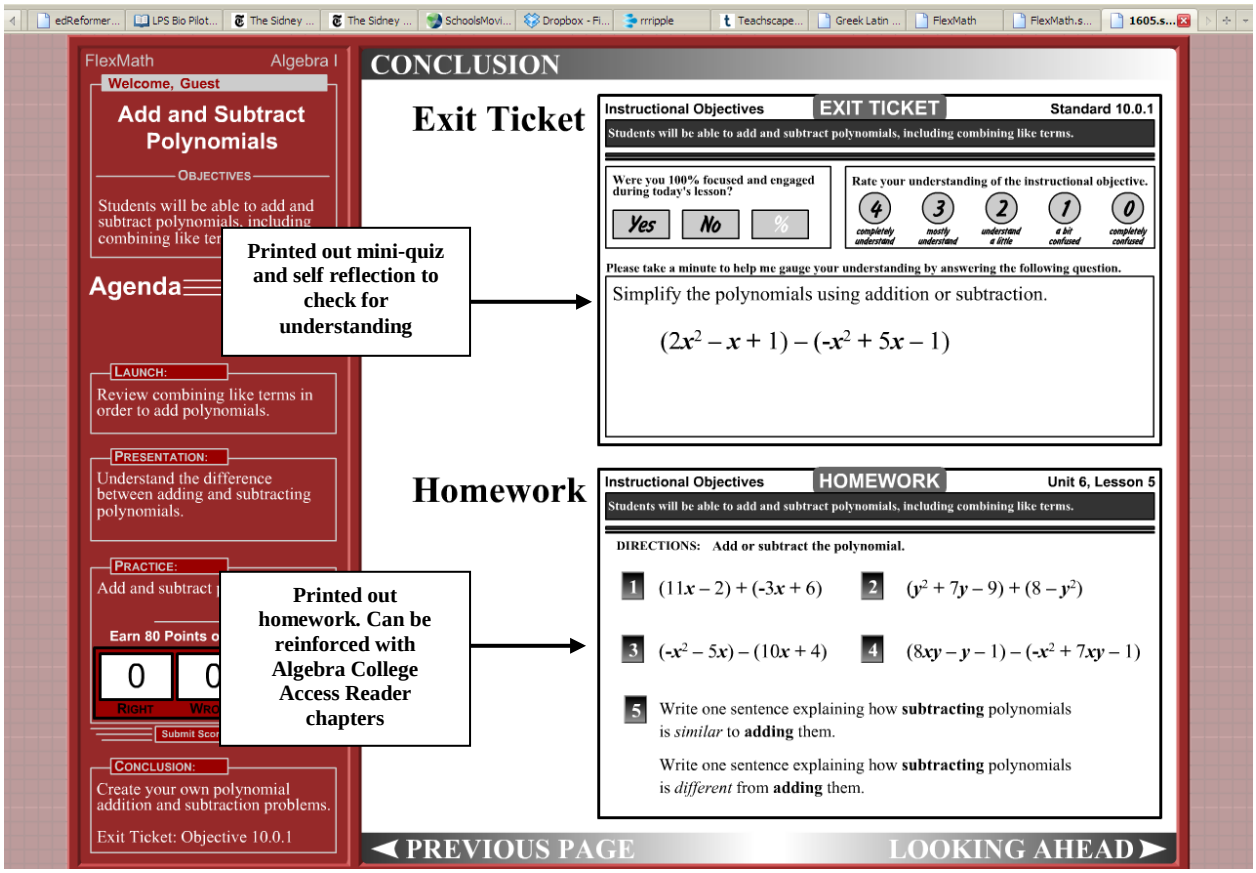
Hint
Addition:
$(x^2 - 2x + 2) + (x^2 - x + 2) = 2x^2 - 3x + 4$
EXIT TICKET & HOMEWORK
'Hint' gives the addition answer, but leaves subtraction for students

Exit Ticket: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Add and subtract
Earn 80 Points o
0
RIGHT
CONCLUSION:
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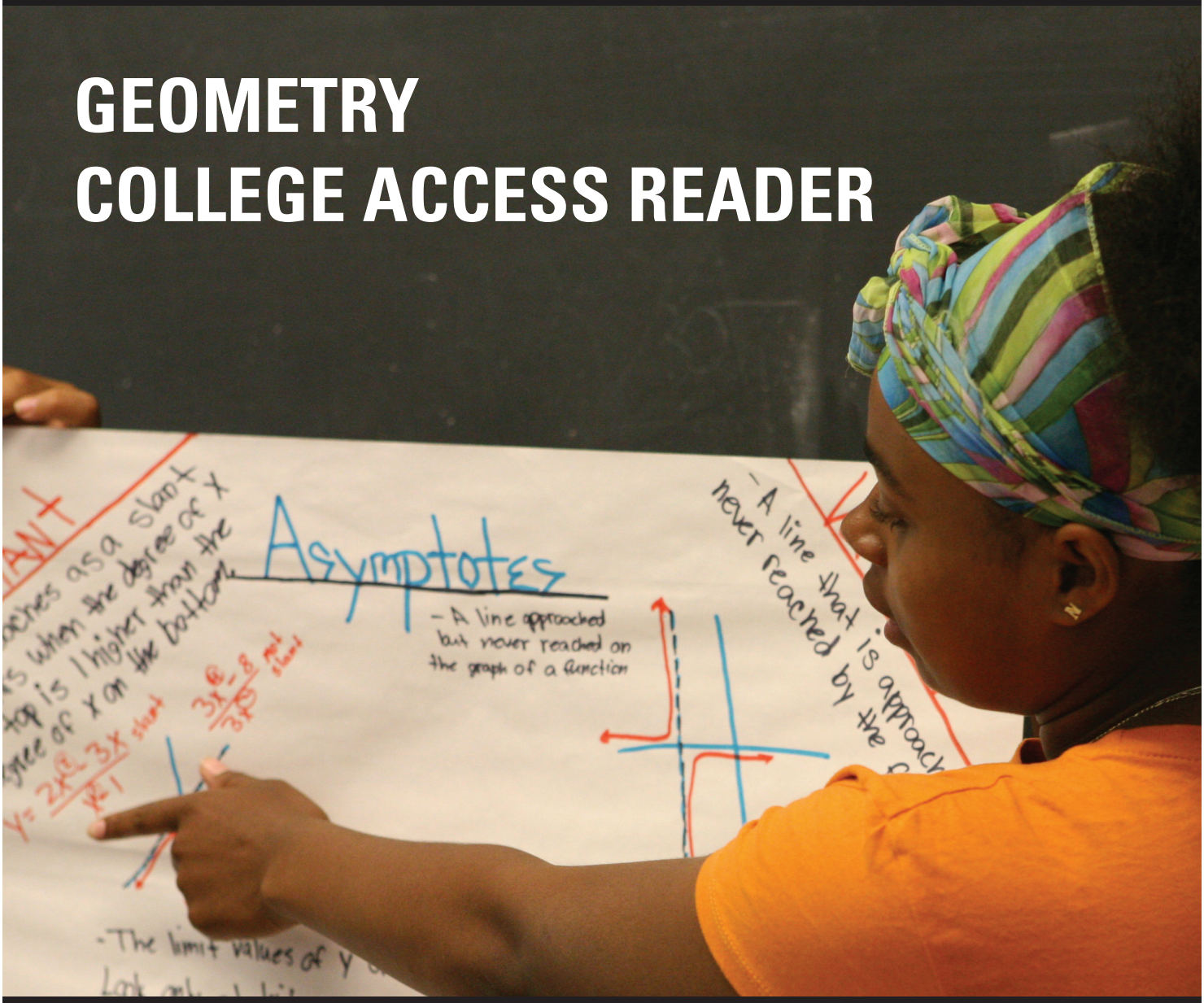
Exit Ticket: Objective 10.0.1
CONCLUSION
Exit Ticket
Instructional Objectives
EXIT TICKET
Standard 10.0.1
Students will be able to add and subtract polynomials, including combining like terms.
Were you 100% focused and engaged during today's lesson?
Yes
No
%
Rate your understanding of the instructional objective.
4 completely understand
3 mostly understand
2 understand a little
1 a bit confused
0 completely confused
Please take a minute to help me gauge your understanding by answering the following question.
Simplify the polynomials using addition or subtraction.
$(2x^2 - x + 1) - (-x^2 + 5x - 1)$
Homework
Instructional Objectives
HOMEWORK
Unit 6, Lesson 5
Students will be able to add and subtract polynomials, including combining like terms.
DIRECTIONS: Add or subtract the polynomial.
1 $(11x - 2) + (-3x + 6)$
2 $(y^2 + 7y - 9) + (8 - y^2)$
3 $(-x^2 - 5x) - (10x + 4)$
4 $(8xy - y - 1) - (-x^2 + 7xy - 1)$
5 Write one sentence explaining how subtracting polynomials is similar to adding them.
Write one sentence explaining how subtracting polynomials is different from adding them.
PREVIOUS PAGE
LOOKING AHEAD
Printed out mini-quiz and self reflection to check for understanding
Printed out homework. Can be reinforced with Algebra College Access Reader chapters

CK-12 Foundation and Leadership Public Schools

GEOMETRY
COLLEGE ACCESS READER



A curriculum tool providing embedded literacy supports aligned with College Access Geometry, a program of daily lessons and plans.

CK-12 Foundation
and
Leadership Public Schools
present

Selected Excerpts

Geometry
College Access Reader
with embedded literacy supports

Edited to incorporate
vocabulary and comprehension supports by:
Dana Loebman
Julie Christensen
Jason Huntoon
Arminda King

With input from LPS teachers:
Arminda King
Michael Fauteux
Rosamaria Zapata
Crystal Paschel
Conner O'Steen

Flexed from the CK-12 original by:
Kathryn Dirga
Lori Jordan

Available online at www.CK12.org

Geometry College Access Reader

UNIT 1: ANGLES AND CONSTRUCTIONS

- Lesson 1: Introduction
- Lesson 2: Points, Lines, and Planes
- Lesson 3: Defined Terms
- Lesson 4: How Lines and Planes Intersect
- Lesson 5: Congruent Segments, Midpoints, and Bisectors
- Lesson 6: Constructions and Copying a Line Segment
- Lesson 7: Congruent Segments, Midpoints, and Bisectors
- Lesson 8: Angle Pair Relationships
- Lesson 9: Polygons
- Lesson 10: Inductive and Deductive Reasoning
- Lesson 11: Conditional Statements

UNIT 2: PARALLEL LINES AND QUADRILATERALS

- Lesson 1: Non-Parallel Lines and Transversals- Identifying Angle Pairs, Part 1
- Lesson 2: Skew Lines, Parallel & Perpendicular Lines, and Parallel & Perpendicular Planes
- Lesson 3: Parallel Lines and Transversals- Identifying Angle Pairs, Part 2
- Lesson 4: Construction - Parallel Lines
- Lesson 5: Properties Of Parallelograms
- Lesson 6: Proving Quadrilaterals Are Parallelograms
- Lesson 7: Properties Of Rectangles and Squares
- Lesson 8: Rhombus Properties
- Lesson 9: Trapezoid Properties
- Lesson 10: Kite Properties
- Lesson 11: Classifying Quadrilaterals

UNIT 3: PROPERTIES OF TRIANGLES

- Lesson 1: Triangle Basics
- Lesson 2: Triangle Sum and Exterior Angle Theorems
- Lesson 3: Triangle Inequality Theorem
- Lesson 4: Pythagorean Theorem, Part 1 - Proof and Finding a Missing Side
- Lesson 5: Pythagorean Theorem, Part 2 – Applications and Triples
- Lesson 6: Pythagorean Theorem, Part 3 - Converse of the Pythagorean Theorem
- Lesson 7: Operations With Radicals Review
- Lesson 8: Special Right Triangles, 45–45–90
- Lesson 9: Special Right Triangles, 30–60–90

UNIT 4: TRIANGLE PROOFS

- Lessons 1 & 2: Corresponding Parts (CPCTC) and Identifying Minimal Conditions
- Lesson 3: Triangle Congruence Using SSS
- Lesson 4: Triangle Congruence Using SAS, HL & ASA
- Lesson 5: Triangle Congruence Using AAS
- Lesson 6: Triangle Congruence Proofs
- Lesson 7: Proofs With CPCTC
- Lesson 8: Ratios And Proportions
- Lesson 9: Triangle Similarity Using AA and SSS
- Lesson 10: Triangle Similarity Using SAS
- Lesson 11: Missing Side Lengths And Similarity Or The “Side-Splitting Theorem”

UNIT 5: TRIGONOMETRY

- Lessons 1 & 2: Identifying Trigonometric Ratios
- Lesson 3: Tangent Ratio
- Lesson 4: Sine Ratio
- Lesson 5: Cosine Ratio
- Lesson 6: Choose A Trig Ratio
- Lesson 7: Word Problems

UNIT 6: AREA OF POLYGONS

- Lesson 1: Perimeter
- Lesson 2: Area of Parallelograms
- Lesson 3: Area of Triangles
- Lesson 4: Area of Trapezoids
- Lesson 5: Area of Rhombus and Kite
- Lesson 6: Area of Regular Polygons
- Lesson 7: Area of Shaded and Composite Figures
- Lesson 8: Sum of the Interior Angles of a Polygon
- Lesson 9: Sum of the Exterior Angles of a Polygon
- Lesson 10: Classifying a Polygon Using Sum Theorems

UNIT 7: SURFACE AREA AND VOLUME – NETS TO PRISMS

- Lessons 1 & 2: Area of Nets; Nets to Prisms
- Lesson 3: Base, Lateral and Surface Areas of Prisms
- Lesson 4: Base, Lateral and Surface Areas of Pyramids
- Lesson 5: Volume of Prisms
- Lesson 6: Volume of Pyramids
- Lesson 7: Change of Dimensions

UNIT 8: SURFACE AREA AND VOLUME – CYLINDERS, CONES, AND SPHERES

- Lesson 1: Circle Basics, Area, and Perimeter
- Lesson 2: Arcs, Semi-Circles, and Central Angles
- Lesson 3: Arc Length
- Lesson 4: Sector Area
- Lesson 5: Cylinder: Base Area, Lateral Area, Surface Area and Volume
- Lesson 6: Cone: Base Area, Lateral Area, Surface Area and Volume
- Lesson 7: Spheres and Hemispheres: Surface Area and Volume
- Lesson 8: Composite Area and Change of Dimensions

UNIT 9: PROPERTIES OF CIRCLES

- Lesson 1: Inscribed Angles
- Lesson 2: Angles of Chords
- Lesson 3: Angles of Secants and Tangents
- Lesson 4: Similar Triangles Review
- Lesson 5: Segments of Chords
- Lesson 6: Segments of Secants and Tangents
- Lesson 7: Inscribed and Circumscribed Polygons

UNIT 10: COORDINATE GEOMETRY

- Lesson 1: Distance and Midpoint
- Lesson 2: Parallel and Perpendicular
- Lesson 3: Equation of a Circle
- Lesson 4: Translating and Reflecting
- Lesson 5: Rotation

Selected Excerpt:

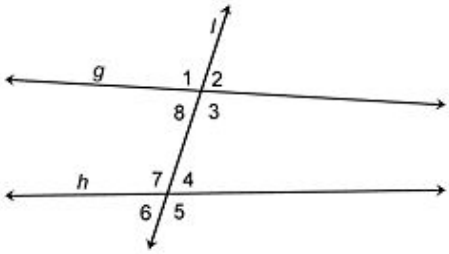
Geometry College Access Reader
Unit 2: Parallel Lines and Quadrilaterals
Lesson 1: Non-parallel Lines and Transversals; Identifying Angle Pairs, Part 1

Learning Objectives

- Identify angles made by transversals: *corresponding, alternate interior, alternate exterior* and *same-side/consecutive interior angles.*

Angles and Transversals

Many geometry problems involve the intersection of three or more lines. Examine the diagram below:



In the diagram, lines *g* and *h* are crossed by line *l.* We have quite a bit of vocabulary to describe this situation:

- Line *l* is called a **transversal** because it intersects two other lines (*g* and *h*). The intersection of line *l* with *g* and *h* forms eight angles as shown.

- The area between lines *g* and *h* is called the **interior** of the two lines. The area not between lines *g* and *h* is called the **exterior**.

- Angles $\angle 1$ and $\angle 2$ are a **linear pair** of angles. We say they are **adjacent** because they are *next to* each other along a straight line: they share a side and do not overlap.
    - There are many linear pairs of angles in this diagram. Some examples are $\angle 2$ and $\angle 3$, $\angle 6$ and $\angle 7$, and $\angle 8$ and $\angle 1$.

A _____ is a line that cuts across two or more lines.

The area *in between* lines *g* and *h* is called the _____ of the lines.

The area *above* line *g* and *below* line *h* is called the _____ of the lines.

The word _____ means "next to."

A linear _____ is a set of two angles that are adjacent to each other along a straight line.

The prefix "trans" means "across."

A ***trans*versal** cuts *across* two or more lines.

Other words that have the prefix "*trans*" are
*trans*port (to carry across) and *trans*mit (to send across).

Can you think of some other words that begin with the prefix "trans"?

Reminder:

*What do you remember about **linear pairs** from Unit 1?*

- They are **adjacent**, which means they are right next to each other and they share a side.
- They are **supplementary**, which means they add up to 180°.

(Using the diagram from the previous page)

Supplementary angles sum to _____.

- $\angle 1$ and $\angle 3$ in the diagram are **vertical angles.** They are *nonadjacent* angles (angles that are *not* next to each other) made by the intersection of two lines.
    - Other pairs of vertical angles in the diagram on the previous page are $\angle 2$ and $\angle 8$, $\angle 4$ and $\angle 6$, and $\angle 5$ and $\angle 7$.

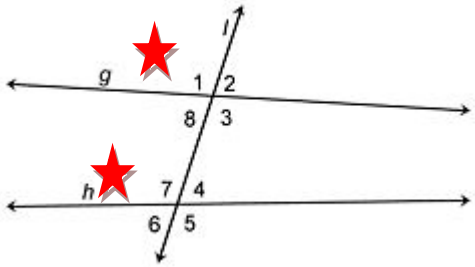
Pairs of _____ angles are *across* from each other at an intersection of two lines.

Reminder:

*What do you remember about **vertical angles** from Unit 1?*

- **Vertical** angles get their name because they have the same **vertex**.
- You learned in Unit 1 that vertical angles are **congruent**. In other words, vertical angles have the same measure.

- **Corresponding angles** are in the *same position* relative to both lines crossed by the transversal. ∠1 is on the upper left corner of the intersection of lines *g* and *l*. ∠7 is on the upper left corner of the intersection of lines *h* and *l*. So we say that ∠1 and ∠7 are **corresponding angles**.



Corresponding angles are in the _____ position at each intersection.

∠3 and ∠5 are _____ angles because they are both in the bottom right corner of their intersections.

The word "corresponding" means "matching" or "similar."

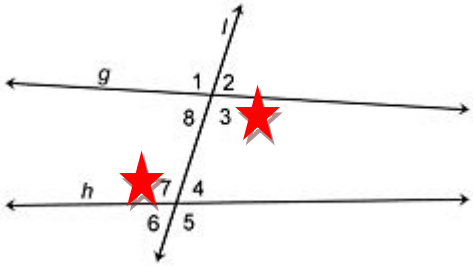
For example, Mexico City *corresponds* with Washington, D.C., because they are both the capitals of their countries.

<u>Reading Check:</u>

Fill in the blanks with the angle that corresponds to each of the following angles in the diagram above. The first one has been done for you.

1. Angle 1 and angle __7__.
2. Angle 8 and angle _____.
3. Angle 2 and angle _____.
4. Angle 5 and angle _____.

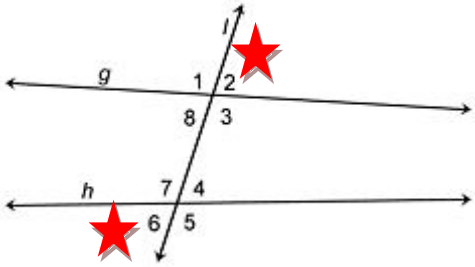
- ∠3 and ∠7 are called **alternate interior angles.** They are in the *interior* region of the lines *g* and *h* and are on *opposite* sides of the transversal.



Alternate _____ angles are *inside* lines *g* and *h* and on *opposite* sides of line *l*, the transversal.

∠4 and ∠8 are another example of _____ interior angles.

- Similarly, ∠2 and ∠6 are **alternate exterior angles** because they are on *opposite* sides of the transversal, and in the *exterior* of the region between *g* and *h*.



Alternate exterior angles are on opposite sides of the _____.

∠1 and ∠5 are another example of _____ _____ angles.

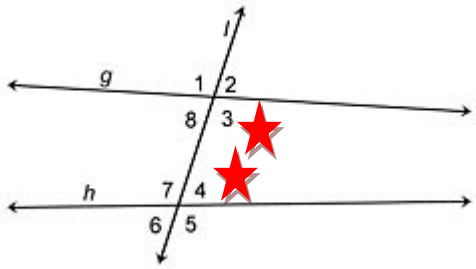
*If you **alternate** between two things, you <u>switch</u> between them.*

*Do you see how **alternate** angles switch sides?*

One angle is to the <u>right</u> of the transversal and the other angle is to the <u>left</u> of the transversal.

To _____ means "to switch."

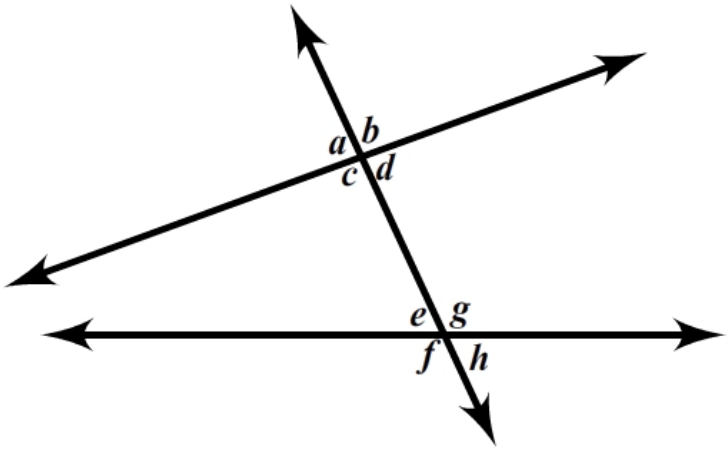
- Finally, ∠3 and ∠4 are **consecutive interior angles.** These are also known as **same-side interior angles**. They are on the *interior* of the region between lines *g* and *h* and are on the *same* side of the transversal. ∠8 and ∠7 are also **consecutive interior angles**.



Consecutive interior angles are the same thing as _____ - _____ interior angles.

<u>Reading Check:</u>

Look at the picture of the lines being cut by a transversal below. Then, circle the type of angle pair represented by the angles given.



1. *a* and *h*	corresponding	alternate interior	alternate exterior	same-side interior
2. *b* and *g*	corresponding	alternate interior	alternate exterior	same-side interior
3. *d* and *h*	corresponding	alternate interior	alternate exterior	same-side interior
4. *d* and *g*	corresponding	alternate interior	alternate exterior	same-side interior

Lesson 2: Parallel, Perpendicular, and Skew Lines

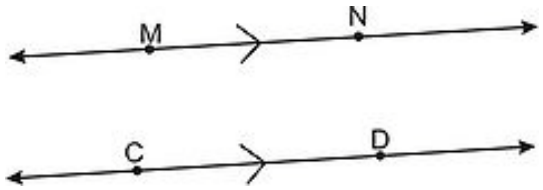
Learning Objectives

- Identify *parallel lines, skew lines* and *perpendicular lines.*

Parallel Lines and Planes

Parallel lines are **coplanar** (they lie in the *same plane*) and *never intersect*.

Below is an example of two **parallel** lines:



Parallel lines *never* _____ each other.

Coplanar lines are in the same _____.

We use the symbol $\parallel$ for **parallel**, so we describe the figure above by writing $\overleftrightarrow{MN} \parallel \overleftrightarrow{CD}$.

When we draw a pair of parallel lines, we use an arrow mark (>) on the lines to show that the lines are **parallel**. Just like with congruent segments, if there are two (or more) pairs of parallel lines, we use one arrow (>) for one pair and two (or more) arrows (≫) for the other pair.

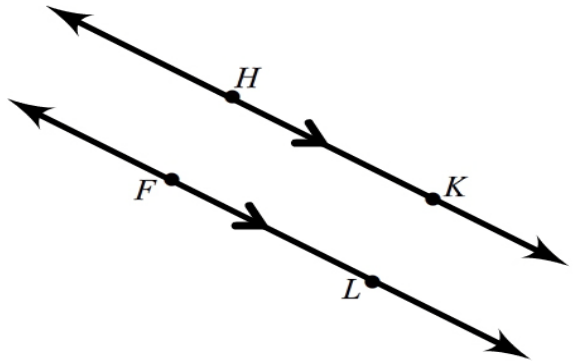
There are two types of symbols to show that lines are **parallel**:

- In a geometric *statement*, the symbol _____ is put in between two lines ("line *XY*" is written as $\overleftrightarrow{XY}$) to give the *notation* for parallel lines.

- In a *picture*, we draw the symbol _____ on both lines to show that the lines are parallel to each other.

Reading Check:

1. *What symbols let you know that the lines below are parallel?*

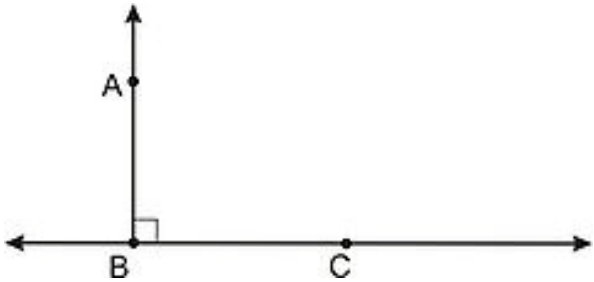


2. *Fill in the blanks to make a symbolic statement that the two lines are parallel.*

_____ ∥ _____

Perpendicular Lines

Perpendicular lines intersect at a 90° right angle. This intersection is usually shown by a small square box in the 90° angle.

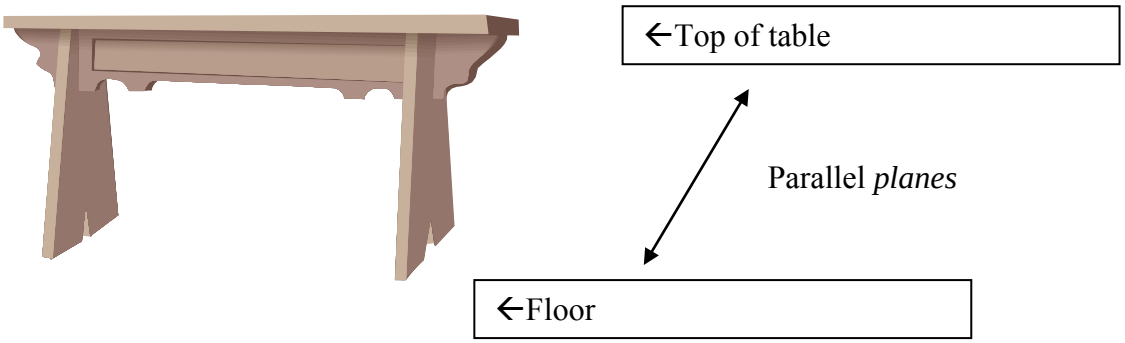


Perpendicular lines meet at a _____ angle.

The symbol $\perp$ is used to show that two lines, segments, or rays are **perpendicular**. In the picture above, we could write $\overrightarrow{BA} \perp \overleftrightarrow{BC}$. (Notice that $\overrightarrow{BA}$ is a ray while $\overleftrightarrow{BC}$ is a line.)

Note that although "**parallel**" and "**perpendicular**" are defined in terms of lines, the same definitions apply to rays and segments with the minor adjustment that two segments or rays are parallel (or perpendicular) if the lines that contain the segments or rays are parallel (or perpendicular).

If you think about a table, the top of the table and the floor below it are usually in **parallel** planes.

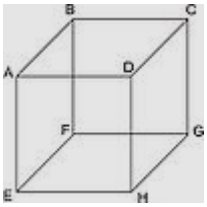


<u>Skew Lines</u>

The other relationship you need to understand is **skew** lines. Skew lines are lines that are *non-coplanar* (they do *not* lie in the same plane) and *never intersect*.

Skew lines are in *different* _____ and *never* _____.

Segments and rays can also be **skew**. In the cube below, segment $\overline{AB}$ and segment $\overline{CG}$ are **skew**:



<u>Reading Check:</u>

In the picture to the right…

- Put arrows on two line segments to show they are **parallel**.
- Put a small square box at the intersection of two **perpendicular** segments.
- Circle two line segments that are **skew**.

Lesson 3: Parallel Lines and Transversals; Identifying Angle Pairs, Part 2

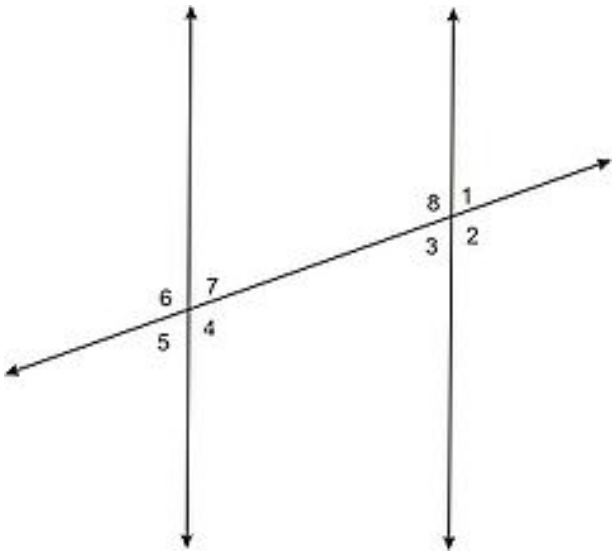
Learning Objectives

- Identify angles formed by two parallel lines and a non-perpendicular transversal.
- Identify and use the *Corresponding Angles Postulate, Alternate Interior Angles Theorem, Alternate Exterior Angles Theorem,* and *Same-Side Interior Angles Theorem.*

Parallel Lines with a Transversal — Review of Terms

As a quick review, it is helpful to practice identifying different categories of angles.

Example 1
In the diagram below, two vertical parallel lines are cut by a transversal. Identify the pairs of corresponding angles, alternate interior angles, alternate exterior angles, and consecutive interior angles.



Corresponding angles: $\angle 5$ and $\angle 3$, _____, _____, and _____.

- **Corresponding angles** are formed on *different* lines, but in the *same* relative *position* to the transversal — in other words, they face the same direction.
    - There are four pairs of corresponding angles in this diagram — $\angle 6$ and $\angle 8$, $\angle 7$ and $\angle 1$, $\angle 5$ and $\angle 3$, and $\angle 4$ and $\angle 2$.

(Using the same diagram on the previous page)

Alternate interior angles: $\angle 7$ and $\angle 3$, and _____.

- These angles are on the **interior** of the lines crossed by the transversal and are on **opposite** sides of the transversal.
  - There are two pairs of **alternate interior angles** in this diagram — $\angle 7$ and $\angle 3$, and $\angle 8$ and $\angle 4$.

Alternate exterior angles: $\angle 6$ and $\angle 2$, and _____.

- These are on the **exterior** of the lines crossed by the transversal and are on **opposite** sides of the transversal.
  - There are two pairs of **alternate exterior angles** in this diagram — $\angle 6$ and $\angle 2$, and $\angle 5$ and $\angle 1$.

Consecutive (same-side) interior angles: $\angle 7$ and $\angle 8$, and _____.

- Consecutive interior angles are in the **interior** region of the lines crossed by the transversal, and are on the **same side** of the transversal.
  - There are two pairs of **consecutive interior angles** in this diagram — $\angle 7$ and $\angle 8$, and $\angle 3$ and $\angle 4$.

<u>Angle Postulates and Theorems</u>

By now you have had lots of practice and should be able to identify relationships between angles.

*Do you remember the difference between a **postulate** and a **theorem**?*

The difference is…

- *A **postulate** does not have to be proven. It is self-evident, or obvious.*
- *A **theorem** is not obvious. It has to be proven.*

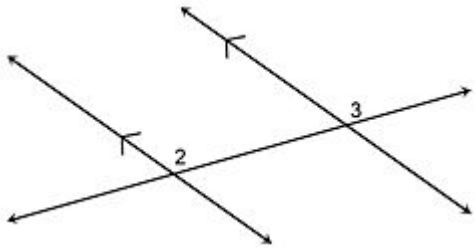
A **postulate** does not have to be _____.

A _____ must be proven.

We will explore a number of **postulates** and **theorems** that involve the different types of angle relationships you just learned.

Corresponding Angles Postulate
If the lines crossed by a transversal are *parallel*, then **corresponding angles** will be *congruent*.

Examine the following diagram:



You already know that $\angle 2$ and $\angle 3$ are **corresponding angles** because they are formed by two lines crossed by a transversal and have the same relative placement next to the transversal.

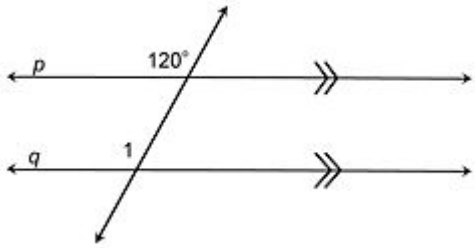
The **Corresponding Angles Postulate** says that because the lines are *parallel* to each other (which we can tell because of the similar arrows on them), the **corresponding angles** will be *congruent*.

- We know the two lines in the diagram above are **parallel** because they are both marked with _____.

- The **Corresponding Angles Postulate** tells us that corresponding angles are _____ if the transversal crosses **parallel** lines.

<u>Reading Check:</u>

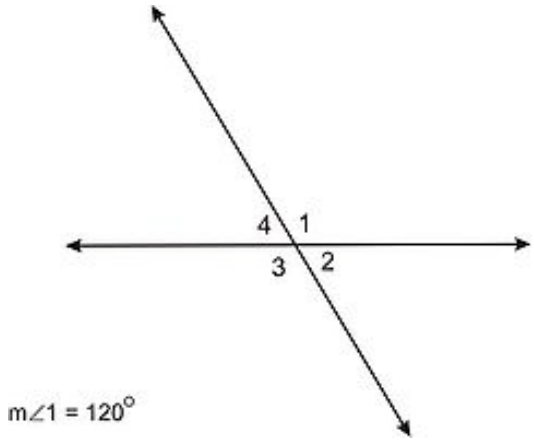
- *In the diagram below, lines p and q are parallel. What is the measure of* $\angle 1$*?*



- Because lines *p* and *q* are parallel, the 120° angle and $\angle 1$ are **corresponding angles**. We know by the **Corresponding Angles Postulate** that they are *congruent*. Therefore, $m\angle 1 =$ _____.

Alternate Interior Angles Theorem
You can use the Corresponding Angles Postulate to derive the relationships between all other angles formed when two lines are crossed by a transversal.

Look at the diagram below and the chart on the following page:



If you know that the measure of angle 1 is 120°,
you can find the measures of the other angles in the picture.

What are the measures of angles 2, 3, and 4?

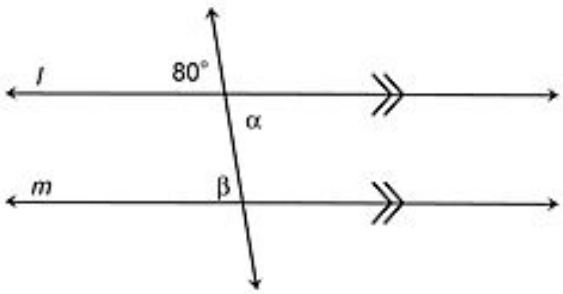
Try to figure them out and then check your work in the chart on the next page.

Angle Measure	How We Know
$\angle 2 = 60°$	Because it makes a **linear pair** with $\angle 1$. Remember, linear pairs are *supplementary*. That means they add to be 180° $120° + 60° = 180°$
$\angle 3 = 120°$	There are two ways to find the measure of $\angle 3$. First, $\angle 3$ and $\angle 1$ are **vertical angles**, and vertical angles are *congruent*. $120° = 120°$ Or, you can find the measure of Angle 3 using **linear pairs**. $\angle 2$ and $\angle 3$ make a linear pair. This means they are *supplementary* (add to 180°). We already know that $\angle 2 = 60°$, so $\angle 3$ must be 120°. $60° + 120° = 180°$
$\angle 4 = 60°$	There are two ways to find the measure of $\angle 4$. First, $\angle 4$ and $\angle 2$ are **vertical angles**, and vertical angles are congruent. We know that $\angle 2 = 60°$ $60° = 60°$ Or, you can find the measure of Angle 4 using **linear pairs**. $\angle 3$ and $\angle 4$ make a linear pair. So do $\angle 1$ and $\angle 4$. This means they are *supplementary* (add to 180°). We already know that $\angle 3 = 120°$, so $\angle 4$ must be 60°. $60° + 120° = 180°$

As you can see from this chart, there are some very important relationships we already know that can help us find the measure of missing angles! In this example, the ones we used multiple times are:

- **Linear pairs** are *supplementary* and
- **Vertical angles** are *congruent*

Example 2
*Lines **l** and **m** in the diagram below are parallel. What are the measures of angles **α** and **β**?*



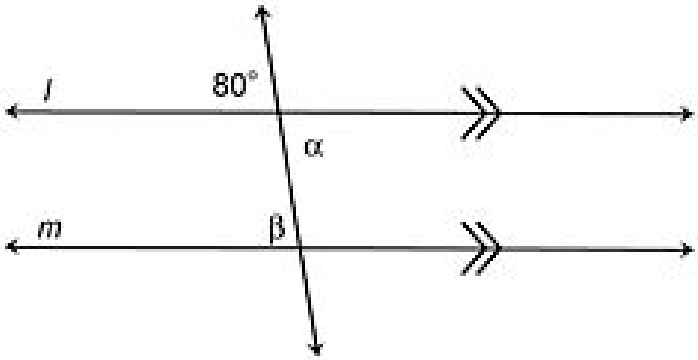
In this problem, you need to find the angle measures of two **alternate interior angles** given an exterior angle. Use what you know.

- There is one angle that measures 80°. Angle **β** and the 80° angle are **corresponding angles**. So by the Corresponding Angles Postulate, $m\angle\boldsymbol{\beta} = 80°$.

- Now, because $\angle\boldsymbol{\alpha}$ is made by the same intersecting lines and is *opposite* the 80° angle, these two angles are **vertical angles**. Since you already learned that vertical angles are *congruent*, we conclude $m\angle\boldsymbol{\alpha} = 80°$.

- Finally, compare angles **α** and **β**. They both measure 80°, so they are *congruent*.
  This will be true any time two parallel lines are cut by a transversal.

Alternate Interior Angles Theorem
Alternate interior angles formed by two *parallel* lines and a transversal are always *congruent*.



- When two *parallel* lines are crossed by a transversal, the **alternate interior angles** are

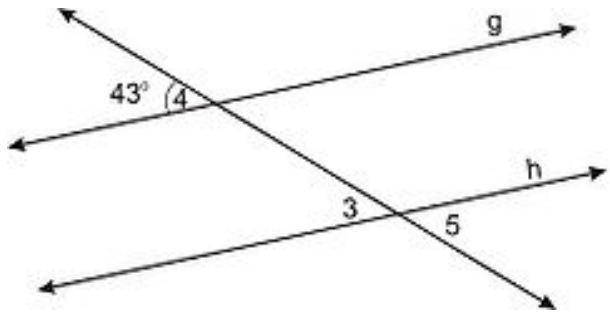
  _____.

Alternate Exterior Angles Theorem
Now you know that pairs of…

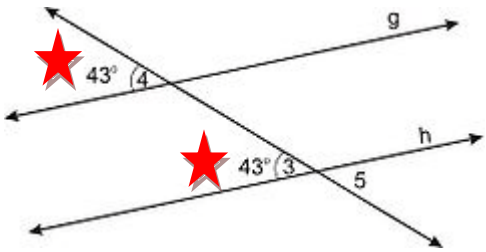
- **corresponding**,
- **vertical**, and
- **alternate interior angles** are *congruent*.

We will use logic to show that **Alternate Exterior Angles** are *congruent* — when two parallel lines are crossed by a transversal, of course.

Example 3
Lines g and h in the diagram below are parallel. If $m\angle 4 = 43°$*, what is the measure of* $\angle 5$*?*

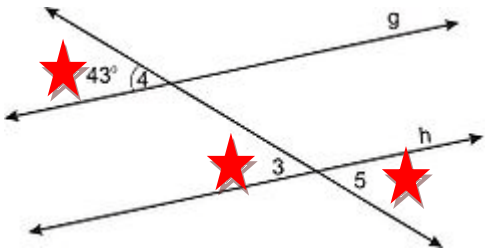


You know from the problem that $m\angle 4 = 43°$. That means that $\angle 4$'s *corresponding* angle, which is $\angle 3$, will measure 43° as well:



← **Corresponding angles** are *congruent*

The corresponding angle you just filled in is also *vertical* to $\angle 5$. Since **vertical angles** are *congruent*, you can conclude that $m\angle 5 = 43°$:



← **Vertical angles** are *congruent*

So, $\angle 4$ is *congruent* to $\angle 5$. In other words, the **alternate exterior angles** are *congruent*.

Alternate Exterior Angles Theorem
If two *parallel* lines are crossed by a transversal, then **alternate exterior angles** are *congruent*.

In Example 3 on the previous page, we proved the **Alternate Exterior Angles Theorem**. We figured this out because:

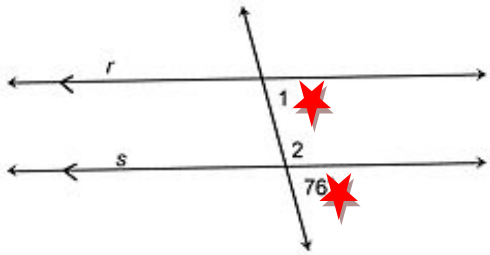
- When lines are *parallel*, **corresponding angles** are _____.
- Then, all **vertical angles** are _____.

These led us to our conclusion that:

- When two *parallel* lines are cut by a transversal, the **alternate exterior angles** formed are _____.

Consecutive (Same-Side) Interior Angles Theorem
The last category of angles to explore in this lesson is **consecutive interior angles**. They fall on the *interior* of the parallel lines and are on the *same* side of the transversal. Use your knowledge of corresponding angles to identify their mathematical relationship.

Example 4
Lines ***r*** *and* ***s*** *in the diagram below are parallel.*
If the angle corresponding to $\angle 1$ *measures 76°, what is* $m\angle 2$*?*

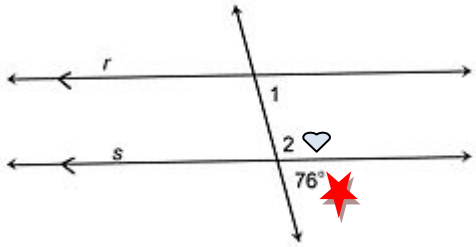


← **Corresponding angles** are *congruent*

This process should now seem familiar. The given 76° angle is *adjacent* to $\angle 2$ and they form a **linear pair**. Therefore, the angles are *supplementary*.

Since *supplementary* angles add up to _____, find $m\angle 2$ by subtracting 76° from 180°:

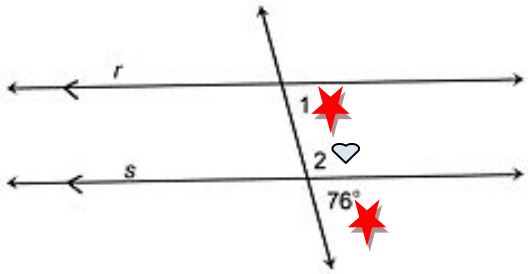
$$m\angle 2 = 180° - 76°$$
$$m\angle 2 = 104°$$



← Angle 2 and the angle below it form a **linear pair**. They are *supplementary*.

Example 4 on the last page shows that if two *parallel* lines are cut by a transversal, the **consecutive interior angles** are *supplementary*; they sum to 180°.

This is called the **Consecutive Interior Angles Theorem**. We restate it below for clarity.



← The **same-side interior** angles are *supplementary*.

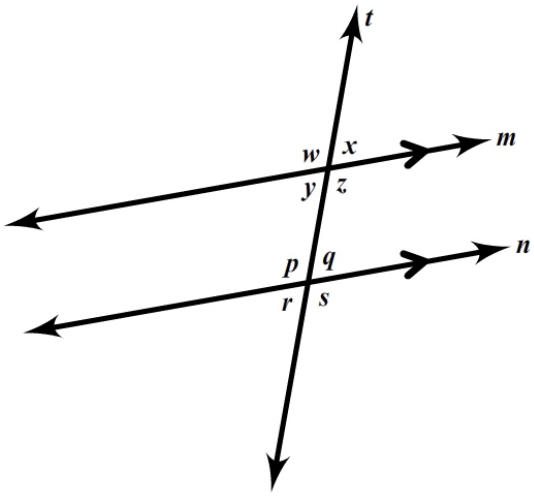
Consecutive (Same-Side) Interior Angles Theorem
If two *parallel* lines are crossed by a transversal, then **consecutive interior angles** are *supplementary*.

- Consecutive Interior Angles and Same-Side Interior Angles are _____.
- When two *parallel* lines are crossed by a transversal, **same-side interior angles** are

  _____.

Reading Check:

In the diagram below, lines m and n are being cut by transversal t.



For questions 1-3, circle the best answer.

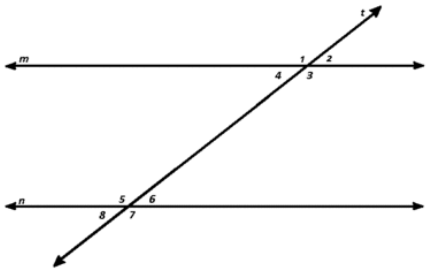
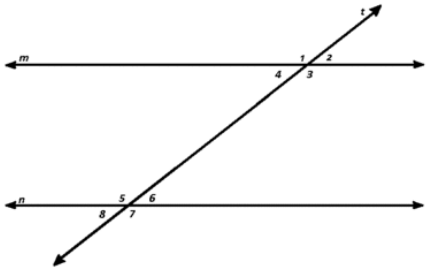
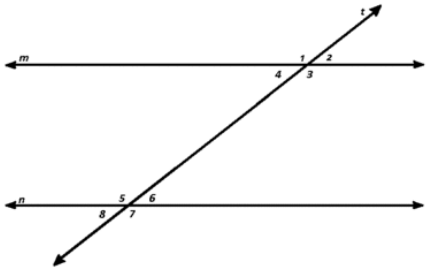
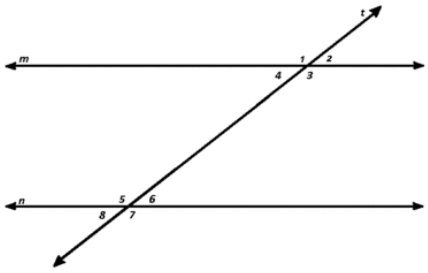
1. Which postulate or theorem explains why angles x and q are congruent?
   a. Corresponding Angles Postulate
   b. Alternate Interior Angles Theorem
   c. Alternate Exterior Angles Theorem
   d. Consecutive (Same-Side) Interior Angles Theorem

2. If $m\angle w = 70°$, what will be the measure of $\angle s$? What is the reason for your answer?
   a. 70°; Corresponding Angles Postulate
   b. 70°; Alternate Exterior Angles Theorem
   c. 110°; Corresponding Angles Postulate
   d. 110°; Alternate Exterior Angles Theorem

3. Which postulate or theorem states that an angle pair is **supplementary**?
   a. Corresponding Angles Postulate
   b. Alternate Interior Angles Theorem
   c. Alternate Exterior Angles Theorem
   d. Consecutive (Same-Side) Interior Angles Theorem

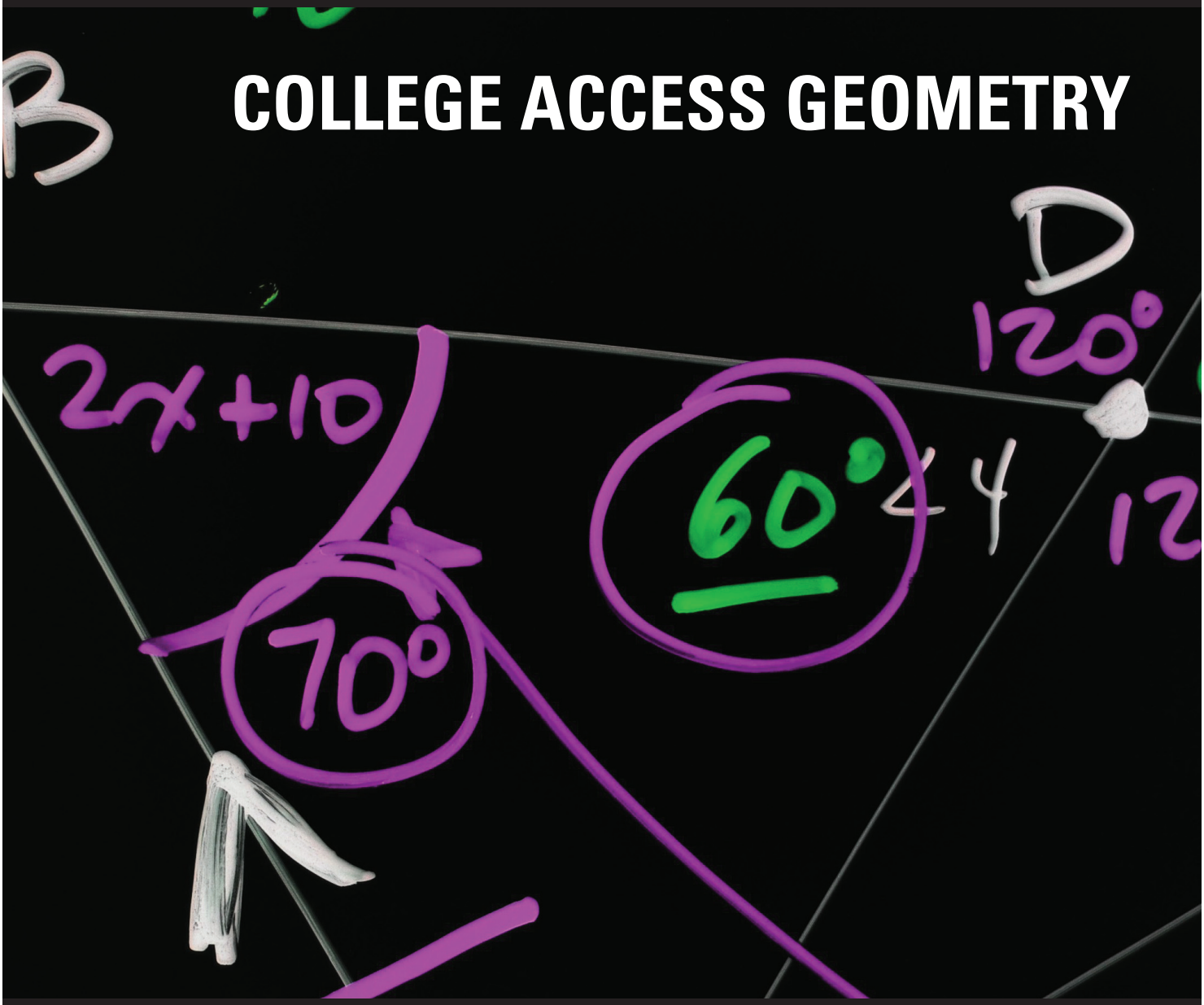
4. Label all of the angle measures in the diagram above.

Graphic Organizer for Lesson 3: Parallel Lines and Angle Pairs

Angle Pairs		Congruent or Supplementary?	Picture
Corresponding			
Alternate	Interior		
	Exterior		
Same-Side/ Consecutive Interior			

CK-12 Foundation and Leadership Public Schools

COLLEGE ACCESS GEOMETRY



A structured Geometry program of daily lesson plans and teacher supports.

By Michael Fauteux and Rosamaria Zapata
Math Teachers, Leadership Public Schools

CK-12 Foundation
and
Leadership Public Schools
present

Selected Excerpts

College Access Geometry

A comprehensive program of daily geometry lesson plans and assessments aligned with the Geometry College Access Reader

Developed By
Michael Fauteux and Rosamaria Zapata
LPS Math Teachers

- College Access Geometry Overview
- Unit 2: Parallel Lines and Quadrilaterals, Lessons 1-3
- Unit 2 Exam

Available online at www.CK12.org

College Access Geometry Overview

Michael Fauteux and Rosamaria Zapata

Like many high school teachers, we found that our students came to geometry missing many conceptual and numeracy fundamentals: forgetful of what they had learned in algebra the year before; weak in their logic and readiness for geometric proofs; unable to articulate their mathematical thinking, especially in writing; struggling with literacy; and disengaged from math. In order to address these issues, we developed a structured approach to Geometry that provides both the consistency to increase student comfort and success as well as many opportunities for critical thinking and engagement. Our students' math achievement doubled, a result replicated at other schools using these materials.

A second purpose behind the creation of these lessons concerns professional collaboration. We, the authors, worked every day together to plan and create our lessons. We used these lessons as a means to discuss our practice and as a result improved both our lesson design and instruction. One hope is that these lessons provide other teachers with a starting point for similar discussions, to debate the order of tasks, the choice of wording, the overall sequence of instruction and how they connect to the classroom. Our goal is that these open-source, editable lessons provide teachers a foundation on which to begin teaching. Instead of reinventing the wheel by spending countless hours designing brand new lessons, a teacher can start with these, manipulate them as they see fit, and have the time to focus on classroom delivery and the analysis of results. We particularly hope to support new teachers, who necessarily focus on establishing strong classroom management and lesson execution.

The Leadership Public Schools (LPS) Geometry Approach

Each of the daily lessons in College Access Geometry begins with a **Launch** that is designed to quickly engage students in the content of the day, build on prior knowledge, and connect to the students' own life experiences. It is designed to be independently completed in the first 10 minutes of class, including a quick de-brief at the end.

Following the Launch, teachers begin their **Presentation** of 15-25 minutes, which is separated into approximately three segments that include a variety of direct instruction and active learning / group activities designed to unpack the objective for the day. Built into the presentation are opportunities to review numeracy and algebra skills, connect to prior learning, and build content vocabulary.

The third portion of the lesson is a 10-15 minute **Practice** session that may include independent or group work to reinforce the learning. Problems presented are multi-format including multiple choice, constructed response, written response, and analysis of wrong answers. Frequently students are given the option of completing problems at the proficient or advanced levels.

The fourth section of the lesson is the **Conclusion** and lasts about 10 minutes. Here students either push their thinking further or summarize their learning for the day in writing. Word banks and sentence starters support the writing expectation. Sharing with a partner usually follows the initial individual work with the class de-briefing the task at the end.

The lesson concludes with an **Exit Ticket** in which students evaluate their own engagement and mastery of the objective. Students complete a single problem, often with a written explanation as a comprehension check. Teachers review and tally the exit tickets to modify the launch and presentation for the following day as needed and arrange individual teacher-student conferences or student-student support pairs for those who need more assistance. A short **Homework** assignment of five to seven problems is also included. The homework provides students an opportunity to practice and push their thinking further, and it serves as another comprehension check, done through the careful selection of a small number of problems.

At the beginning of each lesson, teachers are provided with an overview, the materials needed, and relevant teaching tips. The tips include common mistakes to anticipate and plan for as well as recommended best practices for approaching the lesson concepts in ways that allow for reaching learners of all dispositions.

College Access Geometry is accompanied by the Geometry College Access Reader, which supports each lesson with editable, open-source materials available at www.ck12.org . The Reader provides additional practice and, with its embedded literacy supports, helps the students develop mathematical literacy and the ability to independently use math textbooks.

Examples:

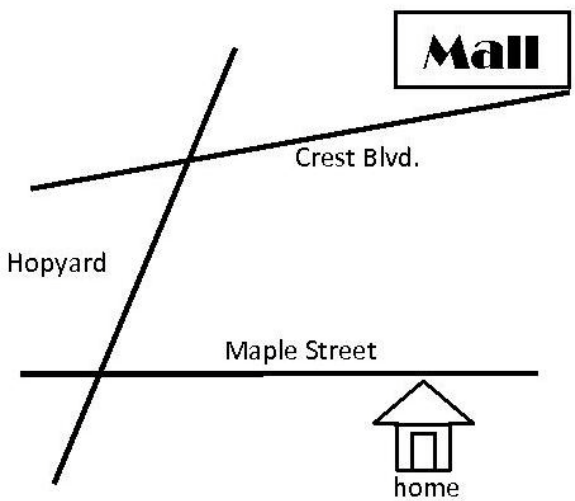
The Launch

Below is an example of a **Launch** with the objective clearly stated at the top of the page in a student-friendly voice: *"I CAN measure and classify different types of angles."* In this lesson, the students learn how to properly name and classify angles by their measure. A common mistake is improperly naming angles. This often-overlooked mistake becomes a teacher's nightmare when writing proofs because the way one names an angle or figure matters. So, the design of this launch uses students' prior knowledge of giving directions from a house to the mall. This is a launch that all students can begin independently and relates to the day's objective. When the teacher reviews the launch, there should be a brief discussion with the second question: *"Explain what would happen if you switched steps 2 and 3."* Doing this work at the beginning of the lesson enables the teacher to relate back to the concept throughout the Presentation, helping students see naming angles as giving directions. Although some students do not need an analogy to understand naming angles, we feel this approach makes the difference between mastery and struggle.

Sample Launch

Instructional Objective | **Launch** | **Unit 1, Lesson 5, Standard**

◎ ***I CAN*** **measure and classify different types of angles**



1. You and your friends are at **home** and want to go to the mall. What are the directions to get to the mall from your house?

   Step 1: _____

   Step 2: _____

   Step 3: _____

2. Explain what would happen if you switched step 2 and step 3.

   _____

   _____

   _____

The Exit Ticket

The **Exit Ticket** should be completed in less than five minutes at the end of class and directly assesses the basic objective of the day. The example below follows the same objective from the launch that was just shown. As you can see, the questions are straight forward: *"Name the angle two different ways"* and *"Classify the angle."* Once turned in, the teacher can quickly sort them into piles of correct and incorrect, and then spend just a little more time investigating the reasons why students got incorrect answers. The exit ticket also includes two meta-cognitive questions for the student to answer: *"Were you 100% focused and engaged in today's lesson?"* and *"Rate your understanding of today's objective."* These questions allow students to assess themselves on how well they did as a learner that day, and they also help the teacher assess possible reasons why a student did not answer the exit ticket correctly. The following day, the teacher has a small stack of exit tickets from the day before that they can use to conference with specific students to support their various needs. This conferencing can be done during the launch or even during the practice. Either way, this quick check for understanding helps keep students from falling through the cracks.

Sample Exit Ticket

Instructional Objective | **Exit Ticket** | **Unit 1, Lesson 5, Standard 16**

◎ ***I CAN*** **measure and classify different types of angles**

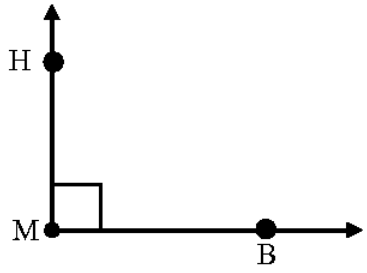
Were you 100% focused and engaged during today's lesson?

YES NO %

Rate your understanding of today's objective.

4	3	2	1	0
completely understand	mostly understand	understand a little	a bit confused	completely confused

Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!



a. name the angle 2 different ways

1.

2.

b. Classify the angle

Instructional Ob ecti e	Lesson Plan	Unit 2 Lesson 1 Standard 7

◎ **I can identify angle pairs formed by lines cut by a transversal.**

Launch: (10 min.) Students match vocabulary they know and make predictions by matching vocabulary they do not know to their relevant diagrams. Students provide a complete sentence justification for their choice.
- Emphasize student explanations around the words in the vocabulary terms
- Pair share 1 min. about choices made in predictions before reporting out and debriefing

Presentation: (20 min.)
1. Graphic organizer:
- Teacher leads students through writing definitions for each term. *(10)*
    - **Transversal:** A line that crosses at least two other lines.
    - **Alternate Interior Angles:** Angles on alternate sides of the transversal and inside the two lines.
    - **Alternate Exterior Angles:** Angles on alternate sides of the transversal and outside the two lines.
    - **Consecutive Interior Angles:** Angles on the same side of the transversal and inside the two lines.
    - **Corresponding Angles:** Angles in matching corners (emphasize Corresponding → Corners).
- Students use highlighters to shade the relevant angles (or transversal) for each vocabulary term.

2. Students start their unit flashcard set by making 5, one for each of the vocabulary words. *(5)*

3. Students identify angle pairs by number, list them, and total the number of each pair. *(5)*

Practice: (20 min.)
1. *Map Connection*: Students identify the locations of places/buildings using angle pair names on a real map of their neighborhood. Projecting this on the whiteboard and having students draw on it can help reinforce the identification skill. Map websites are at www.openstreetmap.org or http://maps.google.com to use to insert your own neighborhood.
2. *Naming*: Students name transversals and angles using 3-letter angle notation to reinforce this skill (shading relevant angles lightly with a pencil may help students see each pair as they did in their presentation).
3. *Create*: Students sketch sets of lines that create a requested number of transversals (answers will vary).

Conclusion: (10 min.)
- Students try and find the total number of corresponding angle pairs in the compound diagram (16 pairs).
- Helpful hints are to cover one side of the diagram with a piece of paper to reveal the original diagram they've been working with.

Exit Ticket (5)

Common Mistakes:
- Students think angle pairs can come from the same group of 4 angles. Emphasize that the pairs have one in each group of 4. They do this sometimes because vertical angles and linear pairs come from the same group.

Best Practices:
- Shading, shading, shading. Shade the angles the students are talking about to give them a tactile and visual connection to the vocabulary term.
- Continue to use the vocabulary and break down the meanings of each word. Make real-world connections.

Instructional Ob ecti e	Launch	Unit 2 Lesson 1 Standard 7

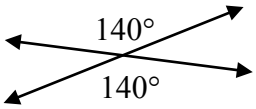
◎ **I can identify angle pairs formed by lines cut by a transversal.**

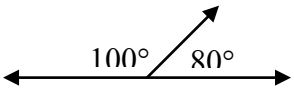
Prior Knowledge

Match each vocabulary term to its diagram. Write a complete sentence explaining why it matches.

ocabulary Terms

Vertical Angles
Supplementary Angles
Linear Pair





This is an example of _____
_____ because …

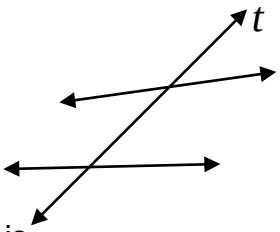
Explain the difference between supplementary angles and a linear pair.

New Knowledge: Predictions

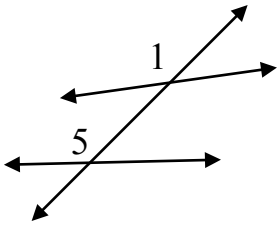
Match each vocabulary term to its diagram. Write a complete sentence explaining why it matches.

ocabulary Terms

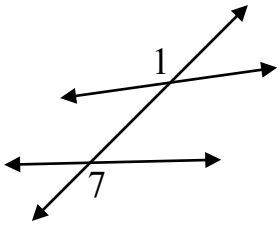
Transversal
Alternate Interior Angles
Alternate Exterior Angles
Consecutive Interior Angles
Corresponding Angles



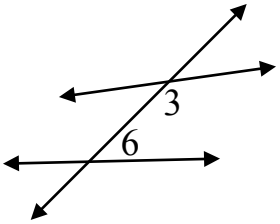
This is _____
because …



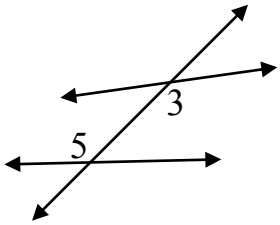
This is _____
because …



This is _____
because …



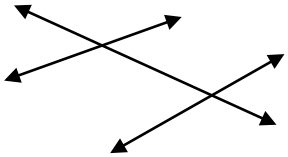
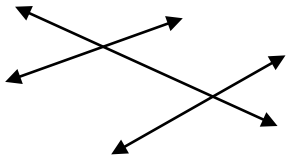
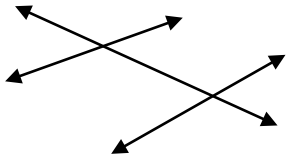
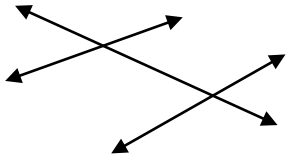
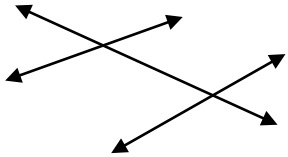
This is _____ because …

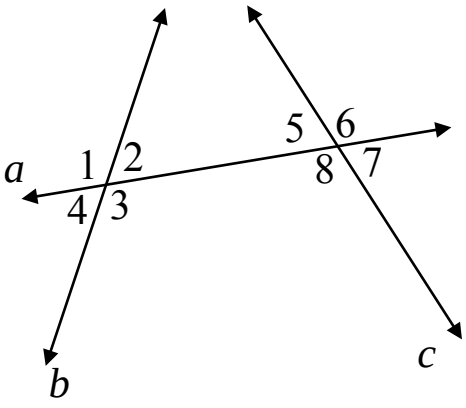


This is _____ because …

Instructional Ob ecti e	Presentation	Unit 2 Lesson 1 Standard 7

◎ **I can identify angle pairs formed by lines cut by a transversal.**

ocabulary Term	Picture	De inition
Transversal		
Alternate Interior Angles		
Alternate Exterior Angles		
Consecutive (Same-Side) Interior Angles		
Corresponding Angles		

Identify Angle Pairs	List all of the following:	How many?
	Transversals:	
	Alternate Exterior ∠ Pairs:	
	Alternate Interior ∠ Pairs:	
	Consecutive Interior ∠ Pairs:	
	Corresponding ∠ Pairs:	

Instructional Ob ecti e	Practice	Unit 2 Lesson 1 Standard 7

◎ I can identify angle pairs formed by lines cut by a transversal.

E . 1 - Ma s **Hayward CA**

O enStreetMa contributors CC-BY-SA

Questions

1. Name a transversal and the streets it crosses:

2. Name another transversal and the streets it crosses:

3. Kaiser Hospital and Mt. Eden H.S. have what relationship?

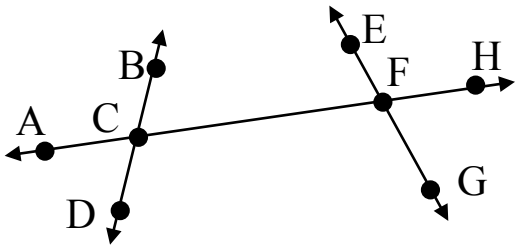
4. Kaiser and Rotten Robbie's Gas Station have what relationship?

5. Mt. Eden Park and Mt. Eden H.S. have what relationship?

6. Name two places that are alternate interior to each other:

7. Name two places that form a linear pair:

E . 2 - Naming Using Angle Notation



Name 1 example of each:	Name the ∠ pair:
Transversal:	∠ACB & ∠HFG are…
Corresponding Angles:	∠EFC & ∠DCF are …
Alternate Interior Angles:	∠BCH & ∠EFC are …
Alternate Exterior Angles:	∠ACD & ∠CFG are …
Consecutive Interior Angles:	∠EFC & ∠HFG are …

E . 3 - Trans ersal E loration

Sketch a set of lines that has:

1 transversal

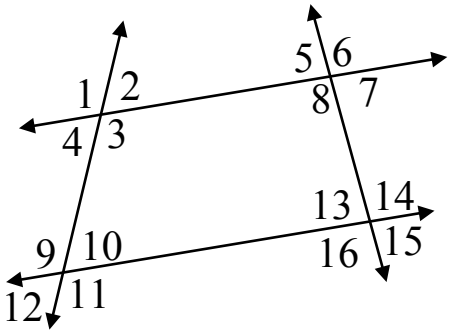
2 transversals

3 transversals

4 transversals

Instructional Ob ecti e	Conclusion	Unit 2 Lesson 1 Standard 7

◎ **I can identify angle pairs formed by lines cut by a transversal.**



How many corresponding angle <u>pairs</u> are there in the diagram? Explain how you came up with your answer.

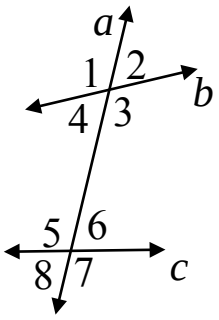
*Write at least three sentences and use at least three key vocabulary terms.

Angle	**Pair**	**Corres onding**	**Grou**	**Le t**
Trans ersal	**Total**	**To**	**Bottom**	**Right**

Instructional Ob ecti e	Homework	Unit 2 Lesson 1 Standard 7

◎ **I can identify angle pairs formed by lines cut by a transversal.**

1. Using the diagram, list all pairs of:



a) Corresponding Angles:

b) Alternate Interior Angles:

c) Alternate Exterior Angles:

d) Consecutive Interior Angles:

2. How many of each is there?

a) Corresponding Angles:

b) Alternate Interior Angles:

c) Alternate Exterior Angles:

d) Consecutive Interior Angles:

e) Vertical Angles:

f) Linear Pairs:

3. Look at the diagram above. Make a new sketch of lines *a*, *b* and *c,* except make lines *b* and *c* parallel. Write at least one complete sentence predicting what you think happens to the angle pairs if this happens.

4. Write one complete sentence (not about Geometry) using both the words interior and exterior.

Instructional Ob ecti e | **Exit Ticket** | **Unit 2 Lesson 1 Standard 7**

◎ I can identify angle pairs formed by lines cut by a transversal.

Were you 100% focused and engaged during today's lesson?

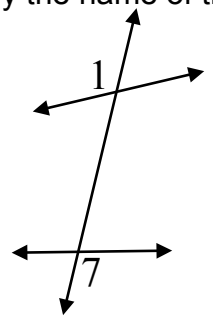
YES | NO |

Rate your understanding of today's objective.

4	3	2	1	0
completely understand	mostly understand	understand a little	a bit confused	completely confused

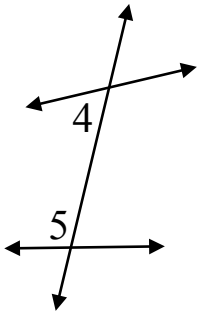
Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!

Identify the name of the angle pair:



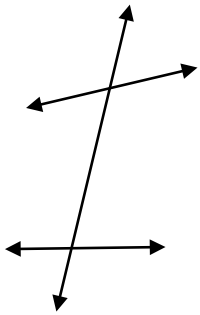
Name:

Identify the name of the angle pair:



Name:

Shade a pair of <u>corresponding</u> angles:



Instructional Ob ecti e | **Exit Ticket** | **Unit 2 Lesson 1 Standard 7**

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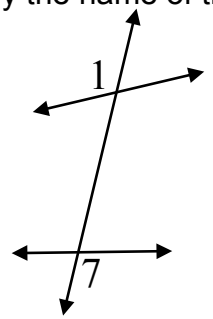
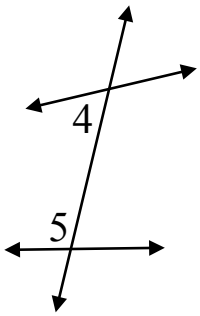


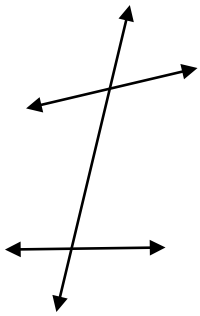
Name:

Identify the name of the angle pair:



Name:

Shade a pair of <u>corresponding</u> angles:



Instructional Ob ecti e	Lesson Plan	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**

Launch: (10 min.) Students will review vocabulary from the day before and then build on prior knowledge of supplementary and vertical angles to preview today's lesson.

Presentation: (20 min.)
1. Investigation:
- Students go through a partner investigation to find angle measurement relationships between angles formed by 2 parallel lines cut by a transversal.
- Make sure the students realize that the figure they are about to cut apart is the same figure that is on their notes. Students will following the guiding questions on their paper as they cut out the angles and discover the following relationships:

→Alternate interior angles are congruent.
→Alternate exterior angles are congruent.
→Same-Side/Corresponding Interior angles are supplementary.
→Corresponding angles are congruent.

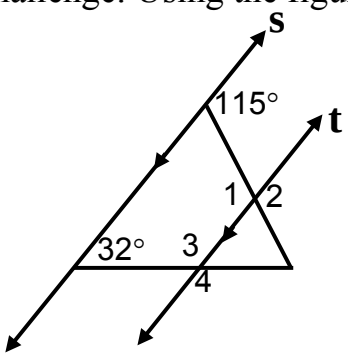
Practice: (15 min.) – Students work through the practice page. If the teacher notices some students blowing through the page, project the challenge problem on the board for the students to complete.

Conclusion: (10 min.)
- Individual
- Pair/Share then have 2 students share out their conclusion.

Exit Ticket (5)

Materials:
- Lesson packets
- Scissors
- Pre-made angle sheets

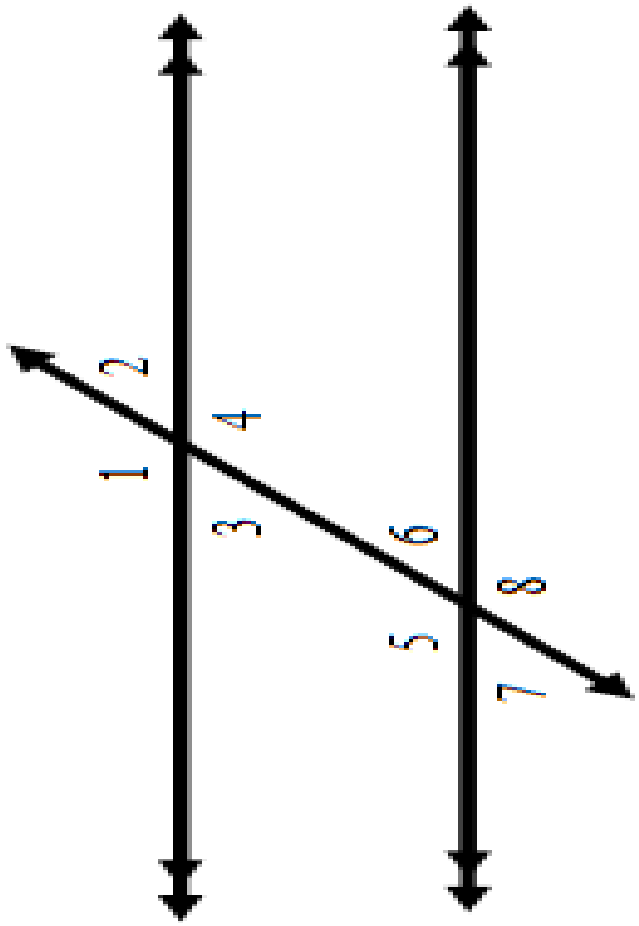
Challenge: Using the figure below, find the following measures:

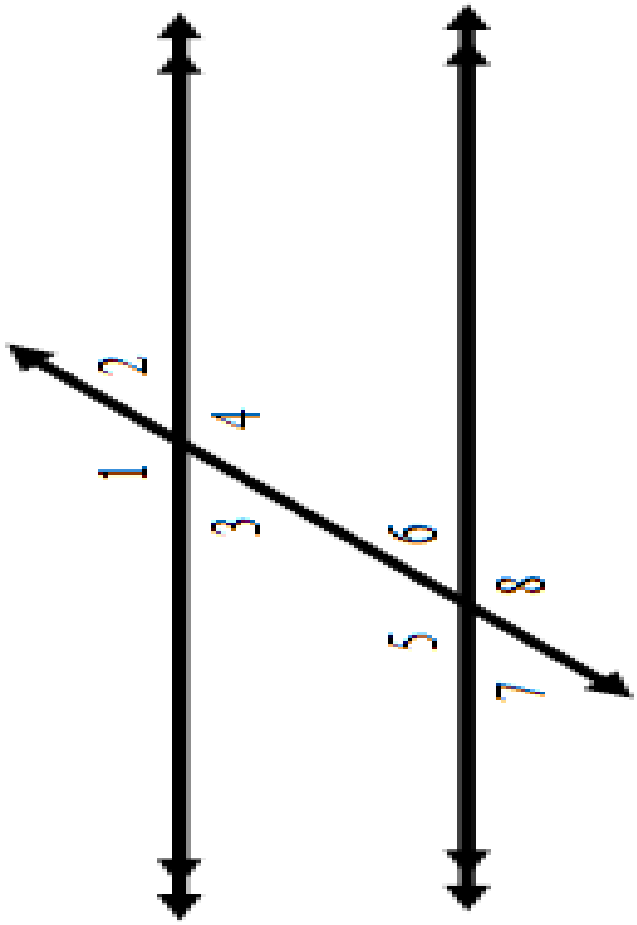


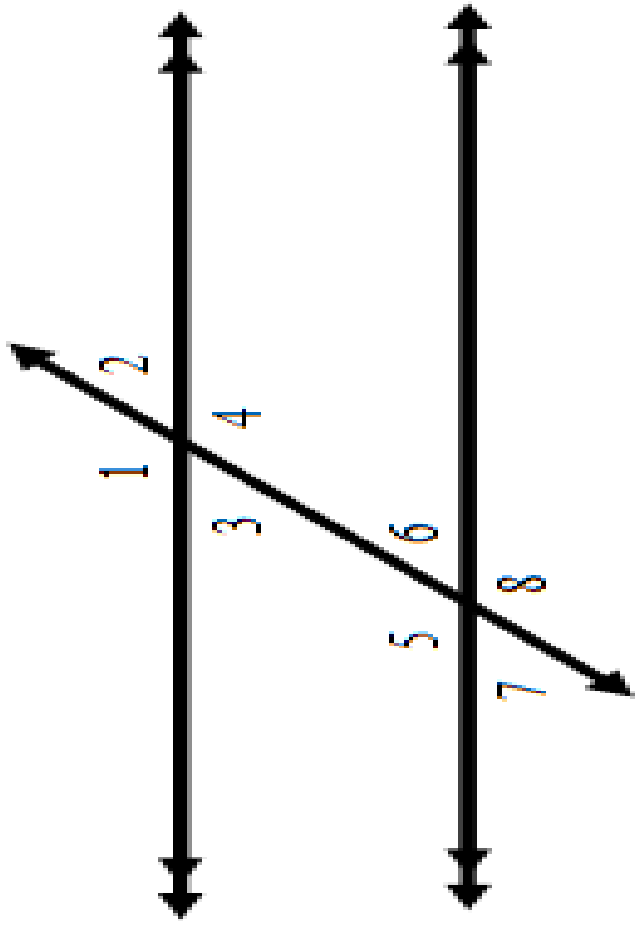
1. m∠1 = _____
2. m∠2 = _____
3. m∠3 = _____
4. m∠4 = _____

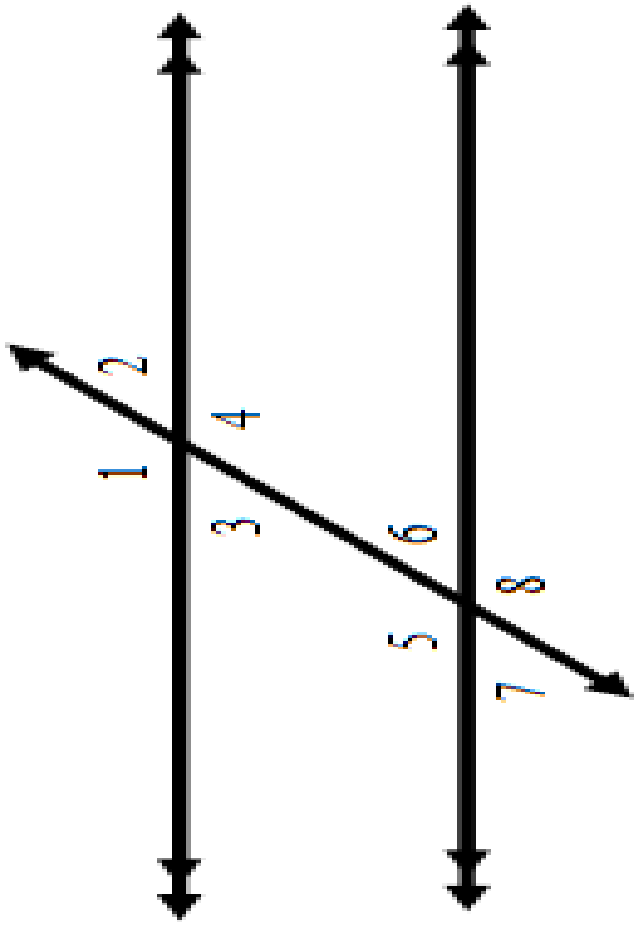
Common Mistakes:
- Students think all the angle pairs are congruent.

Best Practices:
- Shading is very helpful again, particularly when making the point that all acute angles are congruent and all obtuse angles are congruent.


1 2
3 4
5 6
7 8


1 2
3 4
5 6
7 8

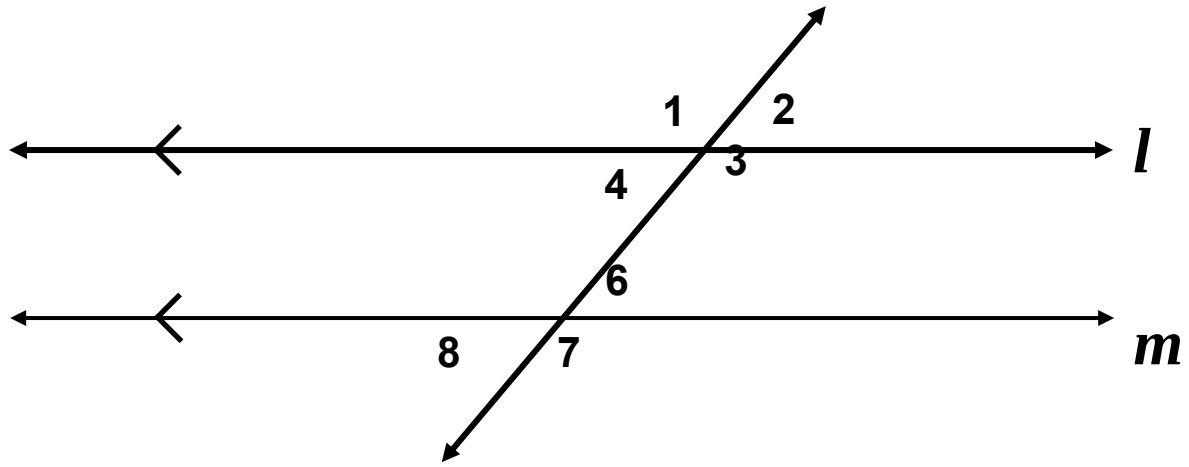

1 2
3 4
5 6
7 8


1 2
3 4
5 6
7 8

Instructional Ob ecti e	Launch	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**

Refer to the diagram:



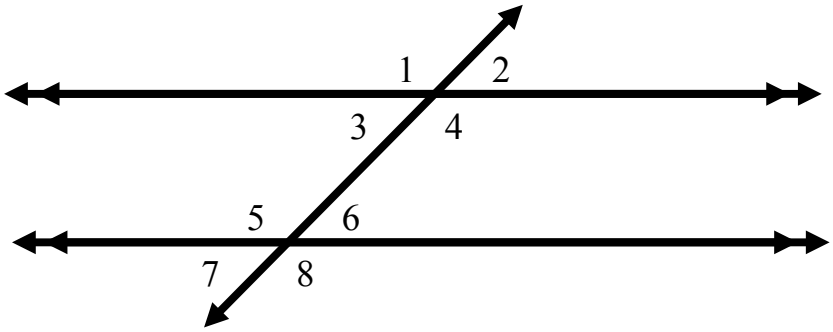
- List <u>all</u> pairs of corresponding angles.
- List <u>all</u> pairs of alternate interior angles.
- List <u>all</u> pairs of alternate exterior angles.
- List <u>all</u> pairs of same-side (consecutive) interior angles.
- Which angles are supplementary? What do you know about this angle relationship?
- Which angles are vertical? What do you know about this angle relationship?

BONUS: If the measure of angle 1 is 125°, what is the measure of angle 6? What is the relationship between angles 1 and 6?

Instructional Ob ecti e	Presentation	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**

Acti ity



1. Take your model diagram and carefully cut out each of the 8 numbered angles. Notice that the diagram you are cutting matches the one above.

2. Move the angles around. Compare them to each other. Try them on the diagram above.

3. What do you see? What relationships do you notice?

4. Using the figure above, list all angle pairs for each given pair name in the table below.

5. Talk with your partner about the angle measurement relationships you noticed. Remember: yesterday we had non-parallel lines. Today we have parallel lines. Based on your observations, finish the conditional statements in the right column about each type of angle pair.

Relationshi	Angle Pairs	**Conditional Statement:** *If two parallel lines are cut by a transversal, then…*
Alternate Interior Angles		
Alternate E terior Angles		
Same-Side/ Consecuti e Interior Angles		
Corres onding Angles		
Su lementary Angles		
ertical Angles		
Linear Pair		

Instructional Ob ecti e	Practice	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**

E . 1 Summary o Big Ideas

1. If 2 lines cut by a transversal are parallel, **then** *alternate interior* angles, *alternate exterior* angles and *corresponding* angles are _____.

2. If 2 lines cut by a transversal are parallel, **then** *consecutive interior* angles are _____.

In the diagram below, highlight all acute angles yellow and all obtuse angles pink.

3. If 2 lines cut by a transversal are parallel, **then** all acute angles are _____.

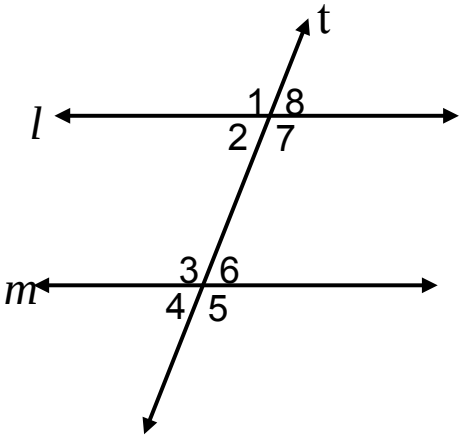
4. If 2 lines cut by a transversal are parallel, **then** all obtuse angles are _____.

5. If 2 lines in a diagram are parallel, you can notate this by putting what markings on them?

6. If 2 more lines in a diagram are parallel to each other but NOT to the first pair of lines, what markings can you put on them to show this?

E . 2 Angle Measurements

In the figure, $l \parallel m$. Find the measure of each angle.



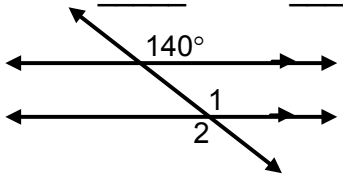
1. If m∠7 = 100°, find m∠3:_____
2. If m∠7 = 95°, find m∠6:_____
3. If m∠1 = 120°, find m∠5:_____
4. If m∠4 = 20°, find m∠7:_____
5. If m∠3 = 140°, find m∠8:_____
6. If m∠4 = 30°, find m∠1:_____
7. If m∠4 = 40°, find m∠2:_____
8. If m∠7 = 125°, find m∠4:_____

*9. If line $l \perp$ line t find m∠3:_____

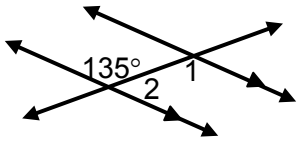
*10. If m∠1 + m∠3 = 230°, find m∠6:_____

E . 3 Using Parallel Lines: Find m∠1 and m∠2.

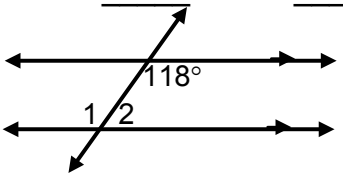
11. m∠1=_____ m∠2=_____



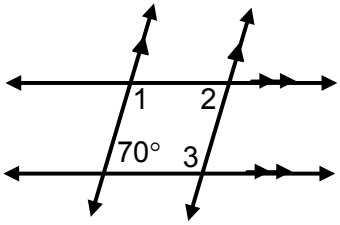
12. m∠1=_____ m∠2=_____



13. m∠1=_____ m∠2=_____

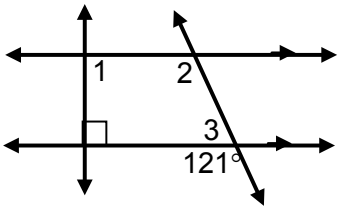


14. m∠1=_____ m∠2=_____



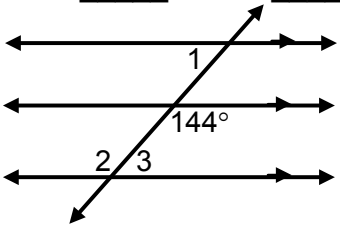
*m∠3=_____

15. m∠1=_____ m∠2=_____



*m∠3=_____

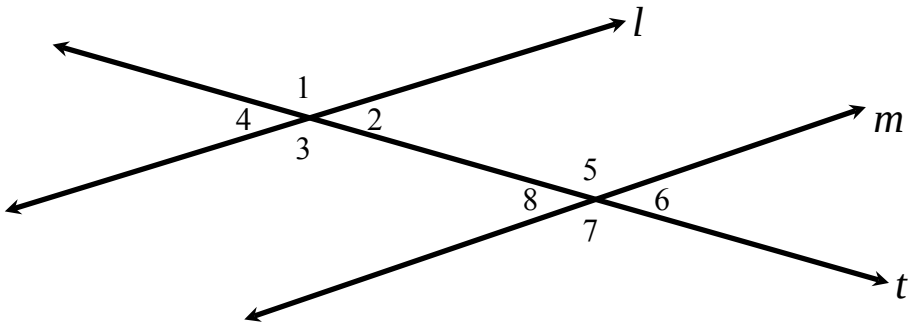
16. m∠1=_____ m∠2=_____



*m∠3=_____

Instructional Ob ecti e	Conclusion	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**



In the diagram left, lines *l* and *m* are parallel. Think of a possible measure for ∠1 and explain how to find the measures of angles #2-8.

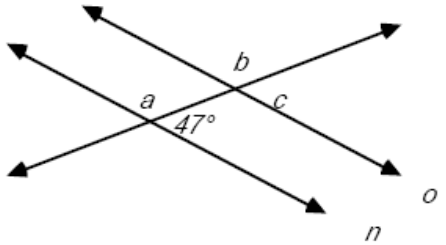
*Write at least three sentences and use at least three key vocabulary terms.

arallel	**ertical angles**	**alternate interior**
trans ersal	**corres onding**	**alternate e terior**
congruent	**su lementary**	**consecuti e interior**

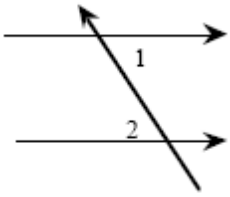
Instructional Ob ecti e	Homework	Unit 2 Lesson 2 Standard 7

◎ **I can find the measures of angles formed by two parallel lines cut by a transversal.**

1 Find the measures of angles *a*, *b*, and *c* in the diagram below.

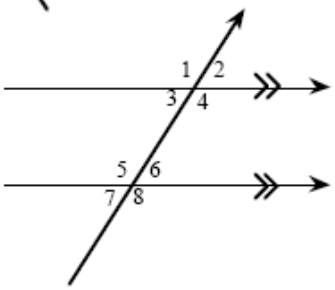


2 What type of angle relationship is shown by angles 1 and 2 in the diagram below?



3 a) List 2 pairs of same-side interior angles in the diagram on the right.

b) Are same-side interior angles congruent or supplementary?



4 If m∠2 = 70° in the diagram on the right, what is the measure of ∠5?

Do supplementary angles have to be adjacent (next to each other)? Why or why not?

Instructional Ob ecti e | Exit Ticket | **Unit 2 Lesson 2 Standard 7**

◎ I can find the measures of angles formed by two parallel lines cut by a transversal.

Were you 100% focused and engaged during today's lesson?

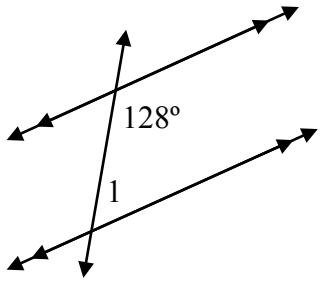
YES | NO | %

Rate your understanding of today's objective.

4	3	2	1	0
completely understand	mostly understand	understand a little	a bit confused	completely confused

Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!

Find the m∠1 and state the reason why.



The measure of angle 1 is _____ because …

Instructional Ob ecti e | Exit Ticket | **Unit 2 Lesson 2 Standard 7**

◎ I can find the measures of angles formed by two parallel lines cut by a transversal.

Were you 100% focused and engaged during today's lesson?

YES | NO |

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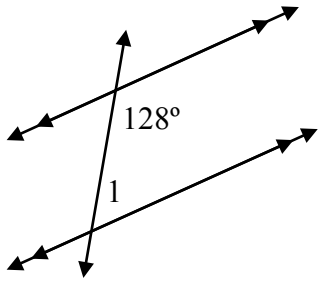
Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!

Find the m∠1 and state the reason why.



The measure of angle 1 is _____ because …

Instructional Ob ecti e	Lesson Plan	Unit 2 Lesson 3 Standard 7

◎ **I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.**

Launch: (10 min.) Students will complete a compare/contrast table for non-parallel and parallel lines cut by transversals. They should note how the parallel lines example makes the angle pair relationships of congruent and supplementary possible. They will also solve multi-step equations in 1 variable and with variables on both sides.

Presentation: (5 min.)
1. Teacher connects a simple measurement exercise to a more complex one with variable expressions. The teacher demonstrates creating a verbal/conceptual model (ex. The given angles are congruent) and how to translate that into an algebraic model (ex. $2x = 4x - 10$). Highlighting the angles can help students focus on the relevant parts of the problem.

Practice: (25 min.)
1. Task #1: Teacher leads students through a series of 3 practice problems of their choice (choose a couple congruent examples and one supplementary example for contrast):
   - 1st, highlighting the relevant angles for all 3 examples
   - 2nd, writing a verbal model of the relationship between the angles for all 3 examples
   - 3rd, writing an equation for each from the verbal model for all 3 examples
   - 4th, release the students to solve their equations (remind about checking their solutions) and work to finish the rest of the practice exercises.

2. Task #2: The teacher gives the following possible headings for students to use in creating their own exercise:
- *Alternate Interior, Alternate Exterior, Corresponding, Consecutive Interior, Vertical Angles, Linear Pair, Supplementary, Complementary* (don't forget that while 2 angles can be supplementary, so can 3 or more be together as well)
- Students create a sketch of the problem and then next to it show their solution (those working quickly should design a second problem or make their original multiple steps, etc.
- Task #3: Teacher pre-selects a handful of problems to go on the board. Students work on the problems. Authors present their solutions if time allows time. Students finish the exercises for homework.

Conclusion: (10 min.)
- Collective analysis of student-created problems in its place.

Exit Ticket: (5 min.)

<u>Common Mistakes:</u>
- Students confuse supplementary and congruent in angle pairs frequently.
- Students confuse supplementary and complementary.

<u>Best Practices:</u>
- Shading helps students focus in on the relevant part of a problem.
- Creating the verbal/conceptual model first helps. Struggling students can be prompted to speak out loud first what they think is going on between the angles they shaded. The teacher can then write what they say in English. Analyzing the English together, the teacher and student can then create an equation to solve.
- For some students, forcing them to go through the rest of the practice exercises only highlighting and writing the verbal model can help them develop this skill better than having them highlight, write the verbal model, write the equation and solve all at once.

Instructional Ob ecti e	Launch	Unit 2 Lesson 3 Standard 7

◎ **I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.**

1. Which diagram has corresponding, alternate interior and alternate exterior angles <u>congruent</u>?

Diagram 1

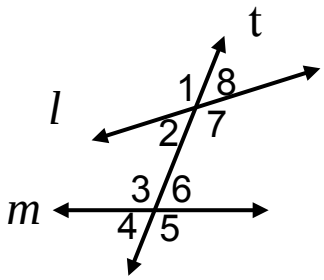
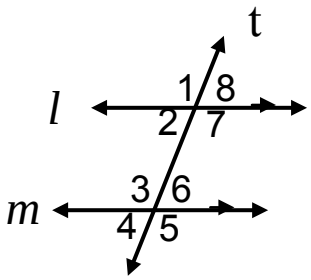


Diagram 2



2. <u>Why</u> are they congruent in that diagram but not in the other? Explain.

3. Bonus: Name a pair of numbered angles that are supplementary in one diagram but not in the other.

Solve the following equations. Show your work. If you have time, <u>check</u> your solution by substituting your final answer back into the original equation.

4. $2x + 1 = 31$

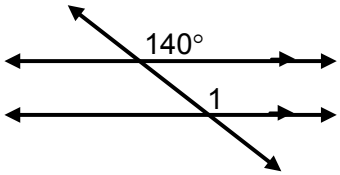
5. $5y - 12 = 2y + 36$

Instructional Ob ecti e	Presentation	Unit 2 Lesson 3 Standard 7

◎ **I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.**

Sol e or the unknown ariable.

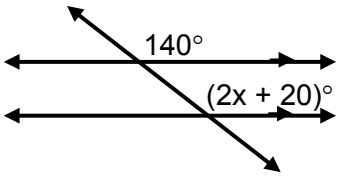
a)



Verbal Model:

Equation:

b)



Verbal Model:

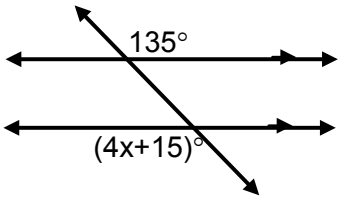
Equation:

Instructional Ob ecti e	Practice	Unit 2 Lesson 3 Standard 7

◎ **I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.**

Part 1: Sol e or the unknown.

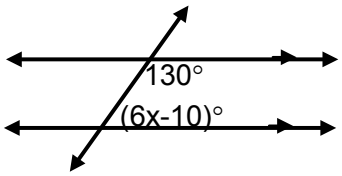
1.



Verbal Model:

Equation:

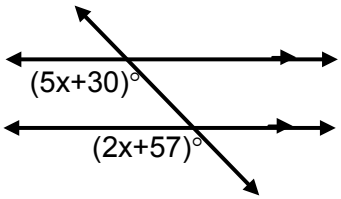
2.



Verbal Model:

Equation:

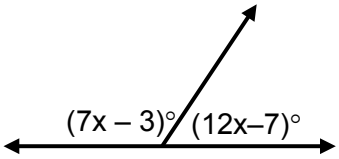
3.



Verbal Model:

Equation:

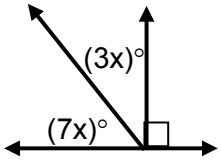
4.



Verbal Model:

Equation:

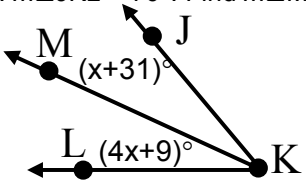
5.



Verbal Model:

Equation:

6. Given: $m\angle JKL = 70°$. Find $m\angle MKL$.

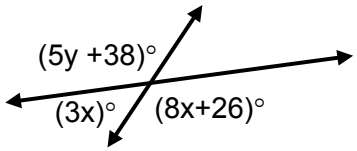


Verbal Model:

Equation:

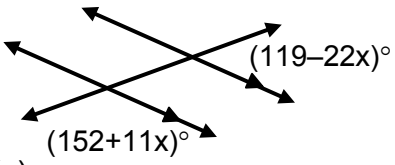
Challenge: Multi-Ste

7.



Equation(s):

8.



Equation(s):

Part 2: Create Your Own

Create an exercise of your own.

1. Choose from the following possible topics:

Alternate Interior Angles	Alternate Exterior Angles	Corresponding Angles	Consecutive Interior Angles
Vertical Angles	Linear Pair	Supplementary	Complementary

2. Sketch and label your diagram.
3. Solve your exercise next to it as you did your practice problems.
4. Create another if you have time (possibly a multi-step exercise!)

Diagram	**Solution** Verbal Model: Equation:
Diagram	**Solution** Verbal Model: Equation:

Instructional Ob ecti e	Conclusion/Homework	Unit 2 Lesson 3 Standard 7

◎ I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.

Co y down the e ercises on the board. Sol e them and check your work.

1.	2.
3.	4.
5.	6.

Instructional Ob ecti e | Exit Ticket | **Unit 2 Lesson 3 Standard 7**

◎ I can use angle pair relationships in parallel lines cut by a transversal to solve for an unknown.

Were you 100% focused and engaged during today's lesson?

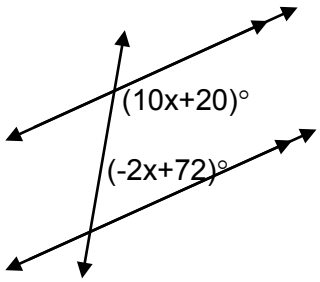
YES | NO |

Rate your understanding of today's objective.

4	3	2	1	0
completely understand	mostly understand	understand a little	a bit confused	completely confused

Take a minute to help me gauge your understanding by answering the following question. SHOW YOUR WORK!!!

Solve for x.



Solution:

Instructional Ob ecti e | Exit Ticket | **Unit 2 Lesson 3 Standard 7**

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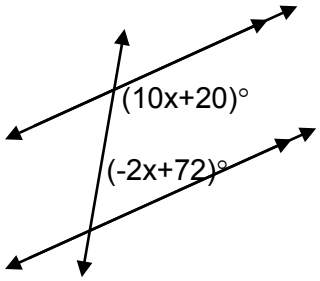
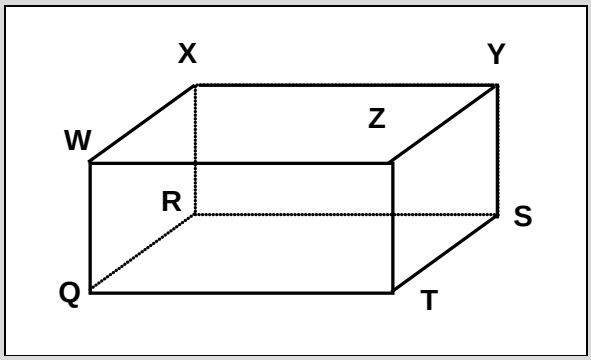


Solution:

Geometry
Unit 2 Exam – Parallel Lines & Quadrilaterals

Name: _____
Date: _____

DIRECTIONS: For #1-3, refer to the figure below. (Think of each segment as part of a line)



1 Which segments are parallel?

A $\overline{RS}$ and $\overline{SY}$
B $\overline{ZY}$ and $\overline{WX}$
C $\overline{QT}$ and $\overline{XR}$
D $\overline{TZ}$ and $\overline{QT}$

Standard 7

2 Which segments are perpendicular?

A $\overline{WQ}$ and $\overline{QR}$
B $\overline{RS}$ and $\overline{TZ}$
C $\overline{XY}$ and $\overline{QT}$
D $\overline{WX}$ and $\overline{ZY}$

Standard 7

3 Which segments are skew?

A $\overline{QT}$ and $\overline{SR}$
B $\overline{TZ}$ and $\overline{WZ}$
C $\overline{ZY}$ and $\overline{RS}$
D $\overline{XR}$ and $\overline{WQ}$

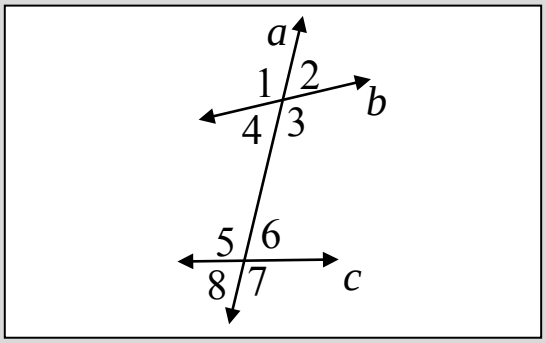
Standard 7

4 Parallel lines are defined as:

A Two lines that intersect at 90 degrees.
B Two coplanar lines that never intersect.
C Two lines that sit on top of each other.
D Two non-coplanar lines that never intersect.

Standard 7

DIRECTIONS: For #5-7, refer to the figure below.



5 How many different pairs of corresponding angles are in the figure above?

A 0
B 1
C 2
D 4

Standard 7

6 Which pair of angles are alternate exterior angles?

A $\angle 1$ and $\angle 2$
B $\angle 2$ and $\angle 8$
C $\angle 3$ and $\angle 5$
D $\angle 1$ and $\angle 8$

Standard 7

7 What is the relationship between $\angle 4$ & $\angle 6$?

A Alternate Exterior Angles
B Alternate Interior Angles
C Consecutive Interior Angles
D Corresponding Angles

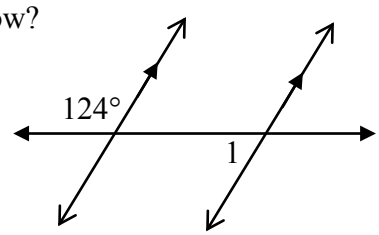
Standard 7

8 Same-side interior angles are also known as:

- **A** Alternate Interior Angles
- **B** Congruent Interior Angles
- **C** Consecutive Exterior Angles
- **D** Consecutive Interior Angles

Standard 7

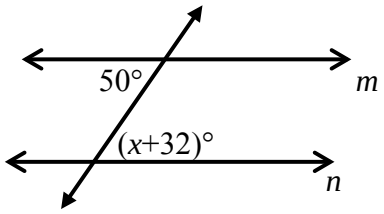
9 What is the measure of angle 1 in the figure below?



- **A** 56°
- **B** 62°
- **C** 112°
- **D** 124°

Standard 7

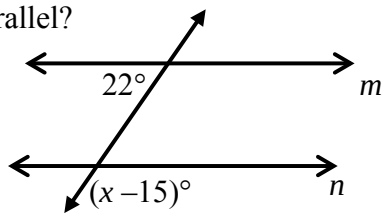
10 What value must x be to make lines m and n parallel?



- **A** 98°
- **B** 50°
- **C** 32°
- **D** 18°

Standard 7

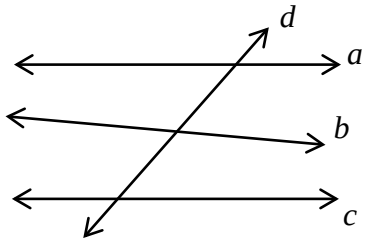
11 What value must x be to make lines m and n parallel?



- **A** 22°
- **B** 37°
- **C** 173°
- **D** 187°

Standard 7

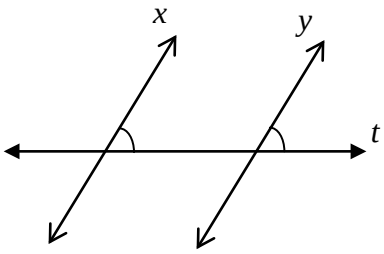
12 Which line is the transversal in the figure below?



- **A** *a*
- **B** *b*
- **C** *c*
- **D** *d*

Standard 7

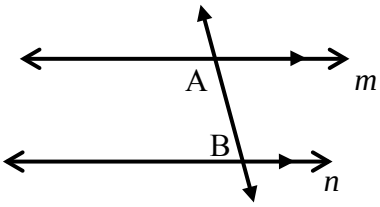
13 Fernando is trying to prove $x \parallel y$ in the figure below. What must he *prove* about the two marked angles?



- **A** They are complementary.
- **B** They are congruent.
- **C** They are consecutive.
- **D** They are supplementary.

Standard 7

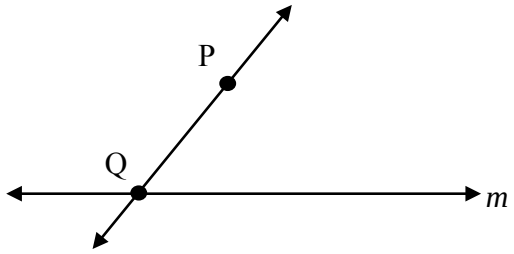
14 Based on the figure below, which theorem justifies the statement: $m\angle A + m\angle B = 180°$?



- **A** Alternate Interior Angles Theorem
- **B** Alternate Exterior Angles Theorem
- **C** Consecutive Interior Angles Theorem
- **D** Parallel Lines Theorem

Standard 7

15 What is the *next step* to construct a line parallel to line *m* through point P?



A Make an arc from point *Q* intersecting both lines.

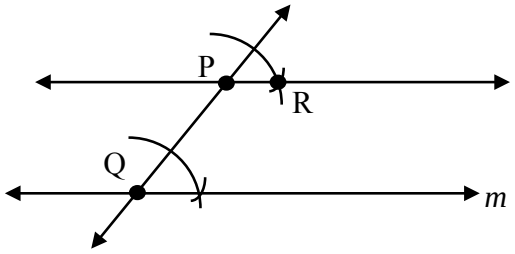
B Draw a line through point *P* parallel to line *m*.

C Measure the distance between points *Q* and *P*.

D Make another line from point *P* to line m.

Standard 16

16 Which angles are used in the construction of parallel lines?



A Adjacent Angles

B Corresponding Angles

C Consecutive Interior Angles

D Right Angles

Standard 16

17 A quadrilateral with only one pair of opposite sides parallel is a(n):

A Parallelogram

B Trapezoid

C Square

D Kite

Standard 7

18 A quadrilateral that is both a rectangle and a rhombus is a(n):

A Parallelogram

B Trapezoid

C Square

D Kite

Standard 7

19 Determine whether the statement is TRUE or FALSE.

A rectangle is always a parallelogram.

A True

B False

Standard 7

20 Determine whether the statement is TRUE or FALSE.

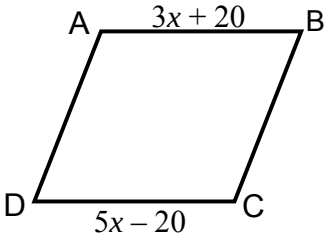
The diagonals of a rhombus are always perpendicular.

A True

B False

Standard 7

21 For parallelogram ABCD, find *x*.



A 4

B 10

C 16

D 20

Standard 7

22 Which of the following is a property of a parallelogram?

A The diagonals are congruent.

B The diagonals bisect the angles.

C The diagonals are perpendicular.

D The diagonals bisect each other.

Standard 7

23 Two consecutive angles of a rhombus measure $(5x + 25)°$ and $(3x – 5)°$. What are the measures of each of the angles?

A 55° and 125°

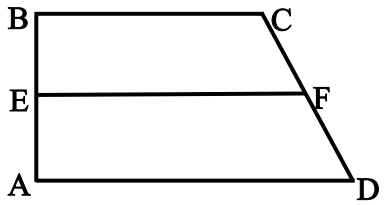
B 90° and 90°

C 105° and 75°

D 109° and 71°

Standard 7

24 Given trapezoid ABCD with midsegment EF, which of the following is true?



A EF = ½ AD

B AE = FD

C AB = EF

D $EF = \frac{BC + AD}{2}$

Standard 7

25 The statement:

The diagonals are congruent.

Is always true for all of the following <u>except</u>:

A Isosceles Trapezoid

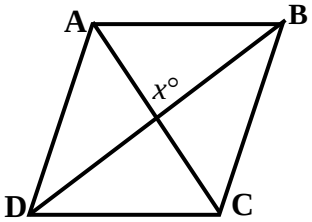
B Rhombus

C Rectangle

D Square

Standard 7

26 For rhombus ABCD, find the measure of *x*.



A 45°

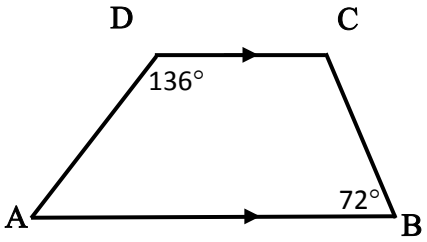
B 60°

C 90°

D 120°

Standard 7

27 In trapezoid ABCD, find the $m\angle A$.



A 44°

B 72°

C 108°

D 136°

Standard 7

28 ABCD is a kite with vertex angles A and C and non-vertex angles B and D. If $m\angle ADC$ = 105º and $m\angle DAB$ = 100º. Find the $m\angle DCB$.

A 50º

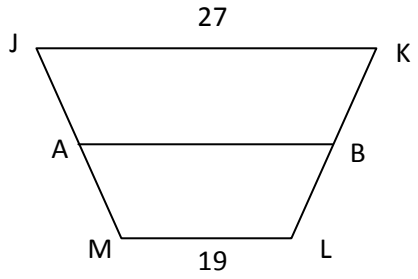
B 55º

C 100º

D 105º

Standard 7

29 For Trapezoid JKLM, A and B are midpoints of the legs. Find AB.



A 8

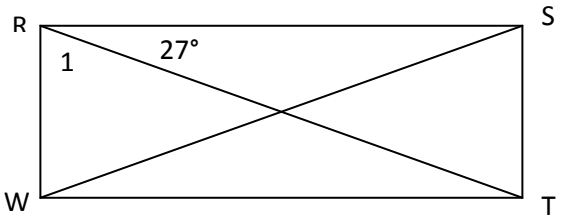
B 23

C 35

D 46

Standard 7

30 Find $m\angle 1$ in rectangle RSTW.



A 17º

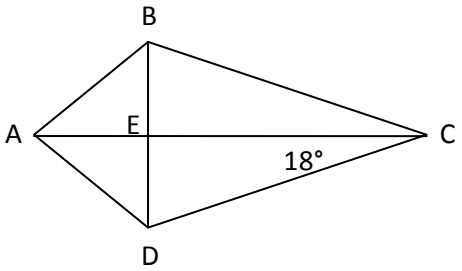
B 63º

C 126º

D 153º

Standard 7

31 ABCD is a kite. Find $m\angle CDE$.



A 18º

B 72º

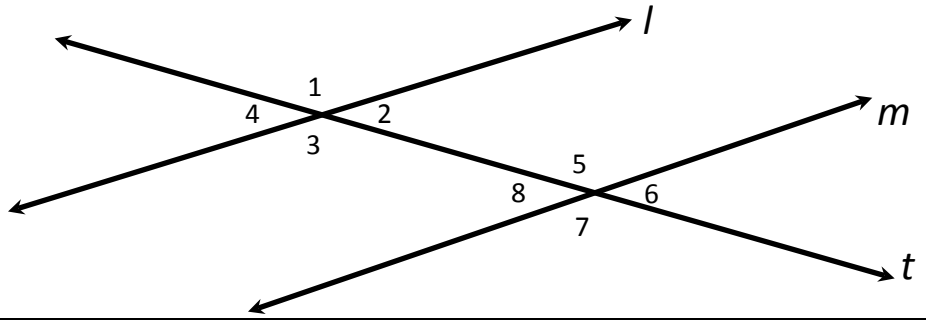
C 90º

D 162º

Standard 7

Free Response Section – Answer the following questions as best you can. Show all your thinking!

Use the figure below to answer problems 32 – 38.

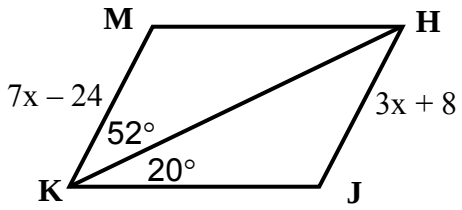


Given: Lines *l* and *m* are parallel; measure of angle 1 = 120˚
Find the **measure** of the other angles, giving a **reason** for each of their measures.

The m∠1 is 120˚	because it is given.
32. The m∠2 is _____	because ∠2 and ∠1 are…
33. The m∠3 is _____	because ∠3 and ∠ ___are…
34. The m∠4 is _____	because
35. The m∠5 is _____	because
36. The m∠6 is _____	because
37. The m∠7 is _____	because
38. The m∠8 is _____	because

Use the Figure below to answer problems 39 – 42.

Quadrilateral JKMH is a parallelogram.



39. Solve for *x*.

40. What is the length of JH?

41. What is *m*∠HMK?

42. What is *m*∠JHK

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BIOLOGY
COLLEGE ACCESS READER

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vocabulary and comprehension supports by:
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With input from LPS teachers:
Danielle Alvarado
Sarah Johnson
Vinicio Merlino
Samuel McCabe

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- Chapter 1: Introduction to the Human Body
- Chapter 2: The Nervous and Endocrine Systems
- Chapter 3: Skeletal, Muscular, and Integumentary Systems
- Chapter 4: Circulatory and Respiratory Systems
- Chapter 5: Digestive and Excretory Systems

UNIT 2: CELL BIOLOGY

- Chapter 1: The Chemistry of Life
- Chapter 2: Cell Structure and Function
- Chapter 3: Photosynthesis and Cellular Respiration

UNIT 3: GENETICS

- Chapter 1: Cell Division and Reproduction
- Chapter 2: Mendelian Genetics
- Chapter 3: Human Genetics
- Chapter 4: DNA Structure and Protein Synthesis

UNIT 4: EVOLUTION

- Chapter 1: Mutation
- Chapter 2: Evolutionary Theory
- Chapter 3: History of Life
- Chapter 4: Evolution in Populations
- Chapter 5: Classification

UNIT 5: ECOLOGY

- Chapter 1: Ecology Principles
- Chapter 2: Populations
- Chapter 3: Biomes, Ecosystems and Communities
- Chapter 4: Ecology and Human Actions

Selected Excerpt:

Biology College Access Reader
Unit 4, Evolution - Chapter 2: Evolutionary Theory
Lesson 2.3: Microevolution and the Genetics of Populations

Lesson Objectives

- Distinguish between microevolution and macroevolution.
- Define gene pool, and explain how to calculate allele frequencies.
- Identify the four forces of evolution.

Lesson Vocabulary

Microevolution
Macroevolution
Population genetics
Gene pool
Allele frequency
Hardy-Weinberg Theorem
Stabilizing selection
Directional selection
Disruptive selection
Sexual Dimorphism

Lesson Introduction

Darwin knew that heritable variations are needed for evolution to occur. However, he knew nothing about Mendel's laws and how traits are inherited. Mendel's laws were not well accepted at the time and only rediscovered in the early 1900s. Only then could scientists fully understand the process of evolution.

Before Reading: Think Aloud

Have you ever had a flu shot? Vaccinations work by training your immune system to recognize and fight a specific virus so that it can respond quickly when it sees the same virus a second time. With some vaccinations, like smallpox and polio, you can receive the vaccination once and be immune to that virus for your lifetime. However, with the flu shot a new vaccination is needed each year to fight the influenza virus. Why do you think this is?

_____

_____

_____

The Scale of Evolution

We now know that heritable variations are genetic traits. They are determined by different alleles. We also know that evolution is a change in organisms over time. A physical change occurs because on a molecular level this means that it is a change in alleles over time. How long a time? That depends on the scale of evolution.

- **Microevolution** occurs over a relatively short period of time within a population or species. The Grants observed this level of evolution in Darwin's finches when they saw the average beak size increase over a period of two years.

- **Macroevolution** occurs over geologic time and is not just a change within a species. The fossil record reflects this level of evolution by showing the appearance of new species resulting in changes from older species. It results from microevolution taking place over many generations.

The reason why you need a new flu shot every year is because the influenza virus is constantly evolving. Within a year, it can look so different that your body no longer recognizes it. This is a great example of microevolution because the change is occurring very quickly. In fact, with our knowledge of genetics now, scientists can even trace the changes in the DNA of viruses to see how they evolve.

Word Work

The prefix "micro-" in microevolution means very small.
Can you think of two other words that start with "micro-"?

_____ _____

The prefix "macro-" in macroevolution has the opposite meaning of "micro-". What do you think "macro-" means? _____

What would be the definition of "macromolecule"?

Genes in Populations

Individuals do not evolve. Their genes do not change through time. The unit of evolution is the population. A population consists of organisms of the same species that live in the same area. In terms of evolution, the population is assumed to be a relatively closed group. This means that most mating takes place within the population. The science that focuses on evolution within populations is **population genetics**. It is a combination of evolutionary theory and Mendelian genetics.

Gene Pool

The genetic makeup of an individual is the individual's genotype. A population consists of many genotypes. Altogether, they make up the population's gene pool. The **gene pool** consists of all the genes of all the members of the population. This means for each gene, the gene pool includes all the different alleles for the gene that exist in the population. Consider your

classroom as an example of a population. The gene pool for your class would be all the genes and alleles for those genes that exist within the students of the classroom. For instance if nobody has red hair in your class, the allele for red hair color may not exist in the classroom gene pool. Or, perhaps the allele is recessive and "hiding" in a classmate.

Allele Frequencies

For a given gene, the population is characterized by the frequency of the different alleles in the gene pool. **Allele frequency** is how often an allele occurs in a gene pool relative to the other alleles for that gene. Look at the example in Table 2.1. The population in the table has 100 members. In a sexually reproducing species, each member of the population has two copies of each gene. Therefore, the total number of copies of each gene in the gene pool is 200. The gene in the example exists in the gene pool in two forms, alleles *A* and *a*. Knowing the genotypes of each population member, we can count the number of alleles of each type in the gene pool. The table shows how this is done.

Table 2.1: For each gene, the gene pool of a population includes all of the alleles.

Number of Alleles in a Gene Pool (for one gene with two Alleles, *A* and *a*)			
Genotype	**Number of Individuals in the Population with that Genotype**	**Number of Alleles Contributed to the Gene Pool by that Genotype**	
		Allele *A*	**Allele *a***
AA	50	50 × 2 = 100	50 × 0 = 0
Aa	40	40 × 1 = 40	40 × 1 = 40
aa	10	10 × 0 = 0	10 × 2 = 20
TOTAL	**100**	**140**	**60**

Let the letter *p* stand for the frequency of allele *A*. Let the letter *q* stand for the frequency of allele *a*. We can calculate *p* and q as follows:

p = number of *A* alleles/total number of alleles = 140/200 = 0.7
q = number of *a* alleles/total number of alleles = 60/200 = 0.3

This means that 70% of the alleles in the population are the dominant *A* and 30% of the alleles are the recessive *a*.

Evolution occurs in a population when allele frequencies change over time. This is a much more precise way of measuring evolution than by looking at changes in phenotypes. What causes allele frequencies to change? That question was answered by Godfrey Hardy and Wilhelm Weinberg in 1908.

Reading Check:

1. Which of the following is the focus of population genetics? (circle one)
Microevolution *Macroevolution*

2. The evolution of fish to reptiles would be an example of: (circle one)
Microevolution *Macroevolution*

3. The evolution of antibiotic resistant bacteria would be an example of: (circle one)
Microevolution *Macroevolution*

4. A gene pool is: (circle one)
a) The genetic makeup of an individual
b) The frequency of alleles in a population
c) All of the genes of all individuals in a population

5. A population of 100 individuals has the following numbers of genotypes for a gene of two alleles, T and t: TT = 20, Tt = 30, tt = 50. Calculate the frequencies of the two alleles in the population's gene pool.

6. Why can't individuals evolve? _____

_____

The Hardy-Weinberg Theorem

Hardy was an English mathematician. Weinberg was a German doctor. Each worked alone to come up with the founding principle of population genetics. Today, that principle is called the **Hardy-Weinberg Theorem**. It shows that allele frequencies do not change in a population if certain conditions are met. Such a population is said to be in Hardy-Weinberg equilibrium. The conditions for equilibrium are:

- **No new mutations are occurring.** Therefore, no new alleles are being created.
- **There is no migration.** In other words, no one is moving into or out of the population introducing new alleles or causing alleles to leave the population.
- **The population is very large.** If the population is small, there may be a shift in allelic frequencies due to chance alone.
- **Mating is at random in the population.** This means that individuals do not choose mates based on genotype.
- **There is no natural selection.** The environment does not favor any genotypes. Thus, all members of the population have an equal chance of reproducing and passing their genes to the next generation.

When all these conditions are met, allele frequencies stay the same. Genotype frequencies also remain constant.

MULTIMEDIA LINKS
You can learn more about the Hardy-Weinberg Theorem by watching the video at the link below.
http://www.khanacademy.org/video/hardy-weinberg-principle?playlist=Biology

Reading Check:

1. Is a population in equilibrium undergoing evolution? Explain.

_____

2. Why does mating need to be random to maintain equilibrium?

_____

_____

3. How likely is it that a population can maintain the Hardy-Weinberg equilibrium? Explain.

_____

_____

_____

4. If the conditions listed above keep a population at equilibrium, what forces would cause change to occur? _____

_____

Forces of Evolution

The conditions for Hardy-Weinberg equilibrium are unlikely to be met in real populations. The Hardy-Weinberg Theorem describes populations in which allele frequencies are not changing. By definition, such populations are not evolving. How does the theorem help us understand evolution in the real world?

From the theorem, we can infer factors that cause allele frequencies to change. These factors are the forces of evolution. There are four such forces: **mutation, gene flow, genetic drift, and natural selection**.

Mutation

Mutation creates new genetic variation in a gene pool. It is how all new alleles first arise. In sexually reproducing species, the mutations that matter for evolution are those that occur in gametes. Do you remember what these mutations are called? Only these germ line mutations can be passed to offspring. For any given gene, the chance of a mutation occurring in a given

gamete is very low. Thus, mutations alone do not have much effect on allele frequencies. However, mutations provide the genetic variation needed for other forces of evolution to act.

Gene Flow

Gene flow occurs when people move into or out of a population. If the rate of migration is high, this can have a significant effect on allele frequencies. Both the population they leave and the population they enter may change.

During the Vietnam War in the 1960s and 1970s, many American servicemen had children with Vietnamese women. Most of the servicemen returned to the United States after the war. However, they left copies of their genes behind in their offspring. In this way, they changed the allele frequencies in the Vietnamese gene pool. Was the gene pool of the American population also affected? Why or why not?

Reading Check:

1. What are two ways new alleles can be introduced to a population?

_____

_____

Genetic Drift

Genetic drift is a random change in allele frequencies that occurs in a small population. When a small number of parents produce just a few offspring, allele frequencies in the offspring may differ, by chance, from allele frequencies in the parents.

This is like tossing a coin. If you toss a coin just a few times, you may, by chance, get more or less than the expected 50 percent heads. In a small population, you may also, by chance, get different allele frequencies than expected in the next generation. In this way, allele frequencies may drift over time. This is why a large population is needed to maintain equilibrium.

There are two special conditions under which genetic drift occurs. They are called bottleneck effect and founder effect.

- **Bottleneck effect** occurs when a population suddenly gets much smaller. This might happen because of a natural disaster such as a forest fire. By chance, allele frequencies of the survivors may be different from those of the original population.

- **Founder effect** occurs when a few individuals start, or found a new population. By chance, allele frequencies of the founders may be different from allele frequencies of the population they left. An example is described in Figure 2.15.

Figure 2.15: The Amish population in the U.S. and Canada had a small number of founders. How has this affected the Amish gene pool?

Founder Effect in the Amish Population

Amish horse and buggy today

Who Are the Amish?

- There are almost 250,000 Amish people in the U.S. and Canada today. They live in small rural communities, mainly in Ohio, Pennsylvania, and New York.
- The present Amish population grew from 200 founders, who came to the U.S. from Germany and Switzerland in the mid-1700s.
- Since then, the Amish have followed a simple life style. For example they do not own cars and travel instead by horse and buggy.
- Amish people also rarely marry with people outside the Amish population.

Founder Effect and the Amish Gene Pool

- One of the original 200 Amish founders carried a recessive allele for a rare condition. Called Ellis-van Creveld syndrome, the condition is a type of dwarfism. People with the syndrome have extra fingers and short limbs.
- Today, the Amish population has far more cases of this syndrome than any other population in the world.

Hands of an Amish child with Ellis-van Creveld syndrome

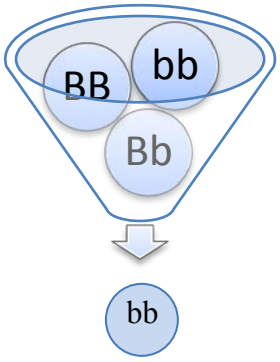
Graphic Organizer: Genetic Drift

DIRECTIONS: Use the diagrams below to explain what is happening in each example of genetic drift.

Genetic drift is: _____

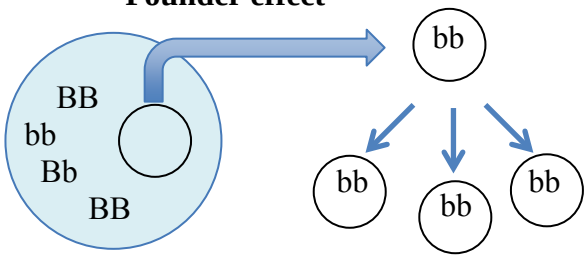
Two examples of genetic drift are:

Bottleneck effect



Explain the bottleneck effect:

Founder effect



Explain the founder effect:

Reading Check:

1. Explain how the bottleneck effect and founder effect are examples of genetic drift.

_____

_____

2. Why is genetic drift more likely to happen in small populations?

_____

MULTIMEDIA LINKS

You can learn more about the forces of evolution by watching the video at this link:
http://www.youtube.com/watch?v=RtIQvkQWTZY

Natural Selection

Natural selection occurs when there are differences in fitness among members of a population. As a result, some individuals pass more genes to the next generation. This causes allele frequencies to change. The example of sickle-cell anemia is described in Figure 2.16. It shows how natural selection can keep a harmful allele in a gene pool.

Figure 2.16: Here's how natural selection can keep a harmful allele in a gene pool:

- The allele (*S*) for sickle-cell anemia is a harmful autosomal recessive. It is caused by a mutation in the normal allele (*A*) for hemoglobin (a protein on red blood cells).
- Malaria is a deadly tropical disease. It is common in many African populations.
- Heterozygotes (*AS*) with the sickle-cell allele are resistant to malaria. Therefore, they are more likely to survive and reproduce. This keeps the *S* allele in the gene pool.

Sickle Cell and Natural Selection (*A* = normal allele; *S* = sickle-cell allele)		
Genotype	**Phenotype**	**Fitness (where malaria is common)**
AA	100% normal hemoglobin	Somewhat reduced fitness because of no resistance to malaria
AS	Enough normal hemoglobin to prevent sickle-cell anemia	Highest fitness because of resistance to malaria
SS	100% abnormal hemoglobin, causing sickle-cell anemia	Greatly reduced fitness because of sickle-cell anemia

The sickle-cell example shows that fitness depends on phenotypes. It also shows that fitness may depend on the environment. What do you think might happen if malaria was eliminated in an African population with a relatively high frequency of the *S* allele? How might the fitness of the different genotypes change? How might this affect the frequency of the *S* allele?

Sickle-cell trait is controlled by a single gene. Natural selection for polygenic traits is more complex, unless you just look at phenotypes. Three ways that natural selection can affect phenotypes are shown in Figure 2.17.

- **Stabilizing selection** occurs when phenotypes at both extremes of the phenotypic distribution are selected against. This narrows the range of variation. An example is human birth weight. Babies that are very large or very small at birth are less likely to survive. This keeps birth weight within a relatively narrow range.

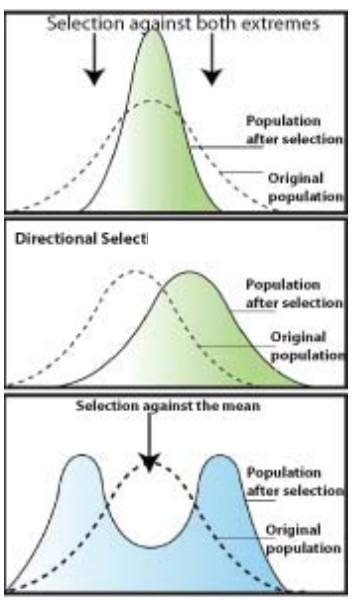
- **Directional selection** occurs when one of two extreme phenotypes is selected for. This shifts the distribution toward that extreme. This is the type of natural selection that the Grants observed in the increasing beak size of Galápagos finches.

- **Disruptive selection** occurs when phenotypes in the middle of the range are selected against. This results in two overlapping phenotypes, one at each end of the distribution. An example is **sexual dimorphism**. This refers to differences between the phenotypes of males and females of the same species. In humans, for example, males and females have different heights and body shapes.

Figure 2.17: Natural selection may affect the distribution of a polygenic trait. These graphs show three ways this can happen.

Write the type of selection the graph is showing next to each graph and come up with a way to help you remember the definition.

Natural Selection for a Polygenic Trait



Type of selection: _____

Way to remember:

Type of selection: _____

Way to remember:

Type of selection: _____

Way to remember:

MULTIMEDIA LINKS

You can see a simulation of genetic drift at this link:
http://highered.mcgraw-hill.com/sites/dl/free/0072835125/126997/animation45.html

You can watch a video about natural selection and sickle-cell anemia at this link:
http://www.khanacademy.org/video/introduction-to-evolution-and-natural-selection?playlist=Biology

You can watch an animation comparing the three ways natural selection can affect phenotypes at the link below:
http://bcs.whfreeman.com/thelifewire/content/chp23/2302001.html

Reading Check:

1. Explain why fitness depends on both phenotypes and the environment.

_____

_____

2. Describe an example of how natural selection can keep a harmful allele in the gene pool.

_____

_____

3. A population that is not evolving is experiencing: (circle one)

Genetic drift Bottleneck effect Equilibrium Disruptive selection

4. Which of the following would disrupt a population in Hardy-Weinberg equilibrium? (circle all that apply)

A small population Random mating Mutations No gene flow

5. Rudolph, the red-nosed reindeer, is tired of being excluded from all the reindeer games. He leaves the rest of the brown-nosed reindeer, finds a mate, and starts his own population of mostly red-nosed offspring. This is an example of: (circle one)

Mutation Founder effect Directional selection Bottleneck effect

6. Gargamel's cat, Azrael, loves to hunt smurfs. However, the smallest smurfs hide easily and are too hard for him to catch. Smaller smurfs have a higher level of fitness – this is the reason why they are so little! This is an example of: (circle one)

Directional selection Stabilizing selection Disruptive selection

7. Are humans undergoing evolution? Explain your reasoning.

_____

_____

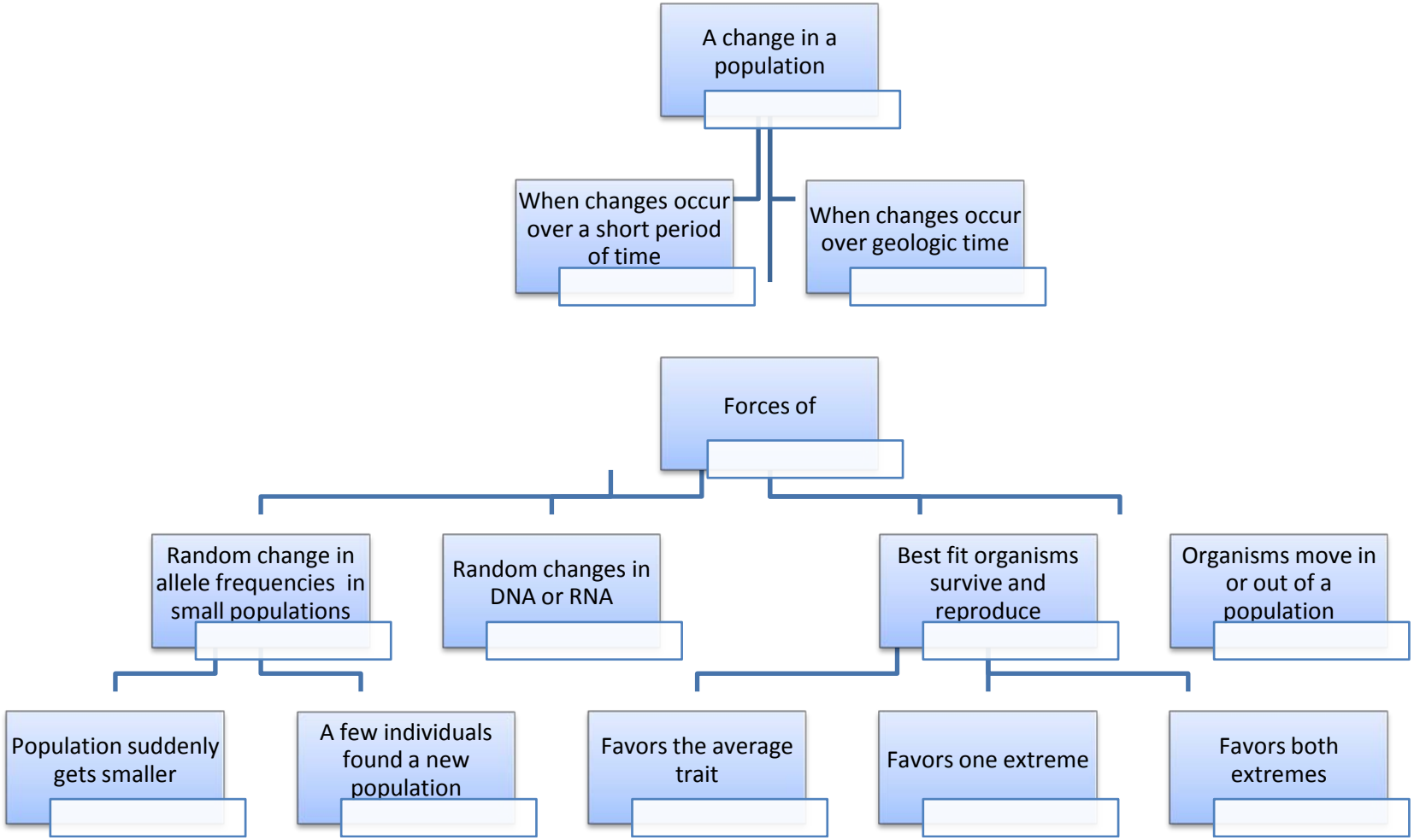
Graphic Organizer: Hardy-Weinberg Equilibrium

DIRECTIONS: Complete the graphic organizer below by listing the five conditions for equilibrium. Next to each condition, explain why the opposite condition would cause a change in the population.

Conditions for equilibrium	Why is this condition necessary for equilibrium?

Graphic Organizer: Concept Map of Evolution

DIRECTIONS: Write in the vocabulary word that matches the description in each box showing the relationships between key concepts.



Lesson Summary

- Microevolution occurs over a short period of time in a population or species. Macroevolution occurs over geologic time above the level of the species.
- The population is the unit of evolution. A population's gene pool consists of all the genes of all the members of the population. For a given gene, the population is characterized by the frequency of different alleles in the gene pool.
- The Hardy-Weinberg Theorem states that, if a population meets certain conditions, it will be in equilibrium. In an equilibrium population, allele and genotype frequencies do not change over time. The conditions that must be met are no mutation, no migration, very large population size, random mating, and no natural selection.
- There are four forces of evolution: mutation, gene flow, genetic drift, and natural selection. Natural selection for a polygenic trait changes the distribution of phenotypes. It may have a stabilizing, directional, or disruptive effect on the phenotype distribution.

Lesson Review Questions

Recall

1. Why are populations, rather than individuals, the units of evolution?
2. What is a gene pool?
3. Describe a Hardy-Weinberg equilibrium population. What conditions must it meet to remain in equilibrium?
4. Identify the four forces of evolution.
5. Why is mutation needed for evolution to occur, even though it usually has little effect on allele frequencies?
6. What is founder effect? Give an example.
7. Identify three types of natural selection for a polygenic trait.

Apply Concepts

8. Assume that a population of 50 individuals has the following numbers of genotypes for a gene with two alleles, *B* and *b*: *BB* = 30, *Bb* = 10, and *bb* = 10. Calculate the frequencies of the two alleles in the population's gene pool.

Think Critically

9. Compare and contrast microevolution and macroevolution. How are the two related?
10. Explain why genetic drift is most likely to occur in a small population.

Points to Consider

Disruptive selection for a polygenic trait results in two overlapping phenotypes. Theoretically, disruptive selection could lead to two new species forming.

- How might this happen? Can you describe how it could occur?
- How else might one species diverge into two?

Course Descriptions*

*****_Electives are specific to each LPS school and can vary based on student needs._

Brief course description for each course or subject matter area to be offered, including the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations. The information provided is consistent with the descriptions submitted to and maintained by the University of California.

BLENDED COURSES: The following courses incorporate a range of technologies to support access and content literacy as well as the development of communication skills and critical thinking. This includes the use of online textbooks with embedded literacy supports, Spanish translations, text-to-speech and multi-media presentations. It also includes differentiated practice opportunities as well as opportunities to use online simulations and research supports to build critical thinking. Blended courses also include the use of a variety of just-in-time, technology-supported data tools as well as the publication of course products in a digital portfolio.

MATHEMATICS

Academic Numeracy

The Academic Numeracy course utilizes a variety of technology resources to provide individualized support for students enrolled in the partner Algebra 1 course. This support includes differentiated practice and the pre-teaching / re-teaching of Algebra concepts that students are struggling with in Algebra. It also includes individualized backfill of missing foundational math skills down to the level of basic addition, multiplication, etc.. Finally, there is a strong mastery data system built in to allow students to track their progress in both the foundational skills and the Algebra concepts.

Algebra I

This is a beginning course in Algebra. The course is based on the standards set by the State of California and is a necessary course for the High School Exit Exam. It is a required course for all students of Leadership Public Schools except those students entering LPS with a passing grade in an Algebra course from another school, and those whose test scores indicate placement in a higher math course. This course uses a technology-integrated curriculum to support students' individualized skill building and content mastery. The following topics are included in Algebra 1: algebraic operations; solving algebraic equations and inequalities; absolute value; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of linear equations; parallel and perpendicular lines; functions and relations.

Geometry

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include congruent segments and angles, circle chords, secants and tangent segments, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean

Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. Students will have opportunities to use manipulatives to discover concepts. Technology resources include tech-integrated lesson presentations and differentiated practice.

Algebra 2

This course extends the topics seen in Algebra 1. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will work with and build an understanding of complex numbers and systems of equations and inequalities. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will use technology such as graphing calculators. Students will analyze situations verbally, numerically, graphically, and symbolically.

Post-Algebra 2 Coursework

Upon satisfactory completion of Algebra 2, students will be provided with a range of online options for further coursework in Mathematics. These options depend on students' individual paths toward college. For example, a student who has not passed the California State University ELM could take BYU's Statistics 221 in order to pass out of remedial college math. Or, a student who has passed the ELM and is ready for college-level math could take an online Calculus course.

SCIENCE

Biology

This course covers the study of living things, from the molecules that comprise them, to how they interact with the environment. Through written work and a variety of lab activities, this survey course uses the scientific method and covers essential standards. Emphasis is placed on concrete application of the six major themes of biology. For our Biology classes, we are using the CK-12 curriculum, which has been provided thorough our partnership with the CK-12 Foundation. The course materials include embedded literacy and learning supports for our students, and are also translated into Spanish for our Spanish speakers, so that students of all reading levels are able to access the Biology materials.

Environmental Science

Food systems, sustainable ecology, biodiversity, recycling, urban farming, urban sustainable energy, and environmental justice are some of the major topics covered in this course. The project-based curriculum is comprised of tech-supported lessons, readings, written work, and lab activities. This course offers students many opportunities to make real-life connections and study problems relevant to the environment in which they live.

Chemistry

This course in Chemistry provides foundations for college work. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and through treatment of topics like the scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter, stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions and reaction rates will be

completed. The students will be introduced to organic chemistry, biochemistry, and nuclear processes.

Physics

This is an introductory college preparatory course in the foundations of physics. This course will help students develop a deep understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. Students will learn how to apply these skills to physics principles. Additionally, this course will provide the student with a physics background in order to help them make real-world applications, encourage an appreciation for the Sciences, and develop in students a deep desire to learn about physics and science.

SOCIAL SCIENCE

World History

This course reviews the origins of Western political thought through the modern day with the focus on the 20th century in a global context. The scope of the course follows the California Standards for World History for tenth grade. The class will engage in class discussion, debate, audio/visual presentations, project-based assignments, as well as direct instruction. World History examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. The course also establishes the basis for the founding principles of the United States' political and economic systems and democratic processes. In-depth lessons help students feel like they actually had their passports stamped in a tour of countries across Europe, Africa, Asia, and the Americas.

U.S. History

United States History is a course for 11th graders at Leadership Public Schools. The course provides students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students learn how to assess historical materials—their relevance to a given problem, their reliability, and their importance—and to weigh the evidence presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment. Students will also learn how to present reasons and evidence for their findings in both an oral and written format. Topics covered include the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and contemporary American society. For our U.S. History courses, we are using both TCI and the National Repository of Online Courses' (NROC) Hippocampus curriculum.

U.S. Government

American Government will introduce students to the origin and workings of the United States' political system. This course will center on the concept of an informed citizen and how students will eventually participate effectively in the political system on their behalf. We use the TCI curriculum materials for this course, "*Government Alive! Power, Politics, and You*", offered

online at www.teachtci.com. TCI offers online lesson plans, student handouts, assessment tools, and enrichment resources for teachers and students which actively connects government to the everyday lives of high school students. With hands-on lessons and a concise, standards-based text, students become enthusiastically engaged in learning about government at the local, state, and federal levels. Doing Democracy: A Toolkit for Civic Action and the resources from TCI's partnership with the National Constitution Center encourage students with real-life opportunities to do democracy.

Economics

Economics will introduce students to the concepts of micro and macro economics over the course of one semester. Students will learn basic banking ideas, including individual and corporate banking, how government sets and creates fiscal policy, and how the U.S. economy affects the international economy (globalization).

SPANISH

The LPS Spanish 1 – 2 courses are mastery-based, utilizing the Rosetta Stone Spanish courseware (including all levels 1 – 5). In addition to this technology resource, students also participate in discussions, projects, literature circles, and language practice as facilitated by the teacher. Advanced Spanish course options include online AP Language, online AP Literature, and online college Spanish classes.

ENGLISH

Reading

The LPS Reading course is centered on the Read180 California program from Scholastic, a CST-correlated intervention program designed to help struggling readers in grades 4 – 12. Students are placed in the course using multiple measures: Measures of Academic Progress (MAP) Reading, MAP Language, and the Scholastic Reading Inventory (SRI). Mostly 9th graders take this course, and in most cases it is a concurrent enrollment with English 1.

Teachers are trained to implement the Read180 instructional model of rotating through several stations:

- Students move through whole group instruction, small group instruction, computers, and independent reading.
- The consumable student R-Books are used in both whole and small group instruction for the lesson presentation and skill practice.
- English Learners and others for whom it is applicable also use the L-(Language) Book in small group instruction.
- At the computer stations, students use the Read180 and/or the System 44 software programs, which utilize adaptive technology.
- Independent reading is facilitated by teacher-determined procedures that enhance students' choice, engagement, and accountability.

Differentiated – and even individualized – reading instruction is the goal of this model. To monitor students' progress and achievement, teachers hold data-focused individual conferences with students at least once a month. The overall goal of the course is for students to make at least two years' worth of reading growth.

Academic Leadership

The LPS Academic Leadership course is designed to equip students with the required skills for academic and leadership success. The course functions as a high-level English/Language Arts intervention for ninth graders, focusing on expository reading and writing. Additional areas of focus include leadership, study habits, research, and technology (to the extent that it supports the other skill strands). In this course, skill development is primary, and teachers provide explicit skill-based instruction. The course content is secondary but intentionally aims to engage students with relevant and accessible topics that individual teachers can choose. At the end of the year, students participate in a culminating research project that incorporates all the skills they have learned throughout the course. Additionally, students have the opportunity to use the DynEd program in Academic Leadership several times per week, including work on the differentiated online courses as well as teacher-facilitated oral language practice.

Film and Digital Media

Film and Media Arts will be studying the power of storytelling through art. The course will build students' foundations in the theory and academic application of a range of art: graphic, film, and traditional. The course will focus on the elements of art, the creative process, the historical and cultural context of art, and the application of their knowledge in varying formats. They will create original works of art using digital media technologies that showcase their research, analysis, and critique of different art theories through the lens of storytelling and media analysis. Students will maintain a portfolio that demonstrates their abilities and knowledge for college entrance in the visual arts.

English 1, 2, 3, & 4

The LPS core English courses will be centered on the College Board's SpringBoard curriculum. Please see the matrix below for additional details on the Springboard framework.

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Levels At A Glance

(Grades 9, 10, 11 and 12)

Level Four: Coming of Age					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 Coming of Age ***Independent Reading***	What does it mean to "come of age"? How are rhetorical appeals used to influence an audience?	Voice Advertising Techniques Rhetorical Appeals	EA#1: Presenting an Interview EA#2: Creating an Ad Campaign for a Novel	• Understand the concept of coming of age. • Identify diction, syntax, and tone and the way they work together to convey an author or speaker's voice. • Incorporate voice effectively in your own writing. • Analyze and use rhetorical appeals to influence an audience.	Writing Workshop 1: The Writing Process Workshop 5: Script Writing
Unit 2 Defining Style ***Edward Scissorhands***	How do authors and directors use specific techniques to achieve a desired effect? What are the essential features of an effective style analysis?	Point of View Commentary Cinematic Techniques Style Effect	EA#1: Creating a Storyboard EA#2: Writing a Style Analysis Essay	• To identify important cinematic techniques and analyze their effects • To transform a text into a new genre • To identify specific elements of an author's style • To develop an awareness of reading strategies to enhance comprehension • To analyze the elements of fiction – setting, plot, character, theme--and the steps in plot development, exposition, complications, climax, falling action, resolution (denouement)	Writing Workshop 9: Response to Literary or Expository Text
Unit 3 Exploring Poetic Voices	What is Poetry? What can a writer learn from studying an author's craft and style?	Poetic Structure Diction Imagery Figurative Language Syntax	EA#1: Creating a Poetry Anthology EA#2: Analyzing and Presenting a Poet	• Develop the skills and knowledge to analyze and craft poetry • Analyze the function and effects of figurative language • Write original poems that reflect personal voice, style, and an understanding of poetic elements • Write a style analysis essay • Present an oral interpretation of a poem	Writing Workshop 3: Poetry Writing Workshop 9: Response to Literary or Expository Text
Unit 4 Interpreting Drama Through Performance ***Romeo and Juliet***	What are the essential features of an effective drama and/or dramatic performance? How have the strategies I have learned this year helped me to be a better reader, writer, speaker, listener, critical thinker?	Drama Tragedy Theatrical Elements Interpretation Metacognition	EA#1: Presenting a Shakespearean Scene EA#2: Writing a Metacognitive Reflection	• To engage in authentic research related to performing *Romeo and Juliet* • To explore multiple interpretations of *Romeo and Juliet* through performance and film • To examine the "coming of age" concept in context of the play • To be intentional in the use of strategies and to evaluate how they work • To reflect on one's growth as a learner	Writing Workshop 6: Expository Text
Unit 5 Coming of Age Amidst Controversy ***To Kill a Mockingbird***	What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it? What are the essential elements of an effective informative oral presentation?	Context Annotated Bibliography Audience Analysis Characterization Thematic Statement	EA#1: Historical Investigation and Presentation EA#2: Analyzing a Passage from *To Kill a Mockingbird*	• Gather and synthesize information for an oral presentation on the social, cultural, historical, and geographical context of the novel • Explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age. • Extrapolate from a short passage the larger themes and literary elements of the novel	Writing Workshop 10: Research Writing Workshop 9: Response to Literary or Expository Text

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Levels At A Glance

(Grades 9, 10, 11 and 12)

Level Five: Culture and Community					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 **Voices of Modern Culture** ***Independent Reading***	How can cultural experiences shape, impact, or influence our perception of the world? How does voice function in and beyond the contexts of writing?	Culture Subculture Symbol Perspective Stereotype	EA#1: Creating and Artistic Representation of My Culture EA#2: Presenting Two of My Voices	• To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre) • To apply analytical, critical, creative, and reflective strategies to published, personal, and peer generated texts • To develop speaking and listening skills that build capacity for effective communication	Writing Workshop 1: The Writing Process Writing Workshop 3: Poetry
Unit 2 **Cultural Conversations** ***Bend it Like Beckham***	How do external factors affect one's sense of identity? How do we synthesize multiple resources into a cohesive argument?	Persona Juxtaposition Cultural Conflict Satire / Humor Synthesis Argument	EA#1: Writing About a Cultural Conflict EA#2: Writing a Synthesis Paper	• To recognize how we define ourselves as individuals through our interactions with external cultural forces • To understand and apply the basic elements of argument • To recognize the role that culture plays in defining ourselves as individuals • To identify and understand significant cultural conversations within a variety of media sources • To apply the appropriate conventions and elements of a synthesis essay	Writing Workshop 9: Response the Literary or Expository Texts Writing Workshop 8: Persuasive/ Argumentative Writing
Unit 3 **Community** ***Things Fall Apart***	How can an author use a work of fiction to make a statement about culture? How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?	Validity Reliability Plagiarism Tragic Hero	EA#1: Researching and Reflecting on Community EA#2: Writing a Literary Analysis Essay	• To analyze character relationships and motives in a literary work • To apply academic writing skills to a literary analysis • To research and make connections between one's culture and the culture of another time and place	Writing Workshop 10: Research Writing Workshop 9: Response to Literary or Expository Text
Unit 4 **Justice** ***Antigone***	What is the nature of justice? How does one construct a persuasive argument?	Justice Chorus	EA#1: Composing a Persuasive Text EA#2: Creating a Living Tableau	• To examine the varying perspectives on justice across cultures and over time • To recognize effective elements of persuasion • To create a persuasive piece • To rehearse and present a dramatic interpretation	Writing Workshop 1: The Writing Process Writing Workshop 5: Script Writing
Unit 5 **Building Cultural Bridges** ***The 11th Hour***	How do cultural differences contribute to conflicts over environmental issues? What is the value of self-reflection in preparing for one's future?	Documentary Film Objectivity Subjectivity	EA#1: Presenting a Solution to an Environmental Conflict EA#2: Presenting my Portfolio	• Examine how non-fiction texts (both print and non-print) construct our perceptions of what is true • Analyze how writers and speakers use evidence to impact the persuasiveness of a claim • Examine how perceptions of a writer/speaker's ethics affect the credibility of a text or its author • Explore a complex conflict from multiple perspectives and work with peers to present a mediated solution • Reflect on academic strengths; identify areas for further development	Writing Workshop 10: Research Writing Workshop 6: Expository Writing

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Levels At A Glance

(Grades 9, 10, 11 and 12)

Level Six: The American Dream					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 **The American Dream**	In what ways does the American Dream manifest itself in American life? How does one create a personal definition of the American Dream?	Survey Primary Source Secondary Source	EA#1: Presenting Findings from a Survey EA#2: Synthesizing the American Dream	• To understand and define the concept of The American Dream • To identify and synthesize a variety of perspectives that exist about The American Dream • To conduct a survey and use primary sources as a functional text to prove or disprove an assumption	Writing Workshop 6: Expository Writing
Unit 2 **American Forums: The Marketplace of Ideas**	How do newspapers impact public opinion or public perception? How does a writer use tone to advance an opinion?	Bias Fallacy Editorial Parody	EA#1: Creating an Op-Ed Page EA#2: Writing a Satirical Piece	• To identify the main components and role of a newspaper's op-ed page • To analyze how writers use logic, evidence and rhetoric to advance their opinions • To enable write persuasive pieces and refute the positions of others • To recognize the symbols and references that editorial cartoonists use • To analyze and apply satirical techniques	Writing Workshop 8: Persuasive/Argumentative Writing
Unit 3 **The Power of Persuasion** ***The Crucible***	How are the components of rhetoric applied to the creation and delivery of persuasive speeches? How can artistic expression advance social commentary?	Rhetoric Rhetorical Devices Social Commentary Foil	EA#1: Creating and Presenting a Persuasive Speech EA#2: Creating and Performing a Dramatic Scene	▪ To define and apply the appeals and devices of rhetoric ▪ To analyze, create, and present persuasive speeches ▪ To interpret and analyze texts and situate them in their communication contexts ▪ To analyze, create and present a dramatic scene about a societal issue	Writing Workshop 8: Persuasive/Argumentative Writing Writing Workshop 5: Script Writing
Unit 4 **An American Journey** ***Their Eyes Were Watching God***	How can an author's style construct and reflect identity? How do communication skills enhance self-expression?	Motif Resume	EA#1: Writing an Analytical Essay EA#2: Using Communication Skills to Present Myself	▪ To explore an American classic that addresses the concept of "journey" ▪ To analyze the writer's rich and complex writing style as a model for making deliberate stylistic choices ▪ To investigate the communication demands of a career and to prepare to meet those demands ▪ To use media production elements and speaking and listening skills to construct a presentation of self appropriate for the audience	Writing Workshop 9: Response to Literary and Expository Text Writing Workshop 4: Reflective Essay Writing Workshop 7: Procedural: College Application
Unit 5 **The Pursuit of Happiness** ***Into the Wild***	What does it mean to pursue happiness? How does a writer represent research through multiple texts?	Coherence Genre Conventions Discourse	EA#1: Writing a Personal Essay EA#2: Writing a Multi-Genre Research Project	• To analyze and evaluate the structural and stylistic features of texts • To compose a personal essay that employs stylistic techniques • To synthesize research into a Multi-Genre Research Paper	Writing Workshop 4: Reflective Essay Writing Workshop 10: Research

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Levels At A Glance

(Grades 9, 10, 11 and 12)

Senior English: Multiple Perspectives					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 **Perception is Everything** ***Shooting an Elephant***	How do writers and artists organize or construct text to convey meaning? What does it mean to be a stranger in the village?	Cultural Criticism Reader Response Criticism	EA#1Creating a Photo Essay EA#2: Writing a Reflective Essay	• To understand the relationship between perspective and critical theory • To apply critical theories to various texts studied and created • To control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis	Writing Workshop 4: Reflective Writing
Unit 2 **The Collective Perspective** ***Pygmalion*** ***Rear Window***	How does applying a critical perspective affect an understanding of text? How does a new understanding of a text gained through interpretation help or hinder your enjoyment of it?	Archetypal Criticism Marxist Criticism Feminist Criticism	EA#1 Illuminating Pygmalion EA#2: Applying a Critical Perspective	• To enhance critical thinking by studying Feminist, Marxist, and Archetypal critical perspectives • To apply multiple critical perspectives to drama, nonfiction, and non-print texts • To engage in the writing process to generate a play script and an analytical response	Writing Workshop 5: Script Writing Writing Workshop 9: Response to Literary and Expository Text
Unit 3 **Evolving Perspectives** ***Othello***	How can a dramatic performance reflect a critical perspective? What role does literature play in the examination of recurring societal issues?	Historical Criticism	EA#1Writing an Analysis EA#2: Staging an Interpretation	• To interpret multiple representations of a Shakespearean tragedy • To examine critical perspectives as they apply to the drama • To plan and perform dramatic interpretations of selected scenes • To analyze the ways in which historical contexts have influenced performances of the play	Writing Workshop 6: Expository Writing
Unit 4 **Multiple Perspectives** ***The Arrival*** ***Independent Reading (Novels or Plays)***	How can an examination of texts through multiple perspectives affect understanding? How do media production elements shape a message?	Archetypal Criticism Cultural Criticism Feminist Criticism Historical Criticism Marxist Criticism Reader Response Criticism	EA: Presenting a Literary Work Through Multiple Critical Perspectives	• To trace a reading through a critical perspective over the course of an extended text • To analyze two literary works through multiple critical perspectives • To analyze and then utilize text feature of a graphic novel • To create a presentation using a performance-based or visual medium	Writing Workshop 1: The Writing Process
Unit 5 **Creating Perspectives**	How do media sources impact our understanding of the truth and significance of an issue? How can media texts be constructed to support an agenda or interpretation?	Media Channel	EA#1: Examining How an Issue Is Presented in Media Texts EA#2: Creating a Media Text	• To identify ways in which media shape how and what we know about particular events • To investigate how different media channels communicate information about a particular event • To investigate a variety of perspectives on a single event • To analyze how different critical perspectives shape the reporting and interpreting of events • To create a media text applying multiple lenses to the investigation and representation of an event	Writing Workshop 10: Research Writing Writing Workshop 8: Persuasive/Argumentative Writing

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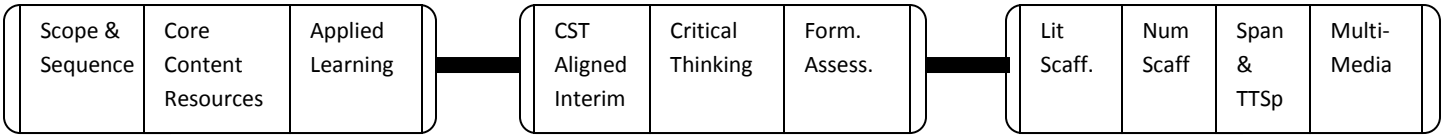
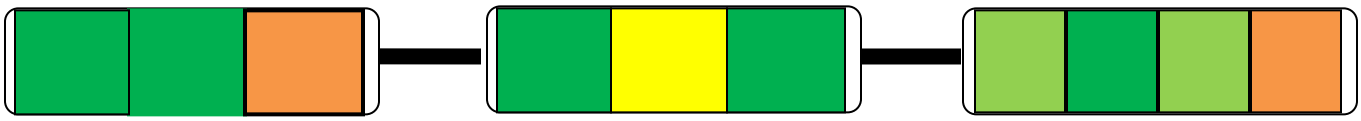
The LPS Common Spine: Math



Curriculum Content **Assessment** **Access Supports**

- Complete
- Complete, under review
- Developing by 8/2012
- Developed by 8/2013
- Not applicable

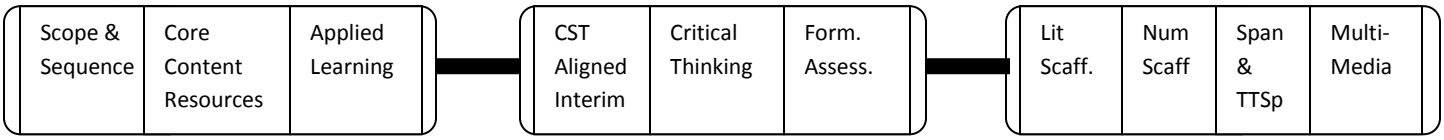
Algebra 1 / Academic Numeracy



Geometry

Algebra II

The LPS Common Spine: Science



Curriculum Content **Assessment** **Access Supports**

Complete

Complete, under review

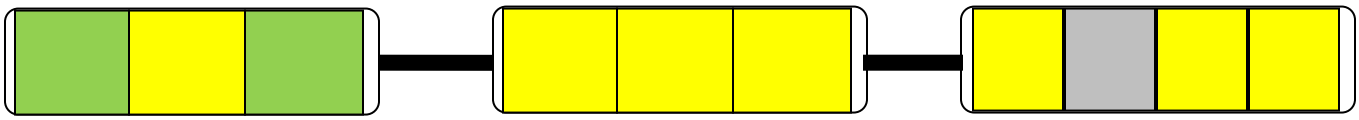
Developing by 8/2012

Developed by 8/2013

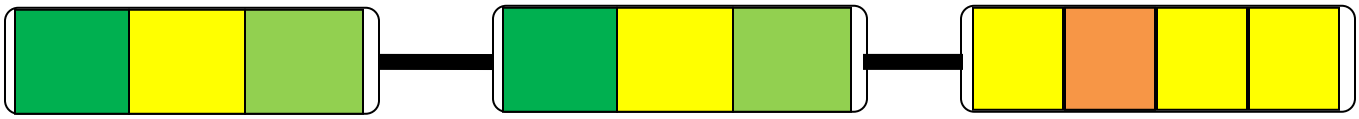
Not applicable

Biology

Environmental Science

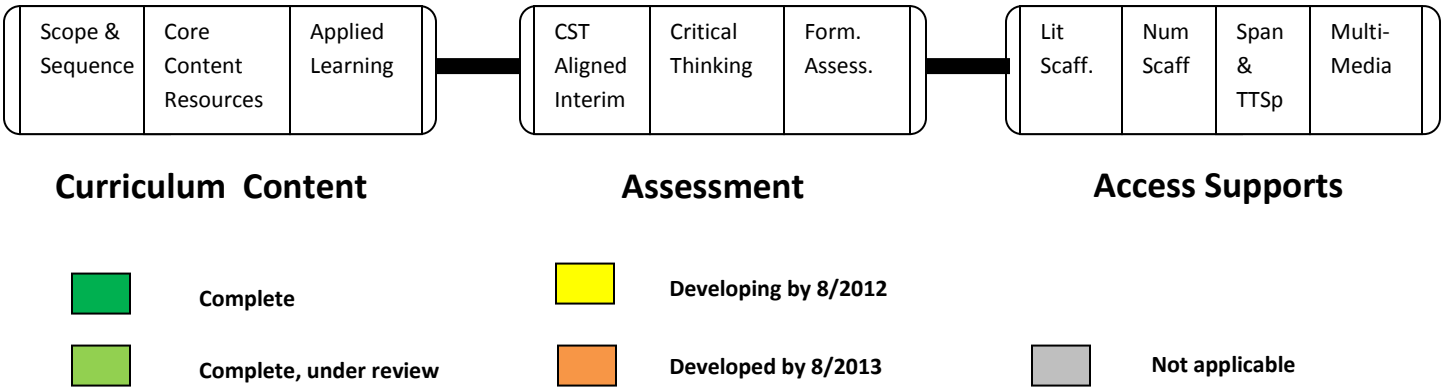


Chemistry



Physics

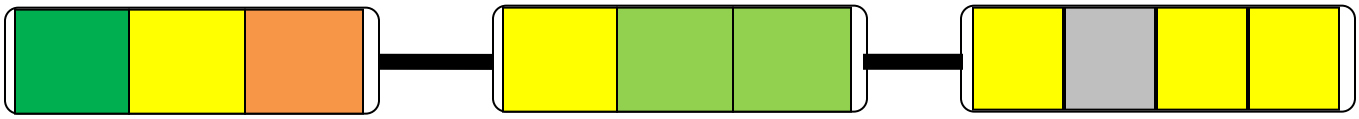
The LPS Common Spine: Social Science



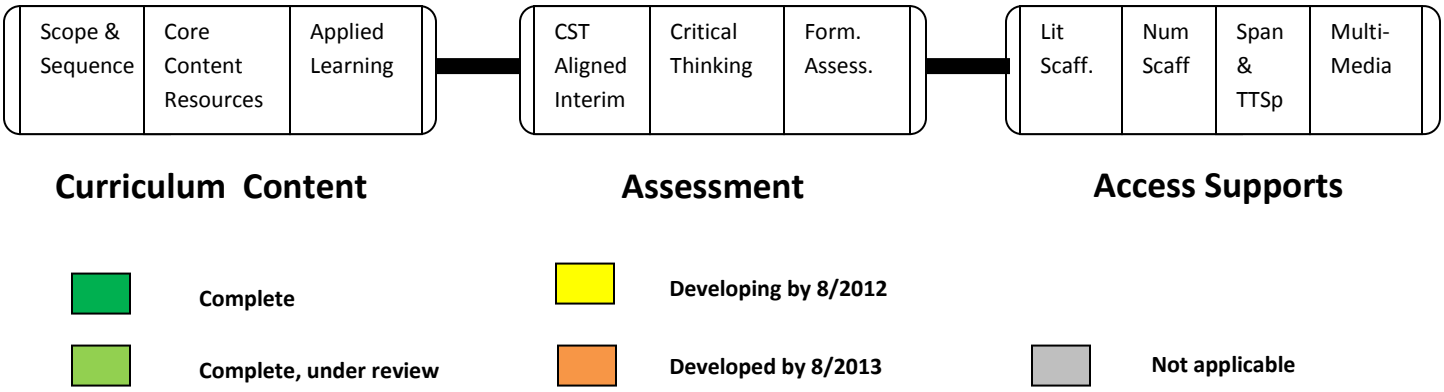
World History

U.S. History

Government



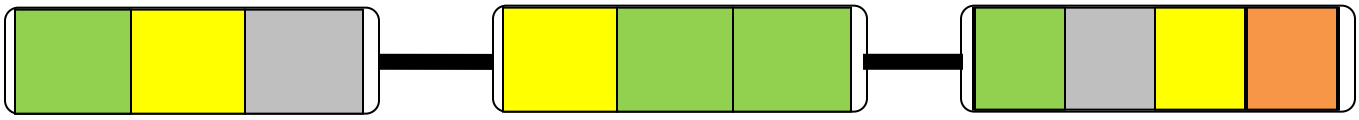
The LPS Common Spine: English



English 1

English 2

English 3



English 4

Academic Numeracy 2011-2012 Scope & Sequence

LPS Updated: Aug 9, 2011

Week						Algebra Unit	Ac Num Unit	Ac Num Unit Topics
1	8-22	8-23	8-24	8-25	8-26	Unit 1	Unit 1	Mult/Div 6&10
2	8-29	8-30	8-31	9-1	9-2	Functions	Order of Operations	Exponents; Sqrts; Order Ops; A&P
3	Labor	9-6	9-7	9-8	9-9			
4	9-12	9-13	9-14	9-15	9-16	Unit 2	Unit 2	Add/Sub/Mult/Div Integers
5	9-19	9-20	9-21	9-22	9-23	Simplifying &	Integers	
6	9-26	9-27	9-28	9-29	9-30	Solving Equations		
7	10-10	10-11	10-12	10-13	10-14	Unit 3	Unit 3	Mult/Div 3&7
8	10-17	10-18	10-19	10-20	10-21	Linear Eqs & Graphing	Fraction Types	Equiv; Reduce/Enlarge
9	10-24	10-25	10-26	10-27	10-28			Improper & Mixed #
10	Ntwk PD	11-1	11-2	11-3	11-4	BM 1		
11	11-7	11-8	11-9	11-10	Vet	Unit 4	Units 4&5	Mult/Div 8&12
12	11-14	11-15	11-16	11-17	11-18	Systems of Equations	Conversions pt. 1	Fraction to %; Fraction to Decimal
13	11-21	11-22	11-23	Thanksgiving				
14	11-28	11-29	11-30	12-1	12-2	Unit 5		
15	12-5	12-6	12-7	12-8	12-9	Solving/Graphing		
16	12-12	12-13	12-14	12-15	12-16	Inequalities		
	December 19 - December 30					Winter Break	Winter Break	Winter Break
17	1-2	1-3	1-4	1-5	1-6	Unit 6	Unit 6	Mult/Div 9&11
18	1-9	1-10	1-11	1-12	1-13	Operations w/ Polynomials	Conversions pt. 2	Decimal to Fraction; Decimal to %
19	MLK	1-17	1-18	1-19	1-20	BM 2		% to Decimal; % to Fraction; Rounding
20	1-23	1-24	1-25	1-26	1-27	Unit 7	Unit 7	Mult/Div 2&4
21	1-30	1-31	2-1	2-2	2-3	Factoring &	Operations w/ Fractions	Operations +/-/x/Div with Fraction
22	2-6	2-7	2-8	2-9	2-10	Simplifying Polynomials		
23	2-13	2-14	2-15	2-16	2-17	BM 3		
	February 20 - February 24					President's Week	President's Week	President's Week
24	2-27	2-28	2-29	3-1	3-2	Unit 8	Unit 8	Mult/Div 5
25	3-5	3-6	3-7	3-8	3-9	Solving Quadratic	Decimal	Operations +/-/x/Div with Decimal
26	3-12	3-13	3-14	3-15	3-16	Equations	Operations	
27	3-19	3-20	3-21	3-22	3-23	Unit 9	Unit 9	
28	3-26	3-27	3-28	Ntwk PD	Chavez	Graphing & Applying	% Chng; Proportions	Tip/Tax, Markup/Discount, Interest
29	4-2	4-3	4-4	4-5	4-6	Quadratic Equations		Cross-Multiplication
	April 9 - April 13					Spring Break	Spring Break	Spring Break
30	4-16	4-17	4-18	4-19	4-20	Sem 1 Review	Alg Sem 1 Review	Alg Sem 1 Review
31	4-23	4-24	4-25	4-26	4-27	Sem 2 Review + BM4	Alg Sem 2 Review	Alg Sem 2 Review
32	4-30	5-1	5-2	5-3	5-4	Review & Reteach	Review & Reteach	Review & Reteach
33	5-7	5-8	5-9	5-10	5-11	STAR Window	STAR Window	CAHSEE
34	5-14	5-15	5-16	5-17	5-18	STAR Window	STAR Window	CAHSEE
35	May 21-25					Week Without Walls	Week Without Walls	Week Without Walls
36	Mem	5-29	5-30	5-31	6-1	Review	Review	Review
37	6-4	6-5	6-6	6-7	6-8	Review	Review	Review
38	6-11	6-12	6-13	6-14	Wk Day	Finals	Finals	Finals

Algebra 1 Scope and Sequence 2011-2012

Dates	Week	Unit	Topic	Standard	CST Weight	Testing	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
	1	1	Functions	R		MAP Math	1	1	1	1	8/22/2011*
	2			16	0.8%	MAP Math	2	2	2	2	8/29/2011
	3			17.0, 18.0	2.3%	Unit 1 Exam/ MAP Math	3	3	3	3	9/6/2011
	4	2	Simplifying and Solving Equations	4.1	3.1%		4	4	4	4	9/11/2011
	5			5.1	4.6%		5	5	5	5	9/19/2011
	6			3	1.5%	Unit 2 Exam	6	6	6	6	9/27/2010
	7	3	Linear Equations and Graphing	6.1	1.5%		7	7	7		10/3/2011**
	8			6.1	1.5%		8	8	8	7	10/10/2011
	9			7	6.2%	Unit 3 Exam	9	9	9	8	10/17/2011
	10	1-3	Benchmark 1 and Reteach		0.215385	BM #1: Unit 1-3	10	10	10	9	10/24/2011
	11	4	System of Equations	9.1	2.3%		11	11	11	10	10/30/2011
	12			9.1	2.3%		12	12	12	11	11/7/2011
	13			8	1.5%	Unit 4 Exam	13	13	13	12	11/14/2011
	14	5	Solving and Graphing Inequalities	4.2, 5.2	6.2%					13	11/21/2011***
	15			6.2	3.1%		14	14	14	14	11/28/2011
	16			9.2	3.1%	Unit 5 Exam	15	15	15	15	12/5/2011
	17	6	Operations with Polynomials	2	6.2%		16	16	16	16	12/12/2011
	18			10	6.2%	Unit 6				17	12/19/2011
	19	4-5	Benchmark 2 and Reteach		26.2%	BM #2: Unit 4-5					12/26/2011
	20	7	Factoring and Simplifying Polynomials	11.0	3.1%		17	17	17		1/2/2012
	21			12.0	4.6%		18	18	18	18	1/9/2012
	22			13.0	6.2%	Unit 7 Exam	19	19	19	19	1/17/2012
	23	6-7	Benchmark 3 and Reteach		0.523077	BM #3: Unit 6-7	20	20	20	20	1/23/2012
	24	8	Solving Quadratic Equations	14.0	4.6%		21	21	21	21	1/30/2012
	25			19.0	6.2%		22	22	22	22	2/6/2012
	26			20.0	4.6%		23	23	23	23	2/13/2012
	27	9	Graphing and Applying Quadratics	21.0	4.6%						2/20/2012
	28			22.0	1.5%	Unit 8 Exam	24	24	24	24	2/27/2012
	29			23.0	4.6%	Unit 9 Exam	25	25	25	25	3/5/2012
	30	1-6	Semester 1 Review		60%	Sem. 1 Quiz	26	26	26	26	3/12/2012
	31	7-9	Semester 2 Review & Benchmark 4		40%	Sem. 2 Quiz & BM #4:CST Practice	27	27	27	27	3/19/2012
	32	1-9	Reteach		100%		28	28	28	28	3/26/2012
	33		**STAR Testing Window**			**STAR**	29	29	29	29	4/2/2012
	34										4/9/2012
	35		WWW				30	30	30	30	4/16/2012
	36	10	Logical Arguments	1.1,1.2	0.8%		31	31	31	31	4/23/2012
	37			24.1, 24.2, 25.0	3.8%	MAP Math	32	32	32	32	4/30/2012
	38		Finals			Final Exam	33	33	33	33	5/7/2012
							34	34	34	34	5/14/2012
							35	35	35	35	5/21/2012
							36	36	36	36	5/28/2012
							37	37	37	37	6/4/2012
							38	38	38	38	6/11/2012

Yellow = Schoolwide Common Inquiry Cycles
Green = Benchmarks occurring outside schoolwide inquiry weeks

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Winter break starts 1 week later for Hayward

Geometry Scope & Sequence 2011-2012

Dates	Week	Unit	Topic	Standard	CST Weight	Testing	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
	1	1	Angles & Constructions	1, 13, 16	12%	MAP Math	1	1	1	1	8/22/2011*
	2					MAP Math	2	2	2	2	8/29/2011
	3					Unit 1 Exam/ MAP Math	3	3	3	3	9/6/2011
	4	2	Parallel Lines & Quadrilaterals	7, 12	9%		4	4	4	4	9/11/2011
	5						5	5	5	5	9/19/2011
	6					Unit 2 Exam	6	6	6	6	9/27/2010
	7	3	Properties of Triangles	6, 12, 14, 15, 20	10%		7	7	7		10/3/2011**
	8						8	8	8	7	10/10/2011
	9	1-2	Benchmark 1 and Reteach	1, 7 ,12, 13, 16	21%	BM #1: Unit 1-2	**9**	**9**	**9**	8	10/17/2011
	10	3	Properties of Triangles	6, 12, 14, 15, 20	10%	Unit 3 Exam	10	10	10	**9**	10/24/2011
	11	4	Triangle Proofs & Logic	2-5	22%		11	11	11	10	10/30/2011
	12						12	12	12	11	11/7/2011
	13					Unit 4 Exam	13	13	13	12	11/14/2011
	14	5	Trigonometry	18, 19	9%					13	11/21/2011***
	15						14	14	14	14	11/28/2011
	16					Unit 5 Exam	15	15	15	15	12/5/2011
	17	6 (2D)	Polygons, Perimeter, Area Surface Area, & Volume (polys - classify, int/ext sum)	8-12	9%		16	16	16	16	12/12/2011
	18		Polygons, Perimeter, Area Surface Area, & Volume (no cir,cyl,con,sph, sctr, arc)			Unit 6 Exam				17	12/19/2011
	19	1-5	Benchmark 2 and Reteach	1-7, 12-16, 18, 19	41%	BM #2: Unit 3-5					12/26/2011
	20	7 (3D)	Polygons, Perimeter, Area Surface Area, & Volume	8-12	8%		17	17	17		1/2/2012
	21						18	18	18	18	1/9/2012
	22					Unit 7 Exam	**19**	**19**	**19**	**19**	1/17/2012
	23	6-7	Benchmark 3 and Reteach	8-12	0.076923	BM #3:Unit 6-7	20	20	20	20	1/23/2012
	24	8	Circles (area, perm, circum, sctr, arc)	8	3%		21	21	21	21	1/30/2012
	25		Circles (SA, LA, Vol of Cyl, Cone, Sph)	9	2%	Unit 8 Exam	22	22	22	22	2/6/2012
	26	9	Circles (Properties)	21	8%		23	23	23	23	2/13/2012
	27										2/20/2012
	28	10	Coordinate Geometry (circles, mdpt, ||, perp)	17, 22	9%	Unit 9 Exam	24	24	24	24	2/27/2012
	29		Coordinate Geometry (Transformations)				25	25	25	25	3/5/2012
	30		Coordinate Geometry (Triangles, Quads)			Unit 10 Exam	26	26	26	26	3/12/2012

	31	8-10	Benchmark 4 and Reteach	8, 9, 17, 21, 22	22%	BM #4: CST Practice Test
	32	1-10	STAR Review			
	33		**STAR Testing Window**			**STAR**
	34					
	35		WWW			
	36		Geometry Review and/or Algebra 2			
	37					MAP Math
	38		Finals			Final Exam

27	27	27	27	3/19/2012
28	**28**	**28**	**28**	3/26/2012
29	29	29	29	4/2/2012
				4/9/2012
30	30	30	30	4/16/2012
31	**31**	**31**	**31**	4/23/2012
32	32	32	32	4/30/2012
33	33	33	33	5/7/2012
34	34	34	34	5/14/2012
35	35	35	35	5/21/2012
36	**36**	**36**	**36**	5/28/2012
37	**37**	**37**	**37**	6/4/2012
38	38	38	38	6/11/2012

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Algebra 2 Scope & Sequence 2011-2012

Dates	Week	Unit	Topic	Standards Covered	Testing	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
	1	0	Number Systems and Functions	Review, 1.0	MAP Math	1	1	1	1	8/22/2011*
	2				Unit 0 Exam/ MAP Math	2	2	2	2	8/29/2011
	3	1	Linear Functions and Inequalities	2.0	MAP Math	3	3	3	3	9/6/2011
	4					4	4	4	4	9/11/2011
	5				Unit 1 Exam	5	5	5	5	9/19/2011
	6	2	Polynomial Functions	3.0, 4.0		6	6	6	6	9/27/2010
	7				Unit 2 Exam	7	7	7		10/3/2011**
	8	3	Quadratic Functions	see below		8	8	8	7	10/10/2011
	9	0-2	Benchmark 1 and Reteach	1.0-4.0	BM #1	**9**	**9**	**9**	8	10/17/2011
	10	3	Quadratic Functions	5.0, 6.0, 8.0, 9.0, 10.0, *16.0, 17.0*		10	10	10	**9**	10/24/2011
	11					11	11	11	10	10/30/2011
	12				Unit 3 Exam	12	12	12	11	11/7/2011
	13	4	Rational Functions	7.0, 15.0		13	13	13	12	11/14/2011
	14				Unit 4 Exam				13	11/21/2011***
	15	5	Radical Functions	7.0, 15.0, *24.0, 25.0*		14	14	14	14	11/28/2011
	16				Unit 5 Exam	15	15	15	15	12/5/2011
	17	6	Exponential Functions	11.2, 12.0, 15.0		16	16	16	16	12/12/2011
	18								17	12/19/2011
	19	3-5	Benchmark 2 and Reteach	5.0-10.0, 15.0	BM #2					12/26/2011
	20	6	Exponential Functions	see above	Unit 6 Exam	17	17	17		1/2/2012
	21	7	Logarithmic Functions	11.1, 11.2, 13.0, 14.0, 15.0		18	18	18	18	1/9/2012
	22					**19**	**19**	**19**	**19**	1/17/2012
	23					20	20	20	20	1/23/2012
	24				Unit 7 Exam	21	21	21	21	1/30/2012
	25	8	Permutations and Combinations	18.0, 19.0, 20.0		22	22	22	22	2/6/2012
	26				Unit 8 Exam	23	23	23	23	2/13/2012
	27	9	Probability and Basic Statistics	see below						2/20/2012
	28	6-8	Benchmark 3 and Reteach	11.1-15.0, 18.0-20.0	BM #3	24	24	24	24	2/27/2012
	29	9	Probability and Basic Statistics	*22.0, 23.0* , P1.0, P2.0, P7.0		25	25	25	25	3/5/2012
	30					26	26	26	26	3/12/2012
	31		Benchmark 4 and Reteach	All	BM #4: CST Practice Test	27	27	27	27	3/19/2012
	32	9	Probability and Basic Statistics	see above	Unit 9 Exam	**28**	**28**	**28**	**28**	3/26/2012
	33		**STAR Testing Window**		**STAR**	29	29	29	29	4/2/2012
	34									4/9/2012
	35		WWW			30	30	30	30	4/16/2012
	36					**31**	**31**	**31**	**31**	4/23/2012
	37				MAP Math	32	32	32	32	4/30/2012
	38		Finals		Final Exam	33	33	33	33	5/7/2012
						34	34	34	34	5/14/2012
						35	35	35	35	5/21/2012
						36	**36**	**36**	**36**	5/28/2012
						37	**37**	**37**	**37**	6/4/2012
						38	38	38	38	6/11/2012

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BIOLOGY SCOPE AND SEQUENCE: 2011-2012										
Week	**Unit**	**Topic**	**Standards #s**	**CST Weight**	**Dates**	**Inst. Wks SJ**	**Inst. Wks RD**	**Inst. Wks CP**	**Inst. Wks HD**	**Weeks by Starting Date**
1	Physiology	Building culture & Sci. Method	9-10	16.7%						
2		Scientific Method & Human Body				1	1	1	1	8/22/2011*
3		Nervous, Endocrine, Skeletal, Muscular & Intergumentary Systems				2	2	2	2	8/29/2011
4		Circulatory, Respiratory & Digestive Systems				3	3	3	3	9/6/2011
5		Immune System and Reproductive System				4	4	4	4	9/11/2011
6		Flex days, Reteaching, Unit Exam				5	5	5	5	9/19/2011
7	Cells	Chemistry of Life-Molecules & Enzymes	1	15.0%		6	6	6	6	9/27/2010
8		Cell Structures and Function				7	7	7		10/3/2011**
9		Osmosis, Permeability,				8	8	8	7	10/10/2011
10		Photosynthesis/ Cellular Respiration/Fermentation				9	9	9	8	10/17/2011
11		P/ CR /F & Flex				10	10	10	9	10/24/2011
12		Flex: Review, Reteach, Unit Exam				11	11	11	10	10/30/2011
13	Genetics	Cell Division (Mitosis and Meiosis)	2-5	31.6		12	12	12	11	11/7/2011
14		Mendelian Genetics & Human Genetics				13	13	13	12	11/14/2011
15		Mendelian Genetics & Human Genetics							13	11/21/2011***
16		DNA Protein Synthesis				14	14	14	14	11/28/2011
17		DNA Protein Synthesis				15	15	15	15	12/5/2011
18		DNA Protein Synthesis/Biotechnology				16	16	16	16	12/12/2011
19		Flex: Review, Reteach, Unit Exam							17	12/19/2011
20	Flex	FLEX WEEK (IF NEEDED)								12/26/2011
21		Molecular Genetics Mutations				17	17	17		1/2/2012

22	Evolution	Evolutionary Theory	7-8	15%		18	18	18	18	1/9/2012
23		History of Life				**19**	**19**	**19**	**19**	1/17/2012
24		Evolution: Evolution in Populations				20	20	20	20	1/23/2012
25		Flex: Review, Reteach, Unit Exam				21	21	21	21	1/30/2012
26	Ecology	Principles	6	11.7%		22	22	22	22	2/6/2012
27		Populations				23	23	23	23	2/13/2012
28		Biomes, Ecosystems & Communities								2/20/2012
29		Ecology and Human Actions				24	24	24	24	2/27/2012
30		Flex: Review, Reteach, Unit Exam				25	25	25	25	3/5/2012
31	CST Prep/Flex	CST Practice Test/STAR REVIEW	All	100.0%		26	26	26	26	3/12/2012
32		STAR Review				27	27	27	27	3/19/2012
33	CST	**STAR TESTING**	Flex			**28**	**28**	**28**	**28**	3/26/2012
34	CST/Flex	**STAR TESTING and FLEX**				29	29	29	29	4/2/2012
35	WWW	WWW								4/9/2012
36	Flex	FLEX				30	30	30	30	4/16/2012
37		FLEX				**31**	**31**	**31**	**31**	4/23/2012
38	Finals	Finals				32	32	32	32	4/30/2012
						33	33	33	33	5/7/2012
						34	34	34	34	5/14/2012
						35	35	35	35	5/21/2012
						36	**36**	**36**	**36**	5/28/2012
						37	**37**	**37**	**37**	6/4/2012
								38	38	6/11/2012

Schoolwide Inquiry Weeks
Unit exam weeks

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CHEMISTRY SCOPE & SEQUENCE 2011-2012

Dates	Week	Unit	Topic	Standard	CST Weight	Testing	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
	1	0	Management & Investment				1	1	1	1	8/22/2011*
	2	1	Atomic Structure and the Periodic Table	1	10.0%		2	2	2	2	8/29/2011
	3						3	3	3	3	9/6/2011
	4						4	4	4	4	9/11/2011
	5					Unit 1 Exam	5	5	5	5	9/19/2011
	6	2	Bonding Organic Chemistry	2 & 10	15.0%		6	6	6	6	9/27/2010
	7						7	7	7		10/3/2011**
	8					Unit 2 Exam	8	8	8	7	10/10/2011
	9		Benchmark 1 and Reteach			BM #1: Mixed Format Unit 1-2	**9**	**9**	**9**	8	10/17/2011
	10	3	Stoichiometry	3	16.7%		10	10	10	**9**	10/24/2011
	11						11	11	11	10	10/30/2011
	12						12	12	12	11	11/7/2011
	13						13	13	13	12	11/14/2011
	14					Unit 3 Exam				13	11/21/2011***
	15	4	Solutions	6	5.0%		14	14	14	14	11/28/2011
	16					Unit 4 Exam	15	15	15	15	12/5/2011
	17	5	Acids & Bases	5	8.3%		16	16	16	16	12/12/2011
	18					Unit 5 Exam				17	12/19/2011
	19		Benchmark 2 and Reteach			BM #2: Mixed Format Unit 3-5					12/26/2011
	20	6	Gases	4	10.0%		17	17	17		1/2/2012
	21						18	18	18	18	1/9/2012
	22						**19**	**19**	**19**	**19**	1/17/2012
	23					Unit 6 Exam	20	20	20	20	1/23/2012
	24	7	Thermodynamics	7	8.3%		21	21	21	21	1/30/2012
	25					Unit 7 Exam	22	22	22	22	2/6/2012
	26	8	Reaction Rates/ Equilibrium	8 & 9	13.4%		23	23	23	23	2/13/2012
	27					Unit 8 Exam					2/20/2012
	28		Benchmark 3 and Reteach			BM #3: Mixed Format Unit 6-8	24	24	24	24	2/27/2012
	29	9	Nuclear Chemistry	11	3.3%	Unit 9 Exam	25	25	25	25	3/5/2012
	30	10	CST Review- Practice Test and Reteach				26	26	26	26	3/12/2012
	31			1-11	90.0%	BM #4: CST Practice Test	27	27	27	27	3/19/2012
	32						**28**	**28**	**28**	**28**	3/26/2012
	33		STAR Testing Window			STAR (May 2- AP Exam)	29	29	29	29	4/2/2012
	34	11	Chemistry of Drugs								4/9/2012
	35		WWW				30	30	30	30	4/16/2012
	36		Chemistry of Drugs				**31**	**31**	**31**	**31**	4/23/2012
	37					Unit 11 Exam	32	32	32	32	4/30/2012
	38		Finals			Mixed Format Final Exam	33	33	33	33	5/7/2012
							34	34	34	34	5/14/2012
							35	35	35	35	5/21/2012
							36	**36**	**36**	**36**	5/28/2012
							37	**37**	**37**	**37**	6/4/2012
							38	38	38	38	6/11/2012

Yellow = Schoolwide Common Inquiry Cycles
Green = Unit Tests

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U.S. History Scope & Sequence 2011-2012

Dates	Week	Unit	Topic	Standard	CST Weight	Testing	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
	1		Enlightenment Review	11.1.1	8.3%		1	1	1	1	8/22/2011*
	2		American Revolution	11.1.2			2	2	2	2	8/29/2011
	3		Declaration of Independence				3	3	3	3	9/6/2011
	4		Practice Document Analysis				4	4	4	4	9/11/2011
	5		Westward Expansion and Civil War	11.1			5	5	5	5	9/19/2011
	6		Industrialization	11.2	11.7%		6	6	6	6	9/27/2010
	7		Industrialization and Immigration				7	7	7		10/3/2011**
	8		Immigration				8	8	8	7	10/10/2011
	9		Benchmark #1: Progressives	11.2		BM #1: DBQ & MC Test #1	9	9	9	8	10/17/2011
	10		Imperialism	11.4	10.0%		10	10	10	9	10/24/2011
	11		Imperialism & Optional DBQ			Opt. DBQ	11	11	11	10	10/30/2011
	12		WWII				12	12	12	11	11/7/2011
	13		Roaring 20s	11.5	8.3%		13	13	13	12	11/14/2011
	14		Roaring 20s							13	11/21/2011***
	15		Harlem Renaissance				14	14	14	14	11/28/2011
	16		Great Depression	11.6	11.7%		15	15	15	15	12/5/2011
	17		Great Depression				16	16	16	16	12/12/2011
	18		New Deal							17	12/19/2011
	19		Benchmark #2: Great Depression and the New Deal	11.6		BM #2: DBQ and MC Test #2					12/26/2011
	20		WWII	11.7	10.0%		17	17	17		1/2/2012
	21		WWII Homefront				18	18	18	18	1/9/2012
	22		WWII & Optional DBQ Internment			Opt. DBQ	19	19	19	19	1/17/2012
	23		1950's Boom and Gender Roles	11.9	10.0%	WWII Test	20	20	20	20	1/23/2012
	24		1950's				21	21	21	21	1/30/2012
	25		Cold War				22	22	22	22	2/6/2012
	26		Cold War				23	23	23	23	2/13/2012
	27		Cold War Test & Civil Rights	11.10	8.3%	Cold War Test					2/20/2012
	28		Civil Rights Movement & Benchmark 3: Teacher selected measure			DBQ #3: Teacher Selected	24	24	24	24	2/27/2012
	29		Civil Rights Movement	11.10	8.3%		25	25	25	25	3/5/2012
	30		CRM - Multiple Movements	11.11	5.0%		26	26	26	26	3/12/2012
	31		Free Response Essay & CST Practice	11.1-11.11	91.6%	Essay & BM #4: CST Practice Test	27	27	27	27	3/19/2012
	32		STAR Review			AP Exam May 6	28	28	28	28	3/26/2012
	33		**STAR Testing**			**STAR/ May 6 AP**	29	29	29	29	4/2/2012
	34		Final Exam			Final Exam					4/9/2012
	35		WWW				30	30	30	30	4/16/2012
	36		Research Project- Contemporary Issue in American Society				31	31	31	31	4/23/2012
	37						32	32	32	32	4/30/2012
	38					Research Presentation	33	33	33	33	5/7/2012
							34	34	34	34	5/14/2012
							35	35	35	35	5/21/2012
							36	36	36	36	5/28/2012
							37	37	37	37	6/4/2012
							38	38	38	38	6/11/2012

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World History Pacing Guide 2011-2012

Unit/EQ (examples - will vary by school and teacher)	Week	Standards	Topics to Review	Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date
Intro: EQ: What is history and why do we study it?	Week 1	HSSAS:	-Syllabus & Procedures					
		1. Chronological & Spatial Thinking	-Three meanings of history	1	1	1	1	8/22/2011*
		2. Historical Research, Evidence, & Point of View	-Primary v. secondary sources (Simpsons)	2	2	2	2	8/29/2011
		3. Historical Interpretation	-Snapshot Autobiography	3	3	3	3	9/6/2011
				4	4	4	4	9/11/2011
Unit 1: Philosophers: Are people naturally good or evil? Can they be trusted to govern themselves?	Week 2	**10.1:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	-Island Scenario	5	5	5	5	9/19/2011
How much power should the government have? How much freedom should the people have?		**10.2:** Enlightenment & Philosophers	-Different forms of Government	6	6	6	6	9/27/2010
	Week 3		-Greek and Roman contributions	7	7	7		10/3/2011**
			-Judeo-Christian Contributions	8	8	8	7	10/10/2011
	Week 4		-The Enlightenment	**9**	**9**	**9**	8	10/17/2011
			-The Philosophers	10	10	10	**9**	10/24/2011
			Project: Philosophers Press Conference	11	11	11	10	10/30/2011
Unit 2: French Revolution: What were the causes of the French Revolution? (THIS IS A NETWORK-WIDE TOPIC)	Week 5	**10.2:** Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	-What is a revolution? Why do they happen?	12	12	12	11	11/7/2011
			-The Three Estates	13	13	13	12	11/14/2011
	Week 6		-Tennis Court Oath				13	11/21/2011***
			-French Revolution	14	14	14	14	11/28/2011
	Common Essay		-Reign of Terror	15	15	15	15	12/5/2011
			-Napoleon and his Reign	16	16	16	16	12/12/2011
	Week 7		French Rev Storybook				17	12/19/2011
			DBQ #1: What were two important causes of the French Revolution? Explain how these causes led to the French Revolution. **Reach:** In your justification explain why your two causes are more significant than other causes.					12/26/2011
	MC Benchmark 1: Covers standard 10.1 & 10.2			17	17	17		1/2/2012
				18	18	18	18	1/9/2012
Unit 3: Latin American Independence Movements: How did Latin American countries gain their independence?	Week 8	**10.2:** Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the	-Columbus arrival in New World	**19**	**19**	**19**	**19**	1/17/2012
			-American Revolution	20	20	20	20	1/23/2012
			-Latin American Caste System	21	21	21	21	1/30/2012
			-Causes of Latin American Independence	22	22	22	22	2/6/2012
			-Writings of Simon Bolivar	23	23	23	23	2/13/2012
			DBQ: Document analysis on the Maya, Inca, and Aztecs					2/20/2012

Unit 4: Industrial Revolution: What factors led to the Industrial Revolution? What were the positive and negative effects of the Industrial Revolution?	Week 9 Week 10 Week 11 Week 12 & 13	**10.3:** Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	-Causes of industrialization -Assembly line simulation -Inventors and their inventions -Positive and negative effects of industrialization. **SAC:** Were the gains of the IR in England worth the pain that was caused, particularly to the working people of the country?
Unit 5: Imperialism: Which economic, political, and social forces were most responsible for the new imperialism?	Week 14 Week 15 Week 16 Week 17 **Benchmark 2: Covers standards 10.3 & 10.4**	**10.4:** Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	-EMPIRE -Types of Imperial Rule -Positive & Negative Effects on Countries -Scramble for Africa -Gentlemen of the Jungle (at home) -Imperialism in India -Resistance Movements -Areas: China & India **Projects:** Imperialism Mini-research paper
Unit 6: WWI: Who and/or what caused WWI? How did WWI change the rules of war? Post WWI: How did WWI affect European economy and society?	Week 18 Week 19 Week 20 **Start of Semester 2**	**10.5:** Students analyze the causes and course of the First World War. **10.6:** Students analyze the effects of the First World War.	-Causes of WWI (MANIA) -WWI Technology -Schlieffen Plan -Verdun, Gallipoli, Somme Battles -War casualties -Treaty of Versailles -Wilson's 14 Points -Economic and political vacuum created by WWI. **DBQ #2:** Who and/or what caused WWI? Explain how these causes led to WWI. **Reach:** Explain how these causes could potentially lead to lasting conflicts within Europe as a whole.
Unit 8: Russian Revolution & Totalitarianism: What is totalitarianism? How do totalitarian leaders come to power?	Week 21 Week 22 Week 23	**10.7:** Students analyze the rise of totalitarian governments after World War I.	-Marxism & Capitalism Simulation -Totalitarianism -Russian Revolution/Civil War -Rise of Lenin -Stalin and his policies **DBQ:** Stalin document analysis
February Break 2/21-2/25			
Unit 9: WWII & The Holocaust: Why was the world plunged into World	Week 24	**10.8:** Students analyze the causes and consequences of World War II.	-Causes of WWII

24	24	24	24	2/27/2012
25	25	25	25	3/5/2012
26	26	26	26	3/12/2012
27	27	27	27	3/19/2012
28	**28**	**28**	**28**	3/26/2012
29	29	29	29	4/2/2012
				4/9/2012
30	30	30	30	4/16/2012
31	**31**	**31**	**31**	4/23/2012
32	32	32	32	4/30/2012
33	33	33	33	5/7/2012
34	34	34	34	5/14/2012
35	35	35	35	5/21/2012
36	**36**	**36**	**36**	5/28/2012
37	**37**	**37**	**37**	6/4/2012
38	38	38	38	6/11/2012

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Winter break starts 1 week later for Hayward

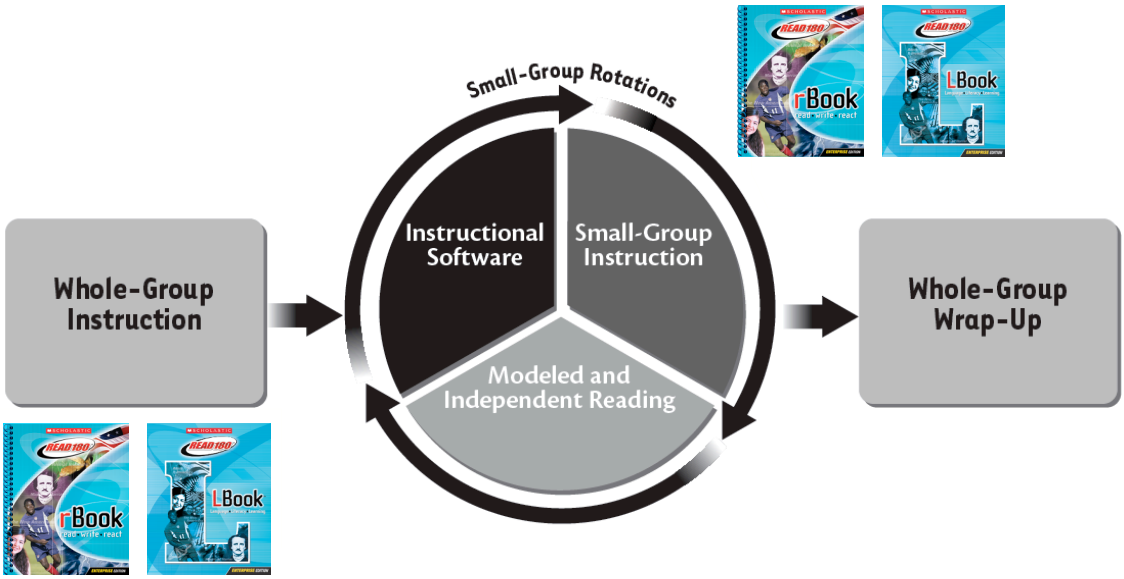
War II in 1939? Who is most responsible for the Holocaust?	Week 25 Week 26 Week 27 Week 28 **Benchmark 3: Covers standards 10.5, 10.6, 10.7 & 10.8** **Week of 4/2**	**10.8.5:** Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	-Rise of Totalitarianism/Fascism -Appeasement The Holocaust -Rise of Hitler in Germany -Anti-Semitism -Levels of Prejudice -Stages of Holocaust - *Schindler's List* -Bystanders -The Nuremberg Trials The War & the Pacific Campaign -Major Battles: Battle of Britain, Operation Barbarossa (Stalin Grad) -D-Day -Atomic Bombing of Japan -WWII Casualties
Unit 10: The Cold War: How did the Cold War begin and what "weapons" were used to fight this war? Is it justified to wage war to spread your ideology?	Week 29 Week 30 Week 31 **Benchmark 4: Practice CST** **Spring Break**	**10.9:** Students analyze the international developments in the post-World War II world.	-Cold War -Marshall Plan -Truman Doctrine -Berlin Blockade/Airlift -NATO/Warsaw Pact -Creation and purpose of the UN -Korean War -Cold War in Eastern Europe -Communism in China -Cold War in Latin America
STAR Test Review	Week 32:	**Review standards 10.1-10.9**	Review
STAR Test Week	Week 33	**STAR Testing**	
Final Exam Review & Final	Week 34	**Review Standards 10.7-10.9**	**Final Exam Review**
Unit 11: Arab-Israeli Conflict: What are the causes of the conflict between Israelis and Palestinians?	Week 36 Week 37 Week 38	**10.9.6:** Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world	-Promises -British mandate of Palestine -Zionism -White Paper -UN Partition Plan -Hamas -Fatah -Hezbollah -PLO **Project:** Case Study on Arab-Israeli Conflict

rBook and *LBook*
Planning and Pacing Chart

Alternate* LBook *and* rBook *lessons during Whole- and Small-Group Instruction to support* READ 180 *students with mastery of literacy and language skills.

Teaching With the *rBook* and *LBook*

The *LBook* supports *READ 180* students, particularly English language learners, by building language and literacy skills for success with the *rBook.* The explicit, teacher-mediated *LBook* lessons fit directly into the 90-minute *READ 180* Instructional Model. Use the *rBook* and *LBook* during Whole- and Small-Group Instruction on alternate days.



LBook* Works <u>With</u> the *rBook

Teach *rBook* lessons to build literacy skills, and use the *LBook* to provide additional scaffolded support. Every *rBook* Workshop has a corresponding *LBook* Workshop that addresses the same topic and target skills to prepare, support, or extend learning.

Every *LBook* lesson will either:

- Come **before** the corresponding *rBook* lesson to **prepare and support** students for success with *rBook* content or
- Come **after** the corresponding *rBook* lesson to further **support** students with applying *rBook* skills and **extend** learning.

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Using the Planning and Pacing Chart

The Planning and Pacing Chart provides an at-a-glance schedule for alternating *rBook* and *LBook* lessons throughout each Workshop. The Planning and Pacing Chart:

- Suggests a sequence of *rBook* and *LBook* lessons to teach in Whole- and Small-Group Instruction during each of the six color-coded Workshop sections.
- Includes lesson headings and page numbers from the *rBook Teacher's Edition* and *LBook Teaching Guide* for easy reference when planning instruction.
- Incorporates CheckPoints for Differentiated Instruction with suggested resources for addressing student needs and reteaching Workshop skills.

Consider spending more time to teach lessons or differentiated instruction to meet student needs.

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day 4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 8	Prepare with ***LBook*** Identify Topic and Main Idea *LBook* TG, p. 9
	5	***rBook*** Prereading/Shared Reading: *School Before Soccer* (Reading 1) *rBook* TE, p. 10	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 11
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 10	Prepare with ***LBook*** Find Main Idea and Details *LBook* TG, p. 11
	7	***rBook*** Prereading/Shared Reading: *Fitting In* (Reading 2) *rBook* TE, p. 12	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 13
	8	***rBook*** Prereading/Shared Reading: *Fitting In* (Reading 2) *rBook* TE, p. 14	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 15
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 12	Prepare with ***LBook*** Apply Main Idea and Details *LBook* TG, p. 13
	10	***rBook*** Prereading/Shared Reading: *A New Immigration Boom* (Reading 3) *rBook* TE, p. 16	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 17
	11	***rBook*** Prereading/Shared Reading: *A New Immigration Boom* (Reading 3) *rBook* TE, p. 18	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 19
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide*, S.M.A.R.T. Lesson 1 (pp. 102–103) • *Resources for Differentiated Instruction*, Book 1 (pp. 288–289, 292–293)	

Teach *LBook* lessons before or after corresponding *rBook* lessons to prepare for or extend learning.

Use *rBook* lessons two days in a row during the reading and writing sections of each Workshop.

Integrate CheckPoints for Differentiated Instruction to assess students' progress and address their needs.

Days 4–13, *rBook/LBook* Planning and Pacing Chart for Stage B Workshop 1

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Using the *LBook* Planning Stickers

Use the Planning and Pacing Chart and the *LBook* Planning Stickers when planning for alternating *rBook* and *LBook* lessons. The *LBook* Planning Stickers are on-page reminders to help you integrate *LBook* lessons into each *rBook* Workshop.

Use PREPARE stickers for *LBook* lessons that frontload language and concepts for *rBook* success.

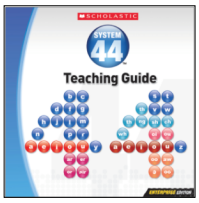
Use EXTEND stickers for lessons that provide additional practice with *rBook* skills and strategies.

Follow three easy steps for stickering an *rBook* and *LBook* Workshop:

1. Download the *LBook Planning Stickers* template from the *READ 180* Community Resource Library: www.scholastic.com/read180/community and print using Avery 5160 labels.
2. Use the Planning and Pacing Chart for your *READ 180* Stage to select a PREPARE or EXTEND sticker and write down the *LBook* lesson page numbers for easy reference.
3. Place the sticker on the *rBook Teacher's Edition* page as a reminder to teach the *LBook* lesson **before** (PREPARE) or **after** (EXTEND) the *rBook* lesson.

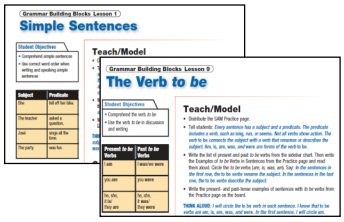
Targeting Student Needs With Differentiated Instruction

Integrate CheckPoints for Differentiated Instruction into every *rBook/LBook* Workshop. During each CheckPoint, analyze software report data and reflect on students' instructional needs. Take a break from *rBook* and *LBook* instruction to address specific student needs or reteach Workshop skills using targeted resources, which can include:



***System 44 Teaching Guide* Lessons**

***Resources for Differentiated Instruction* Books 1–3**



***LBook Teaching Guide* Grammar Building Blocks Lessons**

The *rBook/LBook* Planning and Pacing Chart incorporates two CheckPoints for Differentiated Instruction days in the suggested lesson sequence for each Workshop. Spend 1–5 days on each CheckPoint depending on student needs. Administer *rSkills Tests* after every other Workshop to assess students' mastery of *rBook* and *LBook* skills and strategies.

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Grouping for Differentiation in a *System 44/READ 180* Classroom
Maximize effectiveness of Small-Group Instruction during CheckPoints for Differentiated Instruction by carefully grouping students for *READ 180* rotations. Use test results from the *Scholastic Reading Inventory* and *Scholastic Phonics Inventory* and these guidelines to form three small groups:

IF . . .	THEN . . .	GROUPS
Five to seven students—or a third of your class—place into *System 44*	• Form two small groups based on Lexiles of students who place into *READ 180.* • Form one small group of all *System 44* students.	**Group A:** *READ 180* (701–1200L) **Group B:** *READ 180* (200*–700L) **Group C:** *System 44*
Fewer than five to seven students—or one small group—place into *System 44*	• Form two small groups based on Lexiles of students who place into *READ 180* Levels 2–4. • Group *System 44* students with students placing into *READ 180* Level 1.	**Group A:** *READ 180* (701–1200L) **Group B:** *READ 180* (451–700L) **Group C:** *READ 180* Level 1 (200–450L) and *System 44*
More than seven and fewer than fourteen students—or two small groups—place into *System 44*	• Form one small group of students who place into *READ 180* Levels 2–4. • Group Developing and/or Advanced Decoders* with *READ 180* Level 1 students. • Form one small group of Pre-Decoders and/or Beginning Decoders.*	**Group A:** *READ 180* (451–1200L) **Group B:** *READ 180* Level 1 (200*–450L) and *System 44* (Series 4) **Group C:** *System 44* (Series 1)
Twelve to fourteen students—or two thirds of your class—place into *System 44*	• Form one small group of Pre-Decoders and/or Beginning Decoders.* • Form one small group of Developing and/or Advanced Decoders.* • Form one small group of *READ 180* students.	**Group A:** *System 44* (Series 1) **Group B:** *System 44* (Series 4) **Group C:** *READ 180*

* For decoding status, run the Screening and Placement report after students take the Scholastic Phonics Inventory (SPI). Students with the same Lexile measure may place into *READ 180* or *System 44* based on their decoding fluency on the SPI.

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Stage C: Planning and Pacing for *rBook/LBook* Workshops

Use this suggested *rBook/LBook* sequence for to plan alternating days of instruction to build mastery of Workshop skills and strategies.

Workshop 1: Survivors

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Survivors* *rBook* TE, p. 8K	View the Video: Note-taking *LBook* TG, p. 6
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 7	***rBook*** Review the Anchor Video *rBook* TE, p. 8L
	3	***rBook*** Preview Workshop *rBook* TE, p. 8	***rBook*** Vocabulary Study *rBook* TE, p. 9
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 8	Prepare with ***LBook*** Identify Topic and Main Idea *LBook* TG, p. 9
	5	***rBook*** Prereading/Shared Reading: *Juanes—Songs of Survival* (Reading 1) *rBook* TE, p. 10	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 11
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 10	Prepare with ***LBook*** Find Main Idea and Details *LBook* TG, p. 11
	7	***rBook*** Prereading/Shared Reading: *Beyond Brave* (Reading 2) *rBook* TE, p. 12	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 13
	8	***rBook*** Prereading/Shared Reading: *Beyond Brave* (Reading 2) *rBook* TE, p. 14	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 15
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 12	Prepare with ***LBook*** Apply Main Idea and Details *LBook* TG, p. 13

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *Homeboy to the Rescue* (Reading 3) *rBook* TE, p. 16	Strategic Reading: Main Idea and Details *rBook* TE, p. 17
	11	***rBook*** Prereading/Shared Reading: *Homeboy to the Rescue* (Reading 3) *rBook* TE, p. 18	***rBook*** Strategic Reading: Main Idea and Details *rBook* TE, p. 19
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 1 (pp. 102–103) • *Resources for Differentiated Instruction,* Book 1 (pp. 288–289, 292–293)	
rBook/LBook Vocabulary/ Word Study	14	Prepare with ***LBook*** Word Analysis: Identify Prefixes *LBook* TG, p. 14	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Idioms *LBook* TG, p. 15
	15	***rBook*** Word Analysis: Prefixes and Suffixes *rBook* TE, p. 20	***rBook*** Revisit: Word Meaning *rBook* TE, p. 21
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 2 (pp. 104–105) • *Resources for Differentiated Instruction,* Book 1 (pp. 256, 258)	
rBook/LBook Writing and Grammar	18	***rBook*** Writing Model: Expository Paragraph *rBook* TE, p. 22	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 23
	19	Prepare with ***LBook*** Frontloading Grammar: Use Present-Tense Verbs *LBook* TG, p. 16	Prepare with ***LBook*** Frontloading Vocabulary: Choose Strong Verbs *LBook* TG, p. 17
	20	***rBook*** Plan Expository Paragraph *rBook* TE, p. 24	***rBook*** Write and Revise *rBook* TE, p. 25
	21	Prepare with ***LBook*** Grammar for Writing: Identify Sentences and Fragments *LBook* TG, p. 18	Prepare with ***LBook*** Mechanics for Writing: Use Correct End Punctuation *LBook* TG, p. 19

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Grammar: Identifying Sentences and Fragments *rBook* TE, p. 26	Mechanics: Using Correct End Punctuation/Final Draft *rBook* TE, p. 27
	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 20	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 21
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 5 (pp. 114–115) • *Resources for Differentiated Instruction,* Book 2 (pp. 86, 92, 110, 186, 234) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 22	Extend with ***LBook*** Apply to Reading: *G-Dog and the Homeboys* *LBook* TG, p. 23
	27	***rBook*** Functional Literacy: Careers: Life Skills Counselor *rBook* TE, p. 28	***rBook*** Real-World Skills: Calculating a Budget *rBook* TE, p. 29
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 24	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 25
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 30	***rBook*** Workshop Wrap-Up *rBook* TE, p. 31
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 25	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 25
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 1* after completing Workshop 2 to assess skills from both Workshops.	

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Workshop 2: Killer Plagues

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Killer Plagues* *rBook* TE, p. 32K	View the Video: Note-taking *LBook* TG, p. 26
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 27	***rBook*** Review the Anchor Video *rBook* TE, p. 32L
	3	***rBook*** Preview Workshop *rBook* TE, p. 32	***rBook*** Vocabulary Study *rBook* TE, p. 33
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 28	Prepare with ***LBook*** Identify Sequence of Events *LBook* TG, p. 29
	5	***rBook*** Prereading/Shared Reading: *Prepared for Smallpox* (Reading 1) *rBook* TE, p. 34	***rBook*** Strategic Reading: Sequence of Events *rBook* TE, p. 35
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 30	Prepare with ***LBook*** Find Sequence and Signal Words *LBook* TG, p. 31
	7	***rBook*** Prereading/Shared Reading: *A Killer Without a Cure* (Reading 2) *rBook* TE, p. 36	***rBook*** Strategic Reading: Sequence of Events *rBook* TE, p. 37
	8	***rBook*** Prereading/Shared Reading: *A Killer Without a Cure* (Reading 2) *rBook* TE, p. 38	***rBook*** Strategic Reading: Sequence of Events *rBook* TE, p. 39
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 32	Prepare with ***LBook*** Apply Sequence and Signal Words *LBook* TG, p. 33

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *The Black Death* (Reading 3) *rBook* TE, p. 40	Strategic Reading: Sequence of Events *rBook* TE, p. 41
	11	***rBook*** Prereading/Shared Reading: *The Black Death* (Reading 3) *rBook* TE, p. 42	***rBook*** Strategic Reading: Sequence of Events *rBook* TE, p. 43
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 7 (pp. 120–121) • *Resources for Differentiated Instruction,* Book 1 (pp. 290–291)	
rBook/LBook Vocabulary/ Word Study	14	Prepare with ***LBook*** Word Analysis: Identify Suffixes *LBook* TG, p. 34	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Synonyms *LBook* TG, p. 35
	15	***rBook*** Word Analysis: Synonyms and Antonyms *rBook* TE, p. 44	***rBook*** Revisit: Word Meaning *rBook* TE, p. 45
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 8 (pp. 122–123) • *Resources for Differentiated Instruction,* Book 1 (pp. 246, 248)	
rBook/LBook Writing and Grammar	18	***rBook*** Writing Model: Narrative Paragraph *rBook* TE, p. 46	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 47
	19	Prepare with ***LBook*** Frontloading Grammar: Use Regular Past-Tense Verbs *LBook* TG, p. 36	Prepare with ***LBook*** Frontloading Vocabulary: Choose Strong Adjectives *LBook* TG, p. 37
	20	***rBook*** Plan Narrative Paragraph *rBook* TE, p. 48	***rBook*** Write and Revise *rBook* TE, p. 49
	21	Prepare with ***LBook*** Grammar for Writing: Correct Sentence Fragments *LBook* TG, p. 38	Prepare with ***LBook*** Mechanics for Writing: Use Capitals *LBook* TG, p. 39

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Grammar: Correcting Sentence Fragments *rBook* TE, p. 50	Mechanics: Using Capitals/Final Draft *rBook* TE, p. 51
	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 40	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 41
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 12 (pp. 136–137) • *Resources for Differentiated Instruction,* Book 2 (pp. 20, 26, 32, 38, 194, 234) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 42	Extend with ***LBook*** Apply to Reading: *Tracing the Path of a Worldwide Plague* *LBook* TG, p. 43
	27	***rBook*** Functional Literacy: Careers: Pharmacist Technician *rBook* TE, p. 52	***rBook*** Real-World Skills: Interpreting a Medicine Label *rBook* TE, p. 53
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 44	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 45
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 54	***rBook*** Workshop Wrap-Up *rBook* TE, p. 55
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 45	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 45
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 1* to assess skills from Workshops 1 and 2.	

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Workshop 3: Combat Zone

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Combat Zone* *rBook* TE, p. 56M	View the Video: Note-taking *LBook* TG, p. 46
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 47	***rBook*** Review the Anchor Video *rBook* TE, p. 56N
	3	***rBook*** Preview Workshop *rBook* TE, p. 56	***rBook*** Vocabulary Study *rBook* TE, p. 57
rBook/LBook Reading	4	***rBook*** Prereading/Shared Reading: *Ambush* (Reading 1) *rBook* TE, p. 58	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 59
	5	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 48	Prepare with ***LBook*** Identify Theme *LBook* TG, p. 49
	6	***rBook*** Prereading/Shared Reading: *Ambush* (Reading 1) *rBook* TE, p. 60	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 61
	7	***rBook*** Prereading/Shared Reading: *Ambush* (Reading 1) *rBook* TE, p. 62	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 63
	8	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 50	Prepare with ***LBook*** Find Theme *LBook* TG, p. 51
	9	***rBook*** Prereading/Shared Reading: *Ambush* (Reading 1) *rBook* TE, p. 64	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 65
	10 11	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 23 (pp. 182–183) • *Resources for Differentiated Instruction,* Book 1 (pp. 306–313)	

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	Prepare with ***LBook***	Prepare with ***LBook***
	12	Academic Word Families *LBook* TG, p. 52	Apply Theme *LBook* TG, p. 53
	13	***rBook*** Prereading/Shared Reading: *The Names* (Reading 2) *rBook* TE, p. 66	***rBook*** Strategic Reading: Literary Elements *rBook* TE, p. 67
	14	***rBook*** Prereading/Shared Reading: *The Names* (Reading 2) *rBook* TE, p. 68	***rBook*** Strategic Reading: Literary Elements *rBook* TE, p. 69
rBook/LBook Vocabulary/ Word Study	15	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 54	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Idioms *LBook* TG, p. 55
	16	***rBook*** Word Analysis: Verb Endings and Word Families *rBook* TE, p. 70	***rBook*** Revisit: Word Meaning *rBook* TE, p. 71
	17 18	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 26 (pp. 192–193) • *Resources for Differentiated Instruction,* Book 1 (pp. 119, 260), Book 2 (pp. 200, 202)	
rBook/LBook Writing and Grammar	19	***rBook*** Writing Model: Literature Response *rBook* TE, p. 72	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 73
	20	Prepare with ***LBook*** Frontloading Grammar: Use Irregular Past-Tense Verbs *LBook* TG, p. 56	Prepare with ***LBook*** Frontloading Vocabulary: Choose Adjectives That Express Emotions *LBook* TG, p. 57
	21	***rBook*** Plan Literature Response *rBook* TE, p. 74	***rBook*** Write and Revise *rBook* TE, p. 75
	22	Prepare with ***LBook*** Grammar for Writing: Correct Run-On Sentences *LBook* TG, p. 58	Prepare with ***LBook*** Mechanics for Writing: Use Correct Word Order *LBook* TG, p. 59

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	23	Grammar: Correcting Run-On Sentences *rBook* TE, p. 76	Usage: Using Correct Word Order/Final Draft *rBook* TE, p. 77
	24	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 60	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 61
	25 26	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 29 (pp. 204–205) • *Resources for Differentiated Instruction,* Book 2 (pp. 80, 122, 192, 242) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	27	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 62	Extend with ***LBook*** Apply to Reading: *The Heroes of 9/11* *LBook* TG, p. 63
	28	***rBook*** Functional Literacy: Meet the Author: Tim O'Brien *rBook* TE, p. 78	***rBook*** Real-World Skills: Analyzing an Editorial Cartoon *rBook* TE, p. 79
rBook/LBook Workshop Wrap-Up/Assessment	29	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 64	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 65
	30	***rBook*** Workshop Wrap-Up *rBook* TE, p. 80	***rBook*** Workshop Wrap-Up *rBook* TE, p. 81
	31	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 65	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 65
	32	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 2* after completing Workshop 4 to assess skills from both Workshops.	

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Workshop 4: When Music Offends

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *When Music Offends* *rBook* TE, p. 82K	View the Video: Note-taking *LBook* TG, p. 66
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 67	***rBook*** Review the Anchor Video *rBook* TE, p. 82L
	3	***rBook*** Preview Workshop *rBook* TE, p. 82	***rBook*** Vocabulary Builder *rBook* TE, p. 83
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 68	Prepare with ***LBook*** Summarize a Sentence *LBook* TG, p. 69
	5	***rBook*** Prereading/Shared Reading: *MTV Unplugged* (Reading 1) *rBook* TE, p. 84	***rBook*** Strategic Reading: Summarize *rBook* TE, p. 85
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 70	Prepare with ***LBook*** Summarize a Paragraph *LBook* TG, p. 71
	7	***rBook*** Prereading/Shared Reading: *The Day the Music Died* (Reading 2) *rBook* TE, p. 86	***rBook*** Strategic Reading: Summarize *rBook* TE, p. 87
	8	***rBook*** Prereading/Shared Reading: *The Day the Music Died* (Reading 2) *rBook* TE, p. 88	***rBook*** Strategic Reading: Summarize *rBook* TE, p. 89
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 72	Prepare with ***LBook*** Summarize an Article *LBook* TG, p. 73

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *Rockers, Rappers, and Freedom of Speech* (Reading 3) *rBook* TE, p. 90	Strategic Reading: Summarize *rBook* TE, p. 91
	11	***rBook*** Prereading/Shared Reading: *Rockers, Rappers, and Freedom of Speech* (Reading 3) *rBook* TE, p. 92	***rBook*** Strategic Reading: Summarize *rBook* TE, p. 93
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 30 (pp. 206–207) • *Resources for Differentiated Instruction,* Book 1 (pp. 294–295)	
rBook/LBook Vocabulary/ Word Study	14	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 74	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Antonyms *LBook* TG, p. 75
	15	***rBook*** Word Analysis: Antonyms and Suffixes *rBook* TE, p. 94	***rBook*** Revisit: Word Meaning *rBook* TE, p. 95
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 38 (pp. 240–241) • *Resources for Differentiated Instruction,* Book 1 (pp. 134, 248, 258)	
rBook/LBook Writing and Grammar	18	***rBook*** Writing Model: Expository Summary *rBook* TE, p. 96	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 97
	19	Prepare with ***LBook*** Frontloading Grammar: Use Subject-Verb Agreement *LBook* TG, p. 76	Prepare with ***LBook*** Frontloading Vocabulary: Choose Verbs That Summarize *LBook* TG, p. 77
	20	***rBook*** Plan Expository Summary *rBook* TE, p. 98	***rBook*** Write and Revise *rBook* TE, p. 99
	21	Prepare with ***LBook*** Grammar for Writing: Use Correct Verb Tense *LBook* TG, p. 78	Prepare with ***LBook*** Mechanics for Writing: Use Commas in a Series *LBook* TG, p. 79

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Grammar: Using Correct Verb Tense *rBook* TE, p. 100	Mechanics: Using Commas in a Series/Final Draft *rBook* TE, p. 101
	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 80	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 81
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 41 (pp. 252–253) • *Resources for Differentiated Instruction,* Book 2 (pp. 80, 98, 200, 202, 204, 206, 208, 210, 238) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 82	Extend with ***LBook*** Apply to Reading: *Are Video Games Too Violent?* *LBook* TG, p. 83
	27	***rBook*** Functional Literacy: Careers: Music Video Producer *rBook* TE, p. 102	***rBook*** Real-World Skills: Navigating Music Web Sites *rBook* TE, p. 103
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 84	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 85
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 104	***rBook*** Workshop Wrap-Up *rBook* TE, p. 105
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 85	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 85
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 2* to assess skills from Workshops 3 and 4.	

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Workshop 5: In the Money

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *In the Money* *rBook* TE, p. 106K	View the Video: Note-taking *LBook* TG, p. 86
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 87	***rBook*** Review the Anchor Video *rBook* TE, p. 106L
	3	***rBook*** Preview Workshop *rBook* TE, p. 106	***rBook*** Vocabulary Study *rBook* TE, p. 107
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 88	Prepare with ***LBook*** Identify Problem and Solution *LBook* TG, p. 89
	5	***rBook*** Prereading/Shared Reading: *Money Matters* (Reading 1) *rBook* TE, p. 108	***rBook*** Strategic Reading: Problem and Solution *rBook* TE, p. 109
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 90	Prepare with ***LBook*** Find Problem and Solution *LBook* TG, p. 91
	7	***rBook*** Prereading/Shared Reading: *Caught in Gambling's Grip* (Reading 2) *rBook* TE, p. 110	***rBook*** Strategic Reading: Problem and Solution *rBook* TE, p. 111
	8	***rBook*** Prereading/Shared Reading: *Caught in Gambling's Grip* (Reading 2) *rBook* TE, p. 112	***rBook*** Strategic Reading: Problem and Solution *rBook* TE, p. 113
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 92	Prepare with ***LBook*** Apply Problem and Solution *LBook* TG, p. 93
	10	***rBook*** Prereading/Shared Reading: *Right on the Money* (Reading 3) *rBook* TE, p. 114	***rBook*** Strategic Reading: Problem and Solution *rBook* TE, p. 115

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	11	Prereading/Shared Reading: *Right on the Money* (Reading 3) *rBook* TE, p. 116	Strategic Reading: Problem and Solution *rBook* TE, p. 117
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 50 (pp. 288–289) • *Resources for Differentiated Instruction,* Book 1 (pp. 300–301)	
rBook/LBook Vocabulary/ Word Study	14	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 94	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Use a Dictionary: Pronunciation Guide *LBook* TG, p. 95
	15	***rBook*** Word Analysis: Dictionary Skills and Multiple-Meaning Words *rBook* TE, p. 118	***rBook*** Revisit: Word Meaning *rBook* TE, p. 119
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 58 (pp.320–321) • *Resources for Differentiated Instruction,* Book 1 (pp. 240, 244)	
rBook/LBook Writing and Grammar	18	***rBook*** Writing Model: Persuasive Paragraph *rBook* TE, p. 120	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 121
	19	Prepare with ***LBook*** Frontloading Grammar: Use Modal Verbs *LBook* TG, p. 96	Prepare with ***LBook*** Frontloading Vocabulary: Choose Strong Adjectives *LBook* TG, p. 97
	20	***rBook*** Plan Persuasive Paragraph *rBook* TE, p. 122	***rBook*** Write and Revise *rBook* TE, p. 123
	21	Prepare with ***LBook*** Grammar for Writing: Write With Irregular Past-Tense Verbs *LBook* TG, p. 98	Prepare with ***LBook*** Mechanics for Writing: Use Commas With Introductory Words *LBook* TG, p. 99
	22	***rBook*** Grammar: Irregular Verbs *rBook* TE, p. 124	***rBook*** Mechanics: Using Commas With Introductory Words/Final Draft *rBook* TE, p. 125

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SUGGESTED SEQUENCE	Day	WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 100	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 101
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 59 (pp. 322–323) • *Resources for Differentiated Instruction,* Book 2 (pp. 116, 122, 128, 134, 208, 232) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 102	Extend with ***LBook*** Apply to Reading: *Managing Your Money* *LBook* TG, p. 103
	27	***rBook*** Functional Literacy: Careers: Music Store Manager *rBook* TE, p. 126	***rBook*** Real-World Skills: Examining a Sales Receipt *rBook* TE, p. 127
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 104	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 105
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 128	***rBook*** Workshop Wrap-Up *rBook* TE, p. 129
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 105	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 105
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 3* after completing Workshop 6 to assess skills from both Workshops.	

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Workshop 6: Amigo Brothers

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Amigo Brothers* *rBook* TE, p. 130M	View the Video: Note-taking *LBook* TG, p. 106
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 107	***rBook*** Review the Anchor Video *rBook* TE, p. 130N
	3	***rBook*** Preview Workshop *rBook* TE, p. 130	***rBook*** Vocabulary Study *rBook* TE, p. 131
rBook/LBook Reading	4	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 132	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 133
	5	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 108	Prepare with ***LBook*** Identify Character Emotions *LBook* TG, p. 109
	6	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 134	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 135
	7	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 110	Prepare with ***LBook*** Find Setting Clues *LBook* TG, p. 111
	8	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 136	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 137
	9	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 138	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 139

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 140	Strategic Reading: Story Elements *rBook* TE, p. 141
	11	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 112	Prepare with ***LBook*** Analyze Plot *LBook* TG, p. 113
	12	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 142	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 143
	13	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 144	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 145
	14	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 146	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 147
	15	***rBook*** Prereading/Shared Reading: *Amigo Brothers* (Reading 1) *rBook* TE, p. 148	***rBook*** Strategic Reading: Story Elements *rBook* TE, p. 149
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 62 (pp. 334–335) • *Resources for Differentiated Instruction,* Book 1 (pp. 306–313)	
rBook/LBook Vocabulary/ Word Study	18	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 114	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Idioms *LBook* TG, p. 115
	19	***rBook*** Word Analysis: Prefixes and Word Families *rBook* TE, p. 150	***rBook*** Revisit: Word Meaning *rBook* TE, p. 151
	20 21	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 72 (pp. 376–377) • *Resources for Differentiated Instruction,* Book 1 (pp. 119, 256, 260)	

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Writing Model: Literature Critique *rBook* TE, p. 152	Generate Ideas/Brainstorm *rBook* TE, p. 153
	23	Prepare with ***LBook*** Frontloading Grammar: Use Negative Words *LBook* TG, p. 116	Prepare with ***LBook*** Frontloading Vocabulary: Choose Adjectives That Express Opinions *LBook* TG, p. 117
	24	***rBook*** Plan Literature Critique *rBook* TE, p. 154	***rBook*** Write and Revise *rBook* TE, p. 155
	25	Prepare with ***LBook*** Grammar for Writing: Use Subject-Verb Agreement *LBook* TG, p. 118	Prepare with ***LBook*** Mechanics for Writing: Use Possessive Nouns and Pronouns *LBook* TG, p. 119
	26	***rBook*** Grammar: Subject-Verb Agreement *rBook* TE, p. 156	***rBook*** Mechanics: Using Possessives/Final Draft *rBook* TE, p. 157
	27	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 120	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 121
	28 29	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 26 (pp. 192–193) • *Resources for Differentiated Instruction,* Book 2 (pp. 116, 122, 210, 214) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	30	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 122	Extend with ***LBook*** Apply to Reading: *Constant Competition* *LBook* TG, p. 123
	31	***rBook*** Functional Literacy: Meet the Author: Piri Thomas *rBook* TE, p. 158	***rBook*** Real-World Skills: Evaluating a Book Review *rBook* TE, p. 159

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Workshop Wrap-Up/Assessment	**Day**	Prepare with ***LBook***	Prepare with ***LBook***
	32	Workshop Wrap-Up *LBook* TG, p. 124	Workshop Wrap-Up *LBook* TG, p. 125
	33	***rBook*** Workshop Wrap-Up *rBook* TE, p. 160	***rBook*** Workshop Wrap-Up *rBook* TE, p. 161
	34	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 125	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 125
	35	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 3* to assess skills from Workshops 5 and 6.	

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Workshop 7: Your Brain Exposed

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Your Brain Exposed* *rBook* TE, p. 162K	View the Video: Note-taking *LBook* TG, p. 126
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 127	***rBook*** Review the Anchor Video *rBook* TE, p. 162L
	3	***rBook*** Preview Workshop *rBook* TE, p. 162	***rBook*** Vocabulary Builder *rBook* TE, p. 163
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 128	Prepare with ***LBook*** Identify Cause and Effect *LBook* TG, p. 129
	5	***rBook*** Prereading/Shared Reading: *Super Mouse* (Reading 1) *rBook* TE, p. 164	***rBook*** Strategic Reading: Cause and Effect *rBook* TE, p. 165
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 130	Prepare with ***LBook*** Find Cause and Effect *LBook* TG, p. 131
	7	***rBook*** Prereading/Shared Reading: *Life With Half a Brain* (Reading 2) *rBook* TE, p. 166	***rBook*** Strategic Reading: Cause and Effect *rBook* TE, p. 167
	8	***rBook*** Prereading/Shared Reading: *Life With Half a Brain* (Reading 2) *rBook* TE, p. 168	***rBook*** Strategic Reading: Cause and Effect *rBook* TE, p. 169
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 132	Prepare with ***LBook*** Apply Cause and Effect *LBook* TG, p. 133

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *The Human Brain* (Reading 3) *rBook* TE, p. 170	Strategic Reading: Cause and Effect *rBook* TE, p. 171
		rBook	***rBook***
	11	Prereading/Shared Reading: *The Human Brain* (Reading 3) *rBook* TE, p. 172	Strategic Reading: Cause and Effect *rBook* TE, p. 173
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 29 (pp. 204–205) • *Resources for Differentiated Instruction,* Book 1 (pp. 296–297)	
rBook/LBook Vocabulary/ Word Study		Prepare with ***LBook***	Prepare with ***LBook***
	14	Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 134	Recognize Multiple-Meaning Words/Understand Latin and Greek Roots *LBook* TG, p. 135
		rBook	***rBook***
	15	Word Analysis: Synonyms and Latin and Greek Roots *rBook* TE, p. 174	Revisit: Word Meaning *rBook* TE, p. 175
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 30 (pp. 206–207) • *Resources for Differentiated Instruction,* Book 1 (pp. 246, 266, 268)	
rBook/LBook Writing and Grammar		***rBook***	***rBook***
	18	Writing Model: Narrative Paragraph *rBook* TE, p. 176	Generate Ideas/Brainstorm *rBook* TE, p. 177
		Prepare with ***LBook***	Prepare with ***LBook***
	19	Frontloading Grammar: Use Present Perfect-Tense Verbs *LBook* TG, p. 136	Frontloading Vocabulary: Verbs That Show Reflection *LBook* TG, p. 137
		rBook	***rBook***
	20	Plan Narrative Paragraph *rBook* TE, p. 178	Write and Revise *rBook* TE, p. 179
		Prepare with ***LBook***	Prepare with ***LBook***
	21	Grammar for Writing: Identify Pronouns *LBook* TG, p. 138	Mechanics for Writing: Avoid Double Negatives *LBook* TG, p. 139

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Grammar: Using Subject and Object Pronouns *rBook* TE, p. 180	Mechanics: Avoiding Double Negatives/Final Draft *rBook* TE, p. 181
	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 140	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 141
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 38 (pp. 240–241) • *Resources for Differentiated Instruction,* Book 2 (pp. 14, 20, 26, 32, 38, 212, 230) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 142	Extend with ***LBook*** Apply to Reading: *About Comas* *LBook* TG, p. 143
	27	***rBook*** Functional Literacy: Careers: Medical Assistant *rBook* TE, p. 182	***rBook*** Real-World Skills: Interpreting a Medical Form *rBook* TE, p. 183
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 144	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 145
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 184	***rBook*** Workshop Wrap-Up *rBook* TE, p. 185
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 145	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 145
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 4* after completing Workshop 8 to assess skills from both Workshops.	

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Workshop 8: Crime, Punishment . . . and Teens

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *Crime, Punishment … and Teens* *rBook* TE, p. 186K	View the Video: Note-taking *LBook* TG, p. 146
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 147	***rBook*** Review the Anchor Video *rBook* TE, p. 186L
	3	***rBook*** Preview Workshop *rBook* TE, p. 186	***rBook*** Vocabulary Study *rBook* TE, p. 187
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 148	Prepare with ***LBook*** Identify Similarities and Differences *LBook* TG, p. 149
	5	***rBook*** Prereading/Shared Reading: *Too Tough on Teens?* (Reading 1) *rBook* TE, p. 188	***rBook*** Strategic Reading: Compare and Contrast *rBook* TE, p. 189
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 150	Prepare with ***LBook*** Find Similarities and Differences *LBook* TG, p. 151
	7	***rBook*** Prereading/Shared Reading: *Leaving Crime Behind* (Reading 2) *rBook* TE, p. 190	***rBook*** Strategic Reading: Compare and Contrast *rBook* TE, p. 191
	8	***rBook*** Prereading/Shared Reading: *Leaving Crime Behind* (Reading 2) *rBook* TE, p. 192	***rBook*** Strategic Reading: Compare and Contrast *rBook* TE, p. 193
	9	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 152	Prepare with ***LBook*** Apply Compare and Contrast *LBook* TG, p. 153

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day	***rBook***	***rBook***
	10	Prereading/Shared Reading: *Youth Crime… Adult Time* (Reading 3) *rBook* TE, p. 194	Strategic Reading: Compare and Contrast *rBook* TE, p. 195
	11	***rBook*** Prereading/Shared Reading: *Youth Crime… Adult Time* (Reading 3) *rBook* TE, p. 196	***rBook*** Strategic Reading: Compare and Contrast *rBook* TE, p. 197
	12 13	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 41 (pp. 252–253) • *Resources for Differentiated Instruction,* Book 1 (pp. 298–299)	
rBook/LBook Vocabulary/ Word Study	14	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 154	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Idioms *LBook* TG, p. 155
	15	***rBook*** Word Analysis: Idioms and Context Clues *rBook* TE, p. 198	***rBook*** Revisit: Word Meaning *rBook* TE, p. 199
	16 17	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 50 (pp. 288–289) • *Resources for Differentiated Instruction,* Book 1 (pp. 238, 254, 264, 272)	
rBook/LBook Writing and Grammar	18	***rBook*** Writing Model: Descriptive Paragraph *rBook* TE, p. 200	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 201
	19	Prepare with ***LBook*** Frontloading Grammar: Use Future-Tense Verbs *LBook* TG, p. 156	Prepare with ***LBook*** Frontloading Vocabulary: Choose Irregular Adjectives That Compare *LBook* TG, p. 157
	20	***rBook*** Plan Descriptive Paragraph *rBook* TE, p. 202	***rBook*** Write and Revise *rBook* TE, p. 203
	21	Prepare with ***LBook*** Grammar for Writing: Use Adjectives That Compare *LBook* TG, p. 158	Prepare with ***LBook*** Mechanics for Writing: Use Quotation Marks *LBook* TG, p. 159

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day	***rBook***	***rBook***
	22	Grammar: Using Adjectives That Compare *rBook* TE, p. 204	Mechanics: Using Quotation Marks/Final Draft *rBook* TE, p. 205
	23	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 160	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 161
	24 25	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 58 (pp. 320–321) • *Resources for Differentiated Instruction,* Book 2 (pp. 31, 44, 50, 56, 62, 220, 236) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	26	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 162	Extend with ***LBook*** Apply to Reading: *Teen Brain . . . Not the Same?* *LBook* TG, p. 163
	27	***rBook*** Functional Literacy: Careers: Wilderness Instructor *rBook* TE, p. 206	***rBook*** Real-World Skills: Filling Out a Job Application *rBook* TE, p. 207
rBook/LBook Workshop Wrap-Up/Assessment	28	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 164	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 165
	29	***rBook*** Workshop Wrap-Up *rBook* TE, p. 208	***rBook*** Workshop Wrap-Up *rBook* TE, p. 209
	30	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 165	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 165
	31	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 4* to assess skills from Workshops 7 and 8.	

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Workshop 9: The Front Lines of Justice

SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Prereading	Day	***rBook***	Extend with ***LBook***
	1	View the Anchor Video: *The Front Lines of Justice* *rBook* TE, p. 210K	View the Video: Note-taking *LBook* TG, p. 166
	2	Extend with ***LBook*** Engage in Academic Discussion *LBook* TG, p. 167	***rBook*** Review the Anchor Video *rBook* TE, p. 210L
	3	***rBook*** Preview Workshop *rBook* TE, p. 210	***rBook*** Vocabulary Study *rBook* TE, p. 211
rBook/LBook Reading	4	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 168	Prepare with ***LBook*** Make Picture Inferences *LBook* TG, p. 169
	5	***rBook*** Prereading/Shared Reading: *Angry Young Man* (Reading 1) *rBook* TE, p. 212	***rBook*** Strategic Reading: Make Inferences *rBook* TE, p. 213
	6	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 170	Prepare with ***LBook*** Make Text Inferences *LBook* TG, p. 171
	7	***rBook*** Prereading/Shared Reading: *In Their Own Words* (Reading 2) *rBook* TE, p. 214	***rBook*** Strategic Reading: Make Inferences *rBook* TE, p. 215
	8	***rBook*** Prereading/Shared Reading: *In Their Own Words* (Reading 2) *rBook* TE, p. 216	***rBook*** Strategic Reading: Make Inferences *rBook* TE, p. 217
	9	***rBook*** Prereading/Shared Reading: *In Their Own Words* (Reading 2) *rBook* TE, p. 218	***rBook*** Strategic Reading: Make Inferences *rBook* TE, p. 219
	10	***rBook*** Prereading/Shared Reading: *In Their Own Words* (Reading 2) *rBook* TE, p. 220	***rBook*** Strategic Reading: Make Inferences *rBook* TE, p. 221

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Reading	Day 11 12	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 59 (pp. 322–323) • *Resources for Differentiated Instruction,* Book 1 (pp. 302–305, 321)	
	13	Prepare with ***LBook*** Academic Word Families *LBook* TG, p. 172	Prepare with ***LBook*** Apply Inferences *LBook* TG, p. 173
	14	***rBook*** Prereading/Shared Reading: *Ballad of Birmingham* (Reading 3) *rBook* TE, p. 222	***rBook*** Strategic Reading: Literary Elements *rBook* TE, p. 223
	15	***rBook*** Prereading/Shared Reading: *Ballad of Birmingham* (Reading 3) *rBook* TE, p. 224	***rBook*** Strategic Reading: Literary Elements/Cross-Text Analysis *rBook* TE, p. 225
rBook/LBook Vocabulary/ Word Study	16	Prepare with ***LBook*** Word Analysis: Identify Prefixes and Suffixes *LBook* TG, p. 174	Prepare with ***LBook*** Recognize Multiple-Meaning Words/Understand Noun Endings *LBook* TG, p. 175
	17	***rBook*** Word Analysis: Noun Endings and Verb Endings *rBook* TE, p. 226	***rBook*** Revisit: Word Meaning *rBook* TE, p. 227
	18 19	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 62 (pp. 334–335) • *Resources for Differentiated Instruction,* Book 1 (pp. 119, 260)	
rBook/LBook Writing and Grammar	20	***rBook*** Writing Model: Personal Narrative *rBook* TE, p. 228	***rBook*** Generate Ideas/Brainstorm *rBook* TE, p. 229
	21	Prepare with ***LBook*** Frontloading Grammar: Use Past Perfect-Tense Verbs *LBook* TG, p. 176	Prepare with ***LBook*** Frontloading Vocabulary: Use Adverbs That Modify Verbs *LBook* TG, p. 177
	22	***rBook*** Plan Personal Narrative *rBook* TE, p. 230	***rBook*** Write and Revise *rBook* TE, p. 231

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SUGGESTED SEQUENCE		WHOLE GROUP	SMALL GROUP
rBook/LBook Writing and Grammar	Day 23	Prepare with ***LBook*** Grammar for Writing: Use Adverbs *LBook* TG, p. 178	Prepare with ***LBook*** Mechanics for Writing: Correct Sentence Fragments *LBook* TG, p. 179
	24	***rBook*** Grammar: Using Adverbs *rBook* TE, p. 232	***rBook*** Usage: Correcting Sentence Fragments/Final Draft *rBook* TE, p. 233
	25	Extend with ***LBook*** Prepare to Write *LBook* TG, p. 180	Extend with ***LBook*** Write Your First Draft *LBook* TG, p. 181
	26 27	**CHECKPOINT for Differentiated Instruction** See grouping guidelines to review or reteach skills and strategies using the following: • *System 44 Teaching Guide,* S.M.A.R.T. Lesson 72 (pp. 376–377) • *Resources for Differentiated Instruction,* Book 2 (pp. 14, 20, 26, 32, 38, 224, 234) • *LBook Teaching Guide,* Grammar Building Block Lessons	
rBook/LBook Functional Literacy	28	Extend with ***LBook*** Text Analysis: Use Context *LBook* TG, p. 182	Extend with ***LBook*** Apply to Reading: *March to Montgomery* *LBook* TG, p. 183
	29	***rBook*** Functional Literacy: Careers: Government Office Worker *rBook* TE, p. 234	***rBook*** Real-World Skills: Completing a Voter Registration Form *rBook* TE, p. 235
rBook/LBook Workshop Wrap-Up/Assessment	30	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 184	Prepare with ***LBook*** Workshop Wrap-Up *LBook* TG, p. 185
	31	***rBook*** Workshop Wrap-Up *rBook* TE, p. 236	***rBook*** Workshop Wrap-Up *rBook* TE, p. 237
	32	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 185	Extend with ***LBook*** Workshop Reflections *LBook* TG, p. 185
	33	**CHECKPOINT for Differentiated Instruction** Administer *rSkills Test 5* to assess skills from Workshop 9.	

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8/23 – 8/26	8/29 – 9/2	9/6 – 9/9	9/12 – 9/16	9/19 – 9/23	9/26 – 9/30	10/3 – 10/7
"Your First Three Weeks…" →	**SRI #1**	**Workshop 1 →**				
10/10 – 10/14	10/17 – 10/21*	10/24 – 10/28	10/31 – 11/4	11/7 – 11/11	11/14 – 11/18	11/21 – 11/23
	Workshop 2 →					**rSkills Test #1 (A/B)**
11/28 – 12/2	12/5 – 12/9	12/12 – 12/16	1/3 – 1/6	1/19 – 1/13	1/16 – 1/20*	1/23 – 1/27
Workshop 3 →	**SRI #2**	**SRI #2**				**Workshop 4 →**
1/30 – 2/3	2/6 – 2/10	2/13 – 2/17	2/27 – 3/2	3/5 – 3/9	3/12 – 3/16	3/19 – 3/23*
				rSkills Test #2 (A/B)	**Workshop 5 →** **SRI #3**	**SRI #3**
3/26 – 3/27	4/2 – 4/6	4/16 – 4/20	4/23 – 4/27	4/30 – 5/4	5/7 – 5/11	5/14 – 5/18
				Workshop 6 →	*STAR TESTING*	*STAR TESTING*
5/29 – 6/1	6/4 – 6/8	Q1 end: 10/21 Q2 end: 1/20 Q3 end: 3/23 Q4 end: 6/15	The Scholastic Reading Inventory (SRI) can be given no more than five times per year to ensure test validity. Students may have one re-take opportunity.			
SRI #4	**rSkills Test #3 (A/B)** **SRI #4**		The rSkills tests may be given electronically so as to track results and inform instruction. Answer keys and paper versions of the tests can be found in the *rSkills Teaching Guide*. The final rSkills test (test #5) is a cumulative test that may be given as part of a final exam.			

Dates	Content	rSkills Test Windows	SRI Windows	Review
August 23 – September 2	"Your First Three Weeks with Read 180"		SRI #1: 8/23 – 9/2	After each rSkills test and SRI window, Julie will meet individually with teachers to review the assessment data and plan.
September 6 – October 14	Workshop 1 – *Survivors*			
October 17 – November 23	Workshop 2 – *Killer Plagues*	Test #1: 11/21 – 11/23		
November 28 – January 20	Workshop 3 – *Combat Zone*		SRI #2: 12/5 – 16	
January 23 – March 9	Workshop 4 – *When Music Offends*	Test #2 : 3/5 – 3/9		
March 12 – April 27	Workshop 5 – *In the Money*		SRI #3: 3/21 – 25	
April 30 – June 8	Workshop 6 – *Amigo Brothers*	Test #3: 6/4 – 6/8	SRI #4: 5/29 – 6/8	
additional units	Workshop 7 – *Your Brain Exposed*			
	Workshop 8 – *Crime, Punishment, and Teens*			
	Workshop 9 – The Front Lines of Justice			

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FOUR YEARS OF U.S. DEPARTMENT OF EDUCATION RESEARCH SHOWS *READ 180*® EFFECTIVE IN COMBATING ADOLESCENT ILLITERACY

READ 180 Students in Newark, N.J., Springfield/Chicopee, Mass., and Ohio Department of Youth Services Striving Readers Programs Show Significant Gains in Achievement

New York, NY (November 15, 2011)—A four-year U.S. Department of Education evaluation of adolescent literacy programs shows that students in Newark, N.J., Springfield/Chicopee, Mass., and the Ohio State Department of Youth Services who were enrolled in their *READ 180*® programs significantly outperformed students who were not placed in *READ 180* as part of the study. The data was made available as part of the Striving Readers report released by the U.S. DOE's Institute of Education Services. *READ 180*, created by Scholastic (NASDAQ: SCHL), the global children's publishing, education and media company, and one of the most thoroughly researched and widely-used adolescent literacy programs in the country, was one of several programs included in the Striving Readers pilot program, which has been evaluated yearly since 2007.

"This is an historic moment in the field of education research – when a rigorous federal study has shown an adolescent literacy program to be effective in raising achievement in some very challenging schools, and with a wide variety of student populations," said Margery Mayer, President of Scholastic Education. "We're just at the beginning of doing this kind of research in education, but what we've seen from Striving Readers is that rigorous evaluation can determine what works and what doesn't."

In the latest Striving Readers report, schools in Newark, N.J. showed significant impacts across all sites, as well as positive results for important student population groups that include boys, African Americans and students receiving special education services. *READ 180* was shown to have a significant overall impact on students using the program in Ohio Department of Youth Services facilities, as well as in the urban-suburban school district in Springfield-Chicopee, Mass.

"More than 40 research studies in the last 12 years have shown *READ 180*'s blended model to be a proven, effective way to teach adolescents who struggle to read," Mayer continued. "Looking at the Newark, Springfield/Chicopee and Ohio site data in the Striving Readers report, we see that even in the most challenging environments, with the most challenged of students, when students receive the right support they are able to make tremendous progress with *READ 180*."

Findings in the Striving Readers report buttress the 2010 study, *Implementation Matters: Systems for Success*, an analysis by the American Institutes for Research, The Council of the Great City Schools and Scholastic that details the critical importance of implementing a reading intervention program as it was intended in order to achieve maximum effectiveness. These and other studies tell us that factors such as student attendance, amount of time participating in the program, and teacher turnover and training – among others – are critical variables in student outcomes.

In March 2006, the Striving Readers program awarded grants to eight sites, four of which elected to implement Scholastic's *READ 180* program as their targeted intervention. The four sites included: The Newark (New Jersey) Public Schools, The Ohio Department of Youth Services, The Springfield (Massachusetts) Public Schools, and The Memphis (Tennessee) City Schools.

Students in a Memphis, Tenn., trial of *READ 180* progressed, but did not show significant gains. Scholastic will be doing further analysis of the data in Memphis to better understand the effects there.

READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development that helps schools raise reading achievement for struggling students in grades 4–12. In *READ 180* classrooms, students move in small groups through rotations that include adaptive technology, independent reading and direct, individualized instruction from the teacher. The technology tracks student progress in real time every day, delivering personalized instruction to the student and data to the teacher that makes differentiation easy. In 2011, Scholastic released *READ 180 Next Generation*, a new version of the reading intervention program that includes new technology, instruction and content to help make teachers more effective and students more engaged, and state-of the art supports for the Common Core State Standards.

For more information about *READ 180,* visit www.scholastic.com/read180.

For more information about Scholastic, visit our Media Room at http://mediaroom.scholastic.com.

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DynEd

Standards-based Content
DynEd's content correlates to national and state English Language Development, reading/language arts and TESOL standards.

New Release

First English

For true beginners, ages 10-17, a multimedia English language course that promotes learning and long-term retention

First English starts at the beginning and *systematically* helps students comprehend, practice, internalize and build the framework of English necessary for long-term success. DynEd's innovative use of visuals and comprehension exercises engage the learner in ways that a text-only approach cannot.

Based on neuroscientific research and extensive classroom experience, *First English* builds listening, speaking, vocabulary, grammar, and reading skills in an effective sequence that takes advantage of the learning synergies between each skill.

Ideal for Beginners

First English provides a framework that facilitates language acquisition, not short-term memorization that quickly fades. Language items *appropriate for this age group* are modeled, exercised, reviewed and recycled in an expanding spiral sequence so that students build on what they have learned, step-by-step.

Students Learn Efficiently

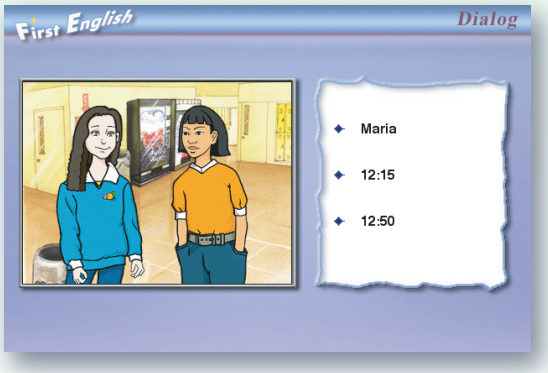
First English supports learners by providing:

- A variety of coordinated lessons and exercises to keep students engaged.
- Optimized skill sequencing, beginning with listening.
- Content that automatically adjusts to student performance.

Teachers Manage Learning with Ease

First English is designed to be a teacher-managed course, where teachers can:

- Place learners at the appropriate level.
- Monitor progress on an ongoing basis.
- Lock and unlock units or lessons to manage learning paths.
- Use Mastery Tests to measure learning gains.
- Use the Intelligent Tutor to analyze and evaluate student practice activities.



Teacher Support

- Instructor's Guide with teaching suggestions and handouts
- Detailed Scope and Sequence
- Award-winning Records Manager
- Teacher training available

Lesson Organization

Every Unit has five coordinated lessons, each with a different focus:

*1. **Listening:*** Introduces key language and provides intensive listening and speaking practice. Comprehension questions help students focus on meaning and practice with Wh- and Yes-No questions. Topics include age, gender, nationality, family, daily schedule, location, etc.

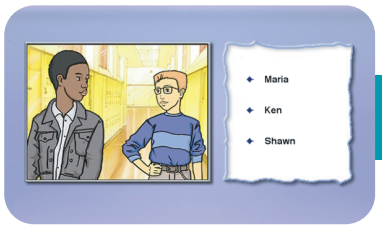
*2. **Dialog:*** Includes two or more age-appropriate conversations at school, with functional language routines and interesting animated characters.

*3. **Vocabulary:*** Presents objects and actions particularly important in a school setting.

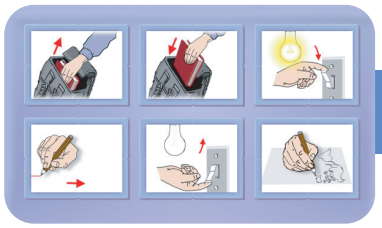
*4. **Grammar:*** Focuses on key grammar patterns and gives students practice in manipulating the language.

*5. **Letters & Numbers:*** Develops reading and specialized vocabulary skills. Includes the alphabet, phonics, numbers, times and calendar language.

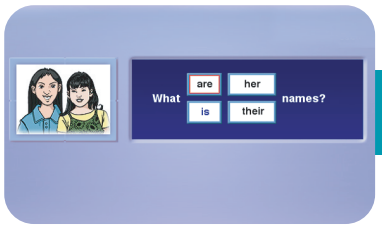
Listening



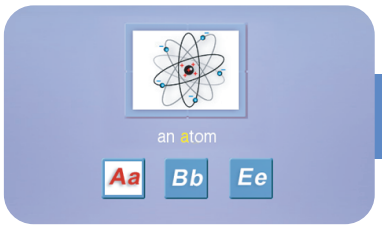
Dialog



Vocabulary



Grammar



Letters & Numbers

Course Features

- ***Multilingual Glossary, Help Menu***
- ***Voice Record/Playback with native speech playback***
- ***Award-winning Records Manager***

QuickTime™

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Minimum System Requirements

Windows ®
Windows ® 98, 2000, NT, or ME:
Pentium ®200 Mhz with 64 MB of RAM
Windows XP: Pentium 300 Mhz /128 MB RAM
16 Bit Sound and microphone

Macintosh ®
Mac OS® 8.6 or later: 200 Mhz Power PC with 64 MB of RAM
Mac OS X 10.1.5 or greater
300 Mhz /128 MB RAM
Built-in sound and microphone

All: Speakers or headphones 4 X CD-ROM Thousands of Colors

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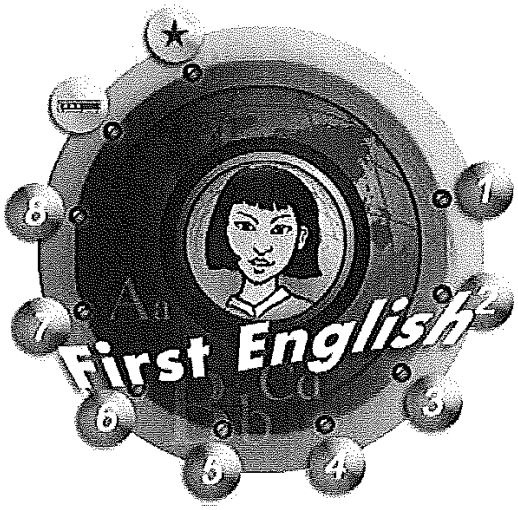
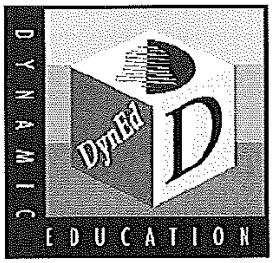


First English

Instructor's Guide



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March 2004

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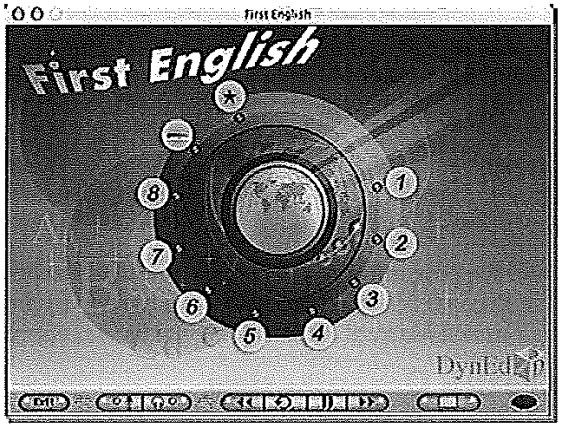
Introduction



Welcome to ***First English***, a multimedia English course for students ages 10-17 who have no knowledge of English. The course prepares students to continue their English studies with the follow-up course, ***English For Success***, which prepares students for immersion in content areas.

In addition to providing vocabulary and structures of a general nature, the communicative focus of ***First English*** is on school life and the classroom. Animated characters Judy, Shawn, Maria and Ken help make the course interesting and practical as they interact with each other in a school setting. The course also develops reading skills, beginning with the alphabet and moving on to key letter-sound relationships in a series of lessons supported by the rest of the course so that the language skills of listening, speaking, grammar, vocabulary and reading reinforce each other at all times.

Visual and glossary support throughout help make the language comprehensible and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. ***Mastery Tests*** help motivate students and are useful for teachers who can easily monitor student activity and progress through the use of DynEd's award-winning ***Records Manager*** and its built-in ***Intelligent Tutor***.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual Glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This ***Instructor's Guide*** contains suggestions for classroom use as well as guidelines for directing self-study.

Note: For updates to DynEd products, please go to DynEd's website at:
http://www.dyned.com

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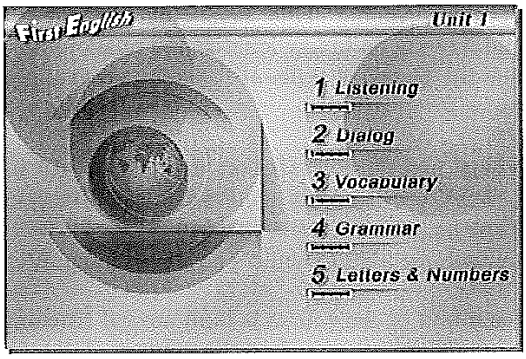
Level

First English is divided into 8 units. Units 1~4 are at the beginner level, and Units 5~8 transition from basic to pre-intermediate. Students who complete the first 4 units of ***First English*** are ready to begin study of ***English For Success*** in parallel, where the focus shifts to content areas and moves toward intermediate and upper-intermediate levels. The language content in both courses develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's ***Placement Test*** is recommended. ***First English*** is appropriate for students who place at or below 0.5 on the Placement Test. The ***Mastery Tests*** within the course help assess student progress and gauge when students are ready to move on.

Once the program is underway, the ***Records Manager*** monitors and evaluates the progress of each student. The ***Records Manager*** also allows teachers to control student learning paths by locking or unlocking specific lessons and ***Mastery Tests***. Please see the ***Records Manager Guide*** for detailed information.

Lesson Organization



Depending on the learner's level and native language, each Unit generally requires five to eight hours of study over an extended period of at least one week or more, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:

1. The ***Listening*** lessons are divided into sections. Each section introduces key language and provides intensive practice, first in listening, and then in speaking -- when students record and monitor their speech and pronunciation in comparison with the native speakers. Comprehension questions help students focus on meaning and give students extensive practice with Wh- and Yes/No questions. Sample topics include: name, nationality, languages, countries, age, gender, locations, directions and much more. The content of these lessons will expand as a student's *shuffler level* increases.

2. The ***Dialog*** lessons focus on conversational English in and around school. Each lesson includes two or more dialogs with comprehension questions and glossary support. The animated characters are two girls, Maria and Judy, and two boys, Shawn and Ken.

3. The ***Vocabulary*** lessons focus on objects and actions important for beginners who need to use English in a school setting. Each vocabulary lesson is divided into several sections with comprehension tasks for each and a scored Quiz that covers all sections.

4. The ***Grammar*** lessons focus on the key grammar patterns that were presented in the Listening, Dialog, and Vocabulary lessons. Scored *Focus Exercises* in a Quiz format give students practice manipulating the language and learning important grammatical rules and relationships.

5. The **Letters & Numbers** lessons develop reading and vocabulary skills. The alphabet, phonics, numbers, times, and calendar language are presented and practiced in sections. Each lesson includes a Quiz.

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The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In ***First English***, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The ***Completion Percentage*** is shown in the *Student Records*. It is also shown by *meter icons* that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the ***Records Manager Guide***. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

To assist students in reaching the goal of communicative competence, the ***Completion Percentage*** sets completion goals based on the following study activities: sentence repetitions, voice recording attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Intelligent Tutor

Many students feel ready to stop an activity when they 'understand' it. However, effective language learning should be approached as a skill to be acquired, and not merely an 'understanding' of grammar rules and vocabulary. The development of communicative competence and language automaticity requires regular focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

DynEd's ***Intelligent Tutor*** analyzes the study data for each student and class, including Completion Percentages, study frequency, test score levels, and usage of features such as voice record, and makes recommendations for improving study practices. This feature is a real time-saver for teachers and should be consulted on a regular basis. For more information about the ***Intelligent Tutor***, please consult the ***Records Manager Guide***.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key patterns recurring throughout so that the meaning of the language becomes clear and underlying patterns are acquired. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each Unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

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Scope and Sequence: *First English* – Units 1 & 2

Unit	Main Learning Points	Topics
1	• **Demonstratives** (*this, that, these, here*) *This is a book. These are stairs.* • **Pronouns:** *he, she, it, I, you, they* • **Possessive Pronouns:** *my, her, his, your* • **Singular/Plural:** *book(s), pencil(s), person/people, city/cities, country/countries,* • ***be, do*, Contractions, Negation**: *They're, He's, His, It's, She's, You're, I'm, doesn't come from; isn't from...* • **Subject-verb agreement**: *I am, she/he/it/they is/are She comes from Mexico. They are students.* • ***Present tense:*** *come from, is from* • ***Commands:*** *open the door; close the book* • ***Wh-* questions**: *Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?* • ***Yes-No* questions**: *Does she come from Mexico? Is this person a man or a woman?*	• **Greetings:** *How are you today? I'm fine, thanks.* • **Introduction:** *It's nice to meet you.* • **Country & Nationality:** *She comes from Mexico. She's Mexican. London is in England.* • **Gender:** *This person is a man. She's a woman.* • **Classroom objects:** *It's a book. This is a chair. This is a computer.* • **Classroom actions:** *Open the door. Close the book. Put up your hand.* • ***Letters & Numbers: Alphabet A~Z*** • ***Letters & Numbers: Numbers 1~10***
2	• **Possessives:** *Tom's father; her name, his father's name; this boy's name...* • **Adjectives:** *short, long, red, the green book, this book is open, large, small, etc.* • **Singular/Plural:** *country, countries, sister(s), brother(s) languages* • **Can/can't:** *can speak Spanish, can play the piano* • **Contractions, Negation**: *can't...isn't...not any... doesn't have any* • **Subject-verb agreement**: *She can; he can; they can; they are; he isn't; They like...* • ***Present tense:*** *speak play the violin, study, sing* • ***Commands:*** *write your name, read a book, ask a question, etc...* • ***Wh-* questions**: *Which country...which of these cities...Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?* • ***Yes-No* questions**: *Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish?*	• **Age:** *She's fifteen years old.* • **Suggestion:** let's eat; let's go... • **Asking & Giving Directions:** *which way is...* • **Languages:** *She speaks Spanish* • **Ability:** *She can speak Spanish and French.* • **Family relations:** *sister, brother, father, mother, etc..* • **Classroom objects:** *a map, a line, a circle, an open door, a short pencil, a red book, etc.* • **Classroom actions:** *Draw a line, read a book, turn on the light, write your name, ask a question, etc...* • ***Letters & Numbers: A~H (initial)*** • ***Letters & Numbers: Numbers 11~20*** • ***Time: 1:00~12:00***

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Scope and Sequence: *First English* – Units 3 & 4

Unit	Main Learning Points	Topics
3	• **Prepositions of location and direction:** *in a house, near a park, from Mexico, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through, around...* • ***Present tense:*** *teaches, lives, works, has, goes, likes, drives, knows;* They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science. • ***Present progressive:*** *walking, looking out, going to, coming from, sitting on, crossing a street,* He is walking up some stairs. She is looking out the window. He is sitting on a bench. • ***Wh-* questions**: *Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Where do his mother and father work? When does she do homework?* • ***Yes-No* questions**: *Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?*	• **Occupation:** *Helen is a teacher. His father works for a newspaper. His mother is an artist.* • **Greeting & Parting:** *Good morning! See you...* • **Suggestion:** *Let's look inside. Let's call her.* • **Asking & Giving Directions:** *which way is...* • **Asking & Giving Time:** *Do you know what time it is?* • **Relative Location:** *under the table, outside the circle, behind the computer, etc.* • **Colors:** *the orange pencil is next to the black pen; the green book is under the table.* • ***Letters & Numbers: I~P (initial)*** • ***Letters & Numbers: Numbers 10~100*** • ***Time: 1:10, 2:30, 3:45, etc.***
4	• **Present progressive**: *He is reading a book, she's smiling because she's happy. I'm going to the library. She's wearing a blue school uniform.* • **Object pronouns:** *him, her, them His friends like him. He has lunch with them.* • **Adverbs of frequency:** *They usually have lunch together, Sometimes they do their homework together, Does Helen always take the bus? Sometimes she drives her car to school.* • **Adjectives:** *a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.* • **Reason and logical connection:** *He's thin but very strong, she's smiling because she's happy* • **There is (existential):** *there is a bus stop in front of the park, Is there a bus stop near the park?* • ***Wh-* questions**: *What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?* • ***Yes-No* questions**: *Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?*	• **Parts of the Body:** *She has brown eyes, He has little hands; She has a small nose... etc.* • **Emotions:** *She has a sad face; This man is afraid; This man is angry... etc* • **Senses & Use:** *We hear with our ears, we see with our eyes, we walk with our feet* • **Likes & Abilities:** *She likes music, Her parents don't like her music, She does well in school, Her favorite subject is science. She can sing very well.* • **Location & Address:** *across the street from their house; both sides of the park; her address is 15 Maple Street.* • **Schedule:** *Bus number 38 comes at 7:05, 7:35, and 7:50.* • ***Letters & Numbers: Q ~W (initial)*** • ***Letters & Numbers: Ordinals & Fractions*** • ***Time: w/fractions, a quarter past***

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Scope and Sequence: *First English* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	• **Future:** *Next week; I'll ask them and phone you tonight. When are they going to have the party?* • **Frequency:** *She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays...* • **Sequence & Duration:** *After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long do they practice?* • **Present progressive:** *He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus.* • **Adjectives:** *fast, long, new, old, red, large, busy* • ***Wh*-questions:** *When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go?* Which way do you turn?	• **Invitation/Suggestion:** *Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have it at my house.* • **Transportation:** *You can take this bus to the library, this is an old motorcycle. She is waiting for a bus We get on an airplane at an airport.* • **Daily Schedule:** *She gets up at 7:00. She gets dressed between 7:00 and 7:15. etc...* • **Giving Directions:** *Take the subway to City Center. Go out the Maple Street exit. Turn left.* • ***Letters & Numbers: X ~Z*** • ***Letters & Numbers: Calendar:*** *days of the week, months of the year*
6	• **Future w/going to:** *Next week Tom is going to take a trip. He's going to visit his grandparents.* • **Duration:** *It takes her about twenty minutes to get to school. How long does it take her?* • **Present progressive:** *I'm doing my homework. He's drinking some juice from a glass. She's cutting an apple. He's pouring from a bottle into a glass.* • **Needs and Ability:** *Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.* • **Prepositions of location:** *across, inside, above, below, between, next to.* • ***Wh*-questions:** *Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? When is Shawn going to go to the gym?*	• **Food & Drink:** *Two oranges, a piece of cake, a sandwich, cook some fish, buy an apple; He's opening a bottle. She's buying an apple. She's making a salad.* • **Telephone Expressions:** *Hello. Hi, It's Shawn.* • **Promise:** *I'll see on Monday. I'll be there.* • ***Letters & Numbers: b, p, d, t, l, r final consonants*** • ***Letters & Numbers: m, n, f, g, k final consonants*** • ***Letters & Numbers: large numbers, decimal fractions***

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Scope and Sequence: *First English* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	• **Past**: *was/were, did, got up, watched, checked, talked, turned on; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple. etc.* • **Future:** *I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.* • **Have to/ have got to:** *I've got to finish a book. She has to finish before midnight.* • **Quantification & Amounts:** *How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad?* • **Comparison:** *Which costs more? Which costs the most? It costs less than... It costs more than...Ten is less than twenty.* • ***Wh*-questions w/past**: *What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch?* • ***Yes/No* questions w/past**: *Did she drink any juice? Did she check her e-mail?*	• **Prices, Buying, Selling:** It's five dollars. How much is it? You can pay me the rest tomorrow. I'm selling tickets. Do you want to buy one? A salad costs $1.00. • **Schedule** w/past: *At 4:30 she took a nap. After dinner she talked with a friend on the telephone.* • **Telephone Expressions** *May I speak to Maria, please? Is Maria there? Maria isn't here right now. etc.* • **Occupations & Activities:** *a dentist checks teeth, a cook works in a kitchen. A doctor gives people medicine. A mechanic fixes cars. A teacher teaches students.* • ***Letters & Numbers: Consonant Clusters + ch, sh, th*** • ***Letters & Numbers: Money and Prices***
8	• **Past**: *was/were, They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie... What did he do last night?* • **Modal: will:** *It will last for an hour. It will finish around 10:00. She will go with her best friend. She'll be at the library for about 30 minutes.* • **Look forward to:** *She's looking forward to the game.* • **Comparison:** *Jim did a little better than Jean. Joan got the highest score. a is less than b.* • **Adjectives:** *cold, hot, warm, wet, black, small* • **Frequency**: *always, often, usually, How often, He practices every day.* • ***Wh*-questions w/past & future**: *How long will she be at the library? When will the game finish? When is the game going to start? When was the science test? How many questions were on the test?* • ***Yes/No* questions w/past**: *Did Joan get a perfect score? Did Jim do better than Joan?*	• **Weekly Schedule** *He has music lessons every Tuesday afternoon. He practices every day.* • **Weather** *People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?* • **Times of day** *We get up in the morning. The sun rises in the morning. We can see the moon at night.* • ***Letters & Numbers: ee, er, ing, le, or; dy, ty, own, rn, rm, st (final)*** • ***Letters & Numbers: Numerical Operations & Numerical Relations***

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General Orientation

First English can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (25-30 minute) sessions. If possible, these individual study sessions should be reinforced, reviewed and extended through classroom activities. The guidance, coaching and encouragement of a teacher is highly recommended, even if only once or twice per week.

When a student uses the course individually, the program keeps detailed study records that track everything the student does. It tracks the number of times the student uses the voice record and repeat buttons, for example, which helps to assess whether a student is using the course effectively. This information is available to the teacher through the ***Records Manager*** and ***Intelligent Tutor***.

Individual study gives students the listening and speaking practice not possible in a classroom. It also allows less confident students to practice in a private, stress-free environment.

In many teaching situations, it isn't possible for all students to work individually on computers at the same time. One option is to divide the class into groups. While one group uses the computers for 20~25 minutes, another group works with the teacher, and a third group does written work, such as a lesson summary or the ***Written Exercises*** from this manual. This approach allows the teacher to work with smaller groups and allows students to use computers even when there aren't enough computers for each student in the class. It also allows teachers to group students by level.

The multimedia lessons of ***First English*** also provide exciting opportunities for whole-group activities. By using a large-screen monitor or projector and speakers to present the images, the teacher can use the program as a teaching assistant, for example to model the language in a way that some teachers may not be able to if they are not fluent in English. Using one computer with the whole class can add an element of speaking and listening to the lesson and can be a lively activity involving all the students. For example, after a group of sentences, students can work in pairs or small groups to review or summarize the language.

Orienting Students

Before students begin to use the program, explain the function and purpose of each button on the ***Control Bar***. It is important that students know how to use the program to *practice* listening and speaking. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately and in every study session. Their use of each button is monitored in the ***Records Manager*** and reflected in their ***Completion Percentage*** which they can see in their **Student Records.**

As students go through a lesson, comprehension questions check their understanding. The questions may change in response to student level. This helps to maintain student interest and involvement. See ***Student Practice Guidelines***.

Mastery Tests

To see the Mastery Test menu, click the yellow button above the Unit 8 and Student Records buttons on the main menu. Each ***Mastery Test*** covers 2 units. A *Mastery Test* should be taken after students have studied and reviewed all lessons in the covered units. A good indicator of this is when students have an ***80%*** or more ***Completion Percentage*** in the lessons to be tested. At this point, students should be confident that they can understand and use the language of the lessons, and they should pass the *Mastery Test* with ease. For grading purposes, the following is recommended as a guide:

- 96-100 A Excellent
- 90-95 B Good
- 84-89 C Adequate
- 80-83 D Poor
- 0—79 F Fail

In order for students to take a *Mastery Test*, the teacher must use the **Records Manager** to unlock the test. Once a *Mastery Test* is taken, it will automatically lock again to prevent students from retaking it. In general, students should score *at least* 80% to pass. The tests are not designed to be tricky or to test unimportant details. Rather they check to see that students have mastered the key points of the units and are ready to go on. Students who score less than 80-85% should review the lessons and try again. If this is done, the students will take great strides in acquiring the target language as opposed to short-term memorization,

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which quickly fades. Language acquisition means *mastery*, not momentary 'understanding' or short-term memorization.

Records Manager

DynEd's ***Records Manager*** is a tool for teachers and administrators that keeps and manages student and class records. It is required for *Mastery Tests*, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the *Records Manager*, please refer to the ***Records Manager Guide***.

General Classroom Guidelines

First English is most effective when used with at least some classroom and teacher support. Classroom activities allow the student to practice using and extending the language presented in the course and provide motivation for more effective self-study when not in class.

Multimedia Role

Successful language learning requires frequent and effective practice. This multimedia program provides a variety of activities that encourage and facilitate intensive practice not possible in a classroom (see Student Practice Guidelines). In addition, the language content of the program is presented and sequenced so that language learning is accelerated and acquired as a skill, not just in short-term memory.

The program addresses all four language skills: *listening, speaking, reading* and *writing*. Lessons should begin with a listening focus, then speaking, then with text support, and finally with written exercises and follow-up assignments. We call this the "*Four Skills Path*."

Classroom Role

Classroom and teacher support give the language learner advantages not possible with multimedia alone. Some of these include:

- Group support and a social context for learning.
- Opportunities for small and large group preview and review activities.
- Opportunities for individual students to make *short* oral presentations.
- Opportunities to personalize and localize the content.
- Opportunities for language explanation and extension by the teacher, including the assignment of supplementary readings and programs.

For schools that provide at least some classroom support, the following sections give teaching suggestions for each type of lesson: *Listening, Dialog, Vocabulary, Grammar,* and *Letters and Numbers*. Depending on how much time is available, teachers can spend 3-5 minutes for each lesson type (~ 15 minutes) per class session over a period of several classes or focus on only one lesson-type per class. In general however, it is more effective to vary the focus of a class session and not spend too much time on a single activity.

Teaching Activities: *Listening*

Each unit begins with a *Listening* lesson built around the lives of several characters and general information such as countries, schedules and prices. For each part of the lesson, there are several presentation sentences followed by comprehension questions that help students focus on the main points of the section. As the student goes through the lesson several times, the sentences and questions will vary as the student's *shuffler level* increases.

The visuals in each part help the students infer, process and remember the meaning expressed by the language patterns.

First, encourage the students to go through the lesson on their own, one part at a time. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to personalize and extend the vocabulary:

- ***Speaking***: Practice saying several sentences from a part, either as a class, as groups, or as individuals. Pay attention to the pronunciation, stress and intonation.
- ***Grammar:*** Put one or two key sentences on the blackboard and review or discuss the grammar.
- ***Dictation***: For each part, dictate two or three sentences. Then have the students work in pairs to correct each other.

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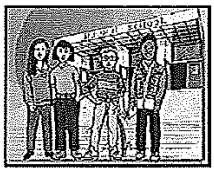
- ***Extension***: Ask the students to vary the language to fit their own lives. This can be done in pairs or small groups.
- ***Summarization***: As the students become confident, ask them to summarize each part.
- ***Written Exercises***: Have students complete the Written Exercise A sheet from this guide for the Unit., either in class, or as homework.

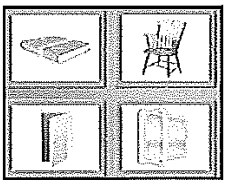
Teaching Activities: *Dialog*



The second lesson in each unit is built around animated dialogs. Students should learn and practice these dialogs in several study sessions until they are memorized. In class, the following activities are useful:

- ***Speaking***: Check to see that students can repeat each of the sentences clearly.
- ***Role-Play***: Have students practice role-playing the scene in pairs. Then choose one or two pairs of students to role-play the scene in front of the class.
- ***Phrase & Grammar Focus***: Make a list of important vocabulary and phrases from each dialog and have students practice using this language in new ways. For example, if Judy is talking about what food she likes or doesn't like, your students should use the same language to talk about their own likes and dislikes.
- ***Hot Seat***: Choose or have the class choose a student to be in the *hot seat*. This student should then model the phrases or questions for the class. The teacher may evaluate and score each hot seat student.
- ***Personalization***: Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Maria comes from Mexico, then the students should say where they are from. If a student doesn't know how to say it, provide them with the language necessary to do so.
- ***Written Exercises***: Have students complete the Written Exercises B & C from this guide, either in class, or as homework. These worksheets can be corrected and discussed in class.

Teaching Activities: *Vocabulary*

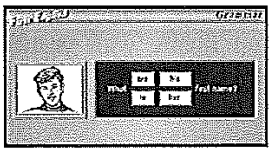


These lessons are built around the vocabulary of familiar objects and actions. Each part of the lesson presents a set of several vocabulary items, followed by 5 comprehension questions. A Quiz gives students additional practice. These lessons are generally the easiest in a unit, but they should be studied frequently so that the vocabulary items are not forgotten.

First, encourage the students to go through each part on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to extend or vary the vocabulary:

- ***Speaking***: Check to see that students can say each word or phrase clearly, both as an individual word or phrase and in a short sentence such as "This is a computer."
- ***Vocabulary Focus***: List important vocabulary on the blackboard and provide explanations and additional examples as needed.
- ***Dictations***: Once all parts have been studied, dictate short phrases or sentences to the class that use the vocabulary items. Then have the students work in pairs to correct them.
- ***Written Exercises***: Have students complete the Written Exercises D & E from this guide, either in class, or as homework.

Teaching Activities: *Grammar*



These lessons review the language from previous lessons, but focus on basic points of grammar such as pronouns, *is/are*, contractions, subject-verb agreement, word order, *Wh*-questions, and prepositions, etc.

As with the other lessons, encourage students to go through the lesson on their own. Then, in class, the following activities may be useful:

- ***Grammar Focus***: List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.

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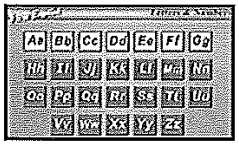
- *Written Exercises*: Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.

Teaching Activities: *Letters and Numbers*



The fifth lesson of each unit develops reading and vocabulary skills. In Unit 1, the alphabet is introduced, along with the numbers 1-10. In subsequent units, the focus is on key sound-letter relationships, first initial sounds, and then consonant clusters and final sounds. In addition, these units introduce and develop the vocabulary of numbers, basic math, prices, calendar, and time. As with all lessons, students should go through these lessons frequently, until the language is *mastered,* just as music students practice the scales each day -- as a part of every practice session.

- *Scrambled Words*: Divide the class into teams, and make 10 or 20 picture cards that have the words with blanked out letters, such as "an __pple." Shuffle the cards and put them face down on a desk. Then have one member of each team come to the desk. The teacher turns over the card. When one of the students thinks they know what the missing letter(s) is, they can pick up the card. Then the student has five seconds to say the word and spell it aloud. If they make a mistake, the other student can try. A mistake results in a loss of one point. A success results in a one point gain. At the end of the term, the winning team gets a 'spelling' trophy.
- *Spelling Bee*: Have a spelling bee, where 5 students from each team stand up. The teacher says a word and asks the first student from Team A to spell it. If the student makes a mistake, he/she sits down. If the student gets it right, the teacher gives a new word to the first student on the other side. Cycle through each team until each student has had at least one chance to spell a word. The team with the most students still standing wins.

Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher should ask the class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. Whenever possible, ask the students to personalize the information. For example, in a lesson that focuses on Ana's daily schedule, students should try to present and answer questions about their *own* daily schedules. The ***Lesson Scripts*** in this manual can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language learning. Short, frequent sessions are generally more effective than longer, infrequent sessions, because fatigue and other factors lead to inattention. More frequent study reduces the *total* time required to move from one language level to another. Ideally, students should use the program on a daily basis, in 25~45 minute sessions, and meet with a class and/or teacher once or twice per week. This model is similar to how students learn to play a musical instrument: Periodic meetings with a teacher or group, supported by daily practice sessions.

The amount of time and effort required to complete a particular lesson depends on level, language background, and whether the course is used as the main course or as a course supplement. Generally, each Unit will require 4-7 hours of study over a period of at least one week. Students should go through each lesson in the following ways:

(1) **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;

(2) **Comprehension**, where they understand the content in increasing detail and confidence, repeating each sentence as many times as is necessary;

(3) **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences, as well as new vocabulary;

(4) **Language Practice**, where they say each sentence or word, *record* it and *compare* it with the model;

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(5) **Review**, where they regularly go over the languages that they have previously practiced;

(6) **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In one study session, students should work on parts of several lessons, (*Listening, Dialog, Vocabulary, Grammar, Letters & Numbers)* and *not* be restricted to just one lesson (see ***Learning Path***). It is better to work through a lesson in a series of shorter sessions spread out over several days than spend a large amount of time in a single study session.

For intensive, accelerated programs, and once the students have completed Unit 4 of ***First English***, an effective strategy is to use the course in parallel with ***English For Success.*** This allows students to work in 2 25-minute blocks, each with a different look and orientation. This keeps students actively engaged for a longer period of time without becoming bored. Another advantage of using these courses in parallel is that each provides review and extension of similar language but in different contexts. The resulting synergy reduces the total time that would be required if each course were used separately.

Note: To improve listening skills, students should *not* rely on text too early. When the text is visible, the listening process is completely different. Therefore, students should *not* look at the text until *after* they have listened to the language several times. If the material is too difficult to be used in this way, they should work with less advanced material or review previous Units.

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Instructor's Guide

This guide is designed to help teachers prepare lesson plans based on ***First English***. For each Unit, the guide contains:

- Goals and Main Learning Points for the Unit
- Lesson Scripts for the Unit
- Exercises for the Unit

Main Learning Points

The goals and main learning points for each unit are summarized and listed. To get an overview of the unit and for each lesson within the unit, begin here. It provides language examples that can be focused on and extended in class.

Lesson Scripts

These scripts give the key language for each lesson and for each part within each lesson. These scripts should *not* be given to students. They are for the use of the teacher only. Please note that in many cases the order of the sentences will not match what is presented in the course. This is because the course provides several alternative sentences and varies the presentation. The Lesson Scripts list all the alternatives, some of which may not be presented until the student reaches a higher shuffler level.

Written Exercises

The written ***Exercises*** in this guide *may* be copied and handed out to students who are using this course under a valid license, but may not be republished or *sold* without a separate licensing agreement with DynEd. These handouts are designed to serve as written reinforcement of the language presented in the Units. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5 minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises. Instead of asking *Wh-* questions about the characters in the courseware (Maria, Judy, Ken, Shawn, etc.) for example, students may ask about each other or about people they know.

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Unit 1

This first unit introduces basic sentences, phrases and vocabulary that are immediately useful for students in a school setting.

Listening: Parts 1, 2, & 3

Students learn to understand and ask simple questions about the most basic personal information: name, country of residence, nationality, and gender. They are also introduced to the names of countries and cities from around the world.

Dialog: Dialogs 1, 2, and Hot Seat

Students learn to introduce and greet each other. Students learn to ask and answer these questions: What's your name? Where are you from? Who is that? What is her name? Where is she from?

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on classroom objects and actions.

Grammar: Pronouns, am/is/are, Contractions

Students learn about personal pronouns, the forms of *be*, and the most common contractions: *I'm, he's, she's, they're,* etc. Students also learn about basic word order: S-V.

Letters and Numbers: A-Z, 1-10, and Quiz

Students are introduced to the letters of the alphabet and the numbers 1-10.

Main Learning Points

Demonstratives

this, that, these, here, This is a book. These are stairs. Here are two people. That is Helen.

Pronouns, nominative & possessive

he, his, she, her, it, they, their, I, my, you, your She is Mexican. He comes from India. They are both people. My name is Judy. Her name is Helen. What's your name?

Singular/Plural: *book(s), name(s), person/people,* Here are three countries. This is one pen and these are two pencils. Here are two people. This person is a woman. Their names are Max and Helen.

***be, do*, Contractions, Negation**: *They're, He's, It's, She's, You're, I'm,* She doesn't come from; She isn't from...Helen is from Canada

Subject-verb agreement

I am, she/he/it/they is/are She comes from Mexico. They are students. My name is Judy. It's a book.

Present simple

She comes from Mexico. She is from Mexico. They are students.

Commands

Open the door, close the book, stand up, sit down, go to the door, come from the door, put up your hand,, etc.

Wh- questions: Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?

Yes-No questions: Does she come from Mexico? Is this person a man or a woman?

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New Release

English for Success

DynEd's newest language program is designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, geography and history.

Animated characters, Tina, Alex, and their friends, ages 11-17, help make the course interesting and practical as they interact with each other and go to class.

Each unit has 5 lesson types, including *Warm-Up*, *School Life*, *School Subjects, Language Extension,* and *Speaking Up*. Key vocabulary and grammar are introduced and recycled throughout in a carefully structured sequence designed to help students succeed in school.

Visual and glossary support help make the language comprehensible, and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. *Speech-Recognition* tasks and *Mastery Tests* help motivate students and provide useful gauges to teachers who can easily monitor student activity and progress through use of DynEd's award-winning *Records Manager*.

Three Courses In One

In addition to providing basic vocabulary and structures of a general nature, *English For Success* satisfies two additional needs. First is the need for students to communicate with each other about their lives at school, including their schedules, classes, assignments and activities. Second is the need for students to understand the questions and explanations related to subject areas including math, science, geography, history, and English.

The *School-Life* portion of the course focuses on the conversational English that a group of students use with each other in and around a school setting, such as arranging to meet, working together on a homework assignment, or ordering food in the cafeteria.

The *School-Subject* portion of the course covers such topics as the language of numbers, fractions, geometrical shapes, motion, forces, world geography, quantitative comparisons, and historical figures. The lessons are not intended to teach the subjects themselves, but rather focus on the kind of language used by the teacher and textbooks for each subject.

Key Features

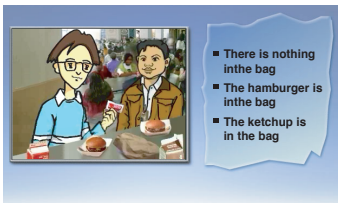
- *Easy-to-use interface and reliable program*
- *Mastery Tests*
- *Award-winning Records Manager that monitors and reports student activities*
- *A variety of lesson types and exercises based on a well-designed scope and sequence*
- *Teacher's Guide*
- *Help menu for each exercise type*
- *On-line Glossary in different languages*

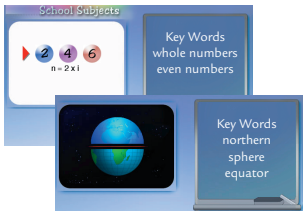
English for Success gives young English learners the language they need to succeed – not just in their English class – but in all of their classes and with their acquaintances in and around the school building.

Each Unit has 5 Lesson types

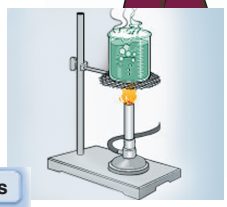
1 Warm-Up Lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation, descriptions of people and things, and occupations. The Grammar Focus section of the lesson gives students practice with key structures used within the lesson.

2 School-Life Lessons focus on conversational English in and around school. The main characters are a girl, age 16, and her brother, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, some lessons have special topics, such as a school lunch menu, a school map, and class schedules.

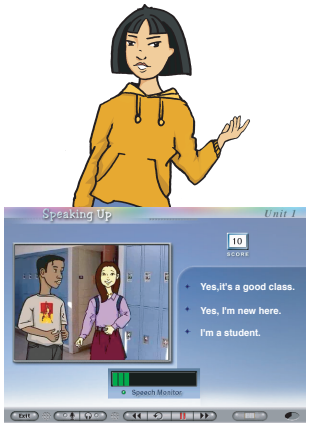




3 School-Subject Lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, giving examples, classification, comparisons, numbers, and question formation.



it boils | it freezes
it falls | it burns



4 World Talk Cards & Language Extension Lessons present general topics such as preferences, weather, occupations, and places of business. The language is presented in a game-like format and is followed up with comprehension questions and Grammar Focus exercises.

5 Speaking-Up Lessons give students the chance to take advantage of Speech Recognition technology to practice their speaking. These motivating exercises provide additional repetitions of key vocabulary, grammar, and important phrases previously introduced and practiced in earlier lessons.

Minimum System Requirements

Windows®
Windows® 98, 2000, NT, Me and XP*
Pentium® 200Mhz with 64 MB of RAM
*Windows XP: Pentium 300 Mhz/128MB
Quad-speed or faster CD-ROM drive
16-bit sound card and microphone
Speakers or headphones

Macintosh®
Mac™ OS 8.6 or later, and OS X*
200 Mhz Power PC
64 MB of RAM
*OS X 10.1.5: 300 Mhz/128 MB RAM
Quad-speed or faster CD-ROM drive
Speakers or headphones

QuickTime™

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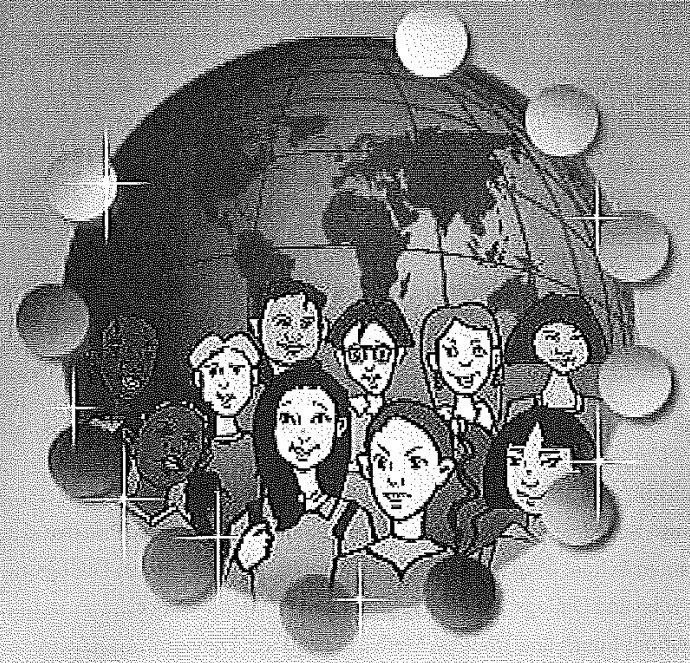
English for Success



Teacher's Guide

Version 1.1

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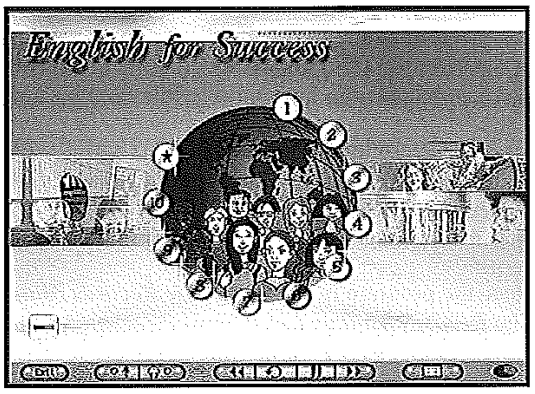
Introduction



Welcome to ***English For Success***, a multimedia course designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, and history. Animated characters Tina, Alex, and their friends help make the course interesting and practical as they interact with each other and go to class.

In addition to providing vocabulary and structures of a general nature, ***English for Success*** meets two additional needs. First is the need for students to communicate with each other about their lives at school, including their schedules, classes, teachers, homework assignments and activities. Second is the need for students to understand the explanations and questions related to specific subjects. The course covers subject-area topics such as: numbers and operations, fractions, basic geometrical shapes, the states of matter, motion, forces, gravitation, world geography, quantitative comparisons, and the lives of historical figures.

English For Success assumes a basic knowledge in the student's own language of the relevant school subjects. Utilizing that knowledge, the course presents and develops the English syntax and vocabulary necessary to participate in classes in each subject.

Visual and glossary support throughout help make the language comprehensible, and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. ***Speech-Recognition*** tasks and ***Mastery Tests*** help motivate students and provide useful gauges to teachers who can easily monitor student activity and progress through the use of DynEd's award-winning ***Records Manager***.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by a variety of exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual Glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This ***Instructor's Guide*** contains suggestions for classroom use as well as guidelines for directing self-study.

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Level

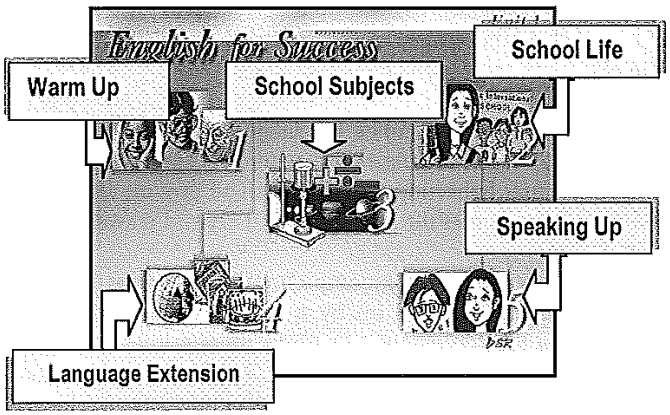
English For Success is divided into 20 units. Part 1 consists of the first 10 units, with the language level moving from basic through lower-intermediate. In Part 2 of the course, Units 11-20, the level moves from lower-intermediate to intermediate. The lessons are organized around concepts and themes that give context to the language and add to its comprehensibility. The language content develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's ***Placement Test*** is recommended. The ***Mastery Tests*** within the course help assess student progress and gauge when students are ready to move on. Students whose Placement Level puts them midway should start by reviewing the first half of the course, passing the appropriate Mastery Tests, and then proceeding to the final half of the course.

Once the program is underway, the ***Records Manager*** will monitor and evaluate the progress of each student. The ***Records Manager*** also allows teachers to control student learning paths by locking or unlocking specific lessons and ***Mastery Tests***. Please see the ***Records Manager Guide*** for detailed information.

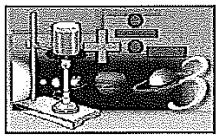
Lesson Organization

Depending on the learner's level and native language, each Unit requires five to eight hours of study over a period of at least one week or more, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:



1. ***Warm-Up*** lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation, occupations, and descriptions of people and things. The *Grammar Focus* section of the lesson gives students practice with key structures used within the lesson. The content of these lessons will expand as a student's *shuffler level* increases.

2. ***School-Life*** lessons focus on conversational English in and around school. The main characters are a girl, Tina, age 16, and her brother, Alex, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, the first few lessons have special topics, such as a school lunch menu, a school map, and class schedules. The later lessons have a *Grammar Focus* section.



3. ***School-Subject*** lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, comparison, classification, giving examples, and question formation of the types used in homework and tests. These lessons are divided into several sections, including a Quiz that tests overall comprehension.

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4. ***Language Extension (World Talk Cards*** or ***Language Topic)*** lessons present general topics such as preferences, weather, occupations, and places of business. The ***World Talk Cards*** lessons present the language in a game-like format and are followed up with both comprehension questions and *Grammar Focus* exercises. The ***Language Topic*** lessons vary according to the topic and language focus.

5. ***Speaking-Up*** lessons give students the chance to take advantage of *Speech Recognition* technology to practice their speaking and improve their oral fluency. These motivating exercises provide additional repetitions of key vocabulary, grammar, and phrases that have been introduced and practiced in the earlier lessons. The odd-numbered units review the *School Life* dialogs, and the even-numbered units review the *School Subject* lessons, with a focus on asking information questions.

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In ***English For Success***, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The ***Completion Percentage*** is shown in the *Student Records*. It is also shown by *meter icons* that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the ***Records Manager Guide***. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

Many students feel ready to stop an activity when they 'understand' it. However, the learning of a language should be approached as a skill to be acquired, and not merely an 'understanding' of grammar rules and vocabulary. This is especially true for listening and speaking skills where there isn't time to search one's memory in the midst of a conversation or lecture. The development of communicative competence requires considerable focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

To assist students in reaching the goal of communicative competence, the ***Completion Percentage*** sets completion goals based on the following study activities: sentence repetitions, sentence recording attempts, speech recognition attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key grammar patterns recurring throughout so that the meaning of the language becomes clear. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each Unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

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Scope and Sequence: *English For Success* – Units 1 & 2

Unit	Main Learning Points	Topics & Sample Sentences
1	• **Demonstratives** (*this, these, here*) • **Present simple**: *is, have, like, go, live, dance, add, multiply, subtract, divide,* etc. • **Present progressive, be+*V*(ing)**: *I'm going to my math class, are sitting, is doing his homework, .is brushing,, are getting married, is looking out the window.* • **Prepositions of location and direction** (*in, at, on, under, inside, around, to, from*) • **Adjectives** (*red, top, bottom, open, beautiful, same, different, new, equal) red dress... is open* • **Relative location** (*here, left, right, inside, under the tree, on the left, in the middle, with their parents*) • **Pronouns** (nominative, possessive) *he, his, she, her, it, they, their, you, your, I, my* • ***be, do*, Contractions, Negation**: *They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good...* • **Subject-verb agreement**: *has/have, am/is/are, etc.* • **Explanation**: *It means* + infinitive • **Designation/Reference**: *one, another, the third, the girl on the left, the bottom number* • ***Yes/No* & *Wh*- questions**: *Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?*	• **Describing people & things** *He has short black hair.* *His backpack is red. His book is open.* *Which girl has red hair?* *He's thirteen years old.* • **Introductions & Greetings** at school *"Hi, are you a new student here?"* *"See you later."* • **Ability & Likes** *He's good at art, and he likes sports.* *She can play the violin.* • **Math 1: Numbers, Operations, Fractions, Geometrical shapes** *This is the plus sign. It means to add.* *A triangle has three sides.* *What is ten minus five?* *Zero point five. One half times five.* • **Information questions** *How many sides does a triangle have?* *How old is Tina?* *Which one is round? What is open?* *Where are they?* • **Family relations** *His sister is Tina. She has a brother.* *The three children are with their parents.*
2	• **Present simple**: *work, study, sell, have, have got,* get, *build, lasts, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen,* etc. • **Present progressive, be+*V*(ing)**: *He's looking at...They are working on a problem. She's selling...* • **Adjectives** (*large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.)* • **Adverbs of frequency**: *always, usually, often, sometimes...* • **Quantification**: *some, any, all, a lot, no* • **Subject Verb Object**: *she teaches math, he helps sick people, she is selling something.. we need energy.* • **Classification**: *like, such as, another example, a form of... What kind of...One kind of energy is light.* • **Time clauses/phrases**: *for an hour, after he gets up, until 1:50, just before lunch, when you heat water* • ***Wh*-questions**: *What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?*	• **Describing occupations** *He works in a hospital.* *She sells things to people.* • **Schedule & Sequence** *Her first class starts at... Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.* • **Time & Duration** *It starts at 8:00. It lasts for 50 minutes.* *How long does it last?* • **Science 1: Matter, States of Matter, Energy** *Matter can be any size, large or small..* *It has length and width.. Solids have shape.* *Plants get energy from the sun.* • **Ability, Potential, & Needs** *It can be round, like a ball. We need energy...* • **Information questions** *What shape is this ball? What happens when you heat... How do you change a liquid into...*

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Scope and Sequence: *English For Success* – Units 3 & 4

Unit	Main Learning Points	Topics & Sample Sentences
3	• **Present simple:** *come, watch, play, work, see, hear, need, do, have, sit, eat, go, get, turn, spell, mean, take, rotate, turn, travel, come up, go down, etc.* • **Present progressive, *be+V(ing)*:** *They are watching...They are going to the same place. She is painting the sunset. I'm going there too.* • ***can, can't*:** *You can see very far...You can hear beautiful music...You can't play outdoor sports...* • **Duration & Length:** *It takes 24 hours...it's about 25,000 miles long...How long does it? How long is it?* • **Purpose & Reason:** *It's for concerts. It's because the Earth rotates. Why is there a time difference?* • **Directions & Motion:** *north, south, left, right, West is the opposite of east... down the hall, turn left, through the sky, from east to west... etc.* • ***such as, like*:** *sports such as baseball, a place like this* • ***there*: existential** (*there are seven continents, there isn't a time difference...*) • **Time clauses/phrases:** *on Sunday, when it's daytime, when it's night, at the same time in the evening* • ***Wh*-questions:** *What is this kind of building called? What kind of sports...How tall is this building? What do you need to see a concert?*	• **Classification & Grouping of Objects & Places** *Many schools have a building like this one. You can hear music in a place like this. This is one of the tallest buildings in the world..* • **Locations & Asking for Directions at School** *"Excuse me, but where is room 3B?" "It's on the 3rd floor." "Which way is it?" "How do I get to the third floor?" Go to the end of the hallway..." The cafeteria is south of the main building.* • **Geography 1: Earth, Directions, Time Zones** *The equator divides the Earth into two hemispheres. There are seven continents. Europe is to the west of Asia. The sun goes down in the West. When it's morning in New York, it's night in...* • **Information questions** *What does this mean? How do I get there? How does she spell her name? How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?* • **Occupations & Activities** *A travel agent sells airline tickets. A dentist checks teeth.*
4	• **Present progressive:** *He's waiting, it's raining, he's riding, he's holding on to, they are looking up at, they are wearing warm clothes, she is trying to stay dry, she's carrying, a storm is coming, she's walking* • **Present simple:** *like, need, live, have, stay, travel, work, look at, include, express, have got, etc.* • **Adjectives** (*warm, cold, hot, clear, cloudy, sunny, nice, windy, beautiful, wet, dry, heavy, white, blue, good, etc.)* • ***because, so*:** *it's cold, so they are...they are wearing warm clothes because it's cold...the sky is clear so they..* • **Prepositions of place, time & direction:** *on sunny days, in cold weather, behind the clouds, near the park, at the stars, to school, etc.* • ***there*: existential:** *there are many clouds in the sky, there are many types of...* • ***it* + condition or state:** *it's cold, it's cloudy, it's fall* • ***Yes/No* and *Wh*-questions:** *Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes?*	• **Describing the Weather** *It's cloudy. It's raining very hard. It's very cold. It isn't too cold. The sky is blue. The sun is shining.* • **Location & Map language** *on the corner, near the park, several blocks south, on the other side of, across the street from* • **Frequency & Duration** *several times a year, a lot, during the week, takes about twenty minutes, on weekends...* • **English 1: Nouns, Pronouns, & Verbs** *One type of word is a noun. A noun can be a person or an animal. Verbs are another type of word. How many nouns are in this sentence?* • **Information questions** *Which of these words is not a noun? In this sentence, what does the pronoun 'it' mean? What type of words are these words?* • **Family relations** *Her parents are no longer married. She stays with her mother during the week. Her father is an artist.*

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Scope and Sequence: *English For Success* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	• **Future:** ***be going to:*** *They are going to meet... they are going to have lunch...Where are they going to meet?* • **Comparative/Superlative:** *less than, more than, smaller than, smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, etc.* • **Countable/Uncountable Quantities:** *How much does it cost? How many are there? These numbers are even.* • **Present progressive:** *This plane is arriving... they are getting on a bus... It's carrying many passengers... she's sitting alone... she's working on a math problem* • **Present simple:** *travel, take, carry, give directions, tell, hold, know, buy, spend, prefer, think, ask, need, etc.* • ***can, can't:*** *They can give you directions. Many people can travel on a bus. Large airplanes can carry...* • **Adjectives** *(expensive, long, fast, big, important, large, negative, positive, even, odd, equal, unequal, etc..)* • **Frequency:** *always, often, usually, sometimes, on some days, etc.* • ***there*: existential:** *there are many types of trains... there is a coffee shop on the corner* • ***Wh*-questions:** *Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on?*	• **Transportation and Means** *Many people take a bus to school..* *Some people like to travel by train. Taxis are an expensive way to travel.* • **Prices and Food** *A sandwich is $2.00. A slice of pizza and an apple cost $1.50.* • **Making a Suggestion/Asking for Help** *"Let's have lunch together, okay?"* *"Can you help me?" "Why don't you ask her?"* • **Math 2: Number Types, Comparing Numbers, and Prices** *Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. Numbers greater than zero are positive numbers. 5 is less than 7. It's the smaller of the two numbers. The largest number is 4 more than the smallest number. The pizza costs the most. It costs $2.00.* • **Information questions** *How much does she usually spend for lunch? How many of these numbers are negative numbers? Which is the larger number? How much more is seven than five? Which costs more, the apple or the orange? How much more does it cost?* • **Locations of places of business** *There's a coffee shop on the corner. There is a movie theater across the street from the library. The subway entrance is across the street...*
6	• **Future:** *They are going to read it to the class... She is going shopping tomorrow...They are going to work together tonight. She'll be right here.* • **Present progressive:** *They are reading... they are studying... they are sitting... they are writing... one boy is using a pencil... the other boy is watching him... they are doing an experiment... they are being very careful* • **Modal: *will* (certainty):** *Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.* • **Conditional:** *If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed.* • **Manner & Ability:** *She can dance very well. Most people know how to play volleyball. She's good at...* • ***enjoy* + *gerund*:** *They enjoy watching movies. He enjoys reading books.* • ***Yes/No* and *Wh*-questions:** *Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the moon move in a circle? Why do objects fall to Earth?*	• **Activities at school** *They are studying for a history test. They are writing a story for their English class. These students are being very careful.* • **Schedule and Days of the Week** *On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week.* • **Telephone Expressions** *"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."* • **Making a Suggestion** *"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"* • **Science: Force. Motion, Gravity, Atoms** *An object in motion has speed. A force can change the speed of an object. The moon goes around the Earth. Gravity is one type of force. It depends on distance. The blue ball is heavier than the white ball. If you drop them, they will fall at the same speed. Opposite charges attract.*

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Scope and Sequence: *English For Success* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	• **Past**: *She left her lunch at home... She offered to loan her some money, She borrowed two dollars.* • **Present Perfect**: *She has offered to loan some money to... She hasn't bought anything because she left her money at home.* • **Future**: *She's going to buy some.. He's going to pay him back... "I'll pay you back tomorrow, okay?"* • **Infinitives:** *not enough to buy lunch, a good time to walk, go outside to look a, offer to loan money* • ***get+ adjective***: *It gets cooler in autumn.* • **Expressing Change and Degree**: *In spring the weather changes from cold to warm. It gets warmer. It isn't too hot. It's the coldest time of the year.* • **Passive**: *Mountains are formed by forces...Most of the Earth's surface is covered by water.* • ***that* clauses**: *the only continent that contains just one country, the air that we breathe, water that flows* • ***could, would***: *Without an atmosphere, we could not live, the sky would always be black* • **Direct/Indirect Object**: *Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.* • ***Wh*-questions (past & future)**: *What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back?*	• **Seasons and Weather** *In spring the weather gets warmer. Summer is the hottest time of the year. Autumn comes before winter and after summer.* • **Requesting & Offering Help** *"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?"* • **Geography 2: Planet Earth, Land & Water, Locations** *Water covers about 75 percent of the Earth's surface. The largest continent is Asia. It covers more land than any other continent. Most of the Earth's water is in the oceans. Rivers usually begin in mountains. Mountains are formed by forces within the Earth. Cities near the equator have a small angle of latitude. Lines of longitude are perpendicular to the equator, etc.* • **Information questions** *What is just above the Earth's surface? Which continent contains just one country? What is an example of a gas? What color is the sky? What is the world highest mountain? Which of these cities is the farthest north?* • **Seasons & Activities** *Spring is a good time to play baseball. Autumn is the season when leaves begin to fall.*
8	• **Time clauses**: *After she turns off her alarm clock... because the sun comes up... before they order... when they are ready to order* • **Future**: *He may watch a movie...maybe he'll watch a movie... There's going to be a test...I'll go get one.* • **Modals:** ***will* (certainty) *may* (possibility)**: *He may watch a movie, I'll do okay.* • **Requests**: ***can, could***: *"Could you get one for me too? Can you help us plan the winter dance?"* • **Direct/Indirect Object**: *He's going to get him another hamburger. Could you get one for me?* • ***Wh*- questions**: *What are they going to do when they get home? Which does the woman prefer? What do they do before they order?*	• **Times of Day** *In the evening the sun goes down. Most people sleep at night. In the afternoon the sun is...* • **English 2: Adverbs, Adjectives, Prepositions & Conjunctions** *Adjectives act on a noun or pronoun. Adverbs help us answer questions like 'how' and 'how often'. The adverb form of 'good' is 'well'. Conjunctions are words like 'and', 'but', and 'because'.* • **Information questions** *Are there any prepositions in this sentence? How many adverbs are in this sentence? Why are these words adjectives and not adverbs? Which two of these words are adjectives? What type of word describes a noun or pronoun?* • **Likes and Preferences** *The man prefers pasta to salad. She would rather have fish than beef or chicken. Her favorite drink is milk.*

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Scope and Sequence: *English For Success* – Units 9 & 10

Unit	Main Learning Points	Topics & Sample Sentences
9	• **Past*: regular/irregular verbs:*** worked, didn't do, went, were, studied, became, taught, wrote, died, met, attacked, defeated, led, returned, started, got sick, took away, left, wanted, killed, fell in love, caused, first he bought a ticket, she prepared to fight,…etc. • **Present Perfect, *have+V(n)*:** *She has finished the outline… She hasn't finished her paper.* • **Future*:*** *He'll get a taxi. He's going to check in. He may take a tour. After he rents a car, he's planning to take a tour.* • **Infinitives of purpose:** *to teach the son, to govern his large empire, to fight her brother, went to be with Caesar* • **Time clauses/phrases:** *when life begins, when people get old, after becoming king, when he was thirteen, when he got to the hotel, after arriving…* • **Dates and Duration:** *345 BC, 2,000 years ago, 10 years later, during the next two years, for more than 80 years…* • **Direct/Indirect Object:** *Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.* • ***Wh*-questions (past & future):** *Who fell in love with Cleopatra? What did he do after the plane landed? What is he going to do after the plane lands? What will he do when he gets to the hotel? Why did Cleopatra fight against her brother?*	• **Times of Life** *When people are adults, they often get married. Many adults have jobs to support their families.* • **Asking about Past & Future** *"How did you do on your math test?"* *"How are you going to study for the biology test?"* • **History: Aristotle, Alexander, Cleopatra, Ramses the Great** *Aristotle was born in 345 BC. His father was a doctor. He studied at a famous school. He wrote many books. When Alexander was 33 years old, he got sick with a fever. He died about a week later. When Caesar met Cleopatra, he fell in love with her. She was just 39 years old when she died. Ramses lived a very long life. He lived for more than 80 years. He was king for 67 years.* • **Information questions: (past & future)** *How old was Aristotle when he died? Who taught Alexander? How did Alexander die? Who took power away from Cleopatra? Who was Julius Caesar?* • **Past & Future Sequence** *First he's going to buy an airplane ticket.* *First he bought an airplane ticket.*
10	• **Passive:** *A scale is used for…is measured… What is used to measure weight?* • **Future*:*** *We'll run in the gym. We're going to run around the track. I may go shopping.* • **Modals:** ***will*** **(certainty)** ***may*** **(possibility):** *She may go shopping, but she might not. Maybe it'll rain. It will finish at 10:45. In thirty seconds, it will go 500 meters.* • **Purpose*: for, to:*** *for measuring, to weigh, to multiply, for finding, to get information, to measure speed, etc.* • **Conditional:** *If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If the time is 10:05, what time will it be in an hour?* • **Clauses/Phrases of purpose or function:** *where you can buy stamps, a good place to read or study…* • ***Wh*-questions:** *What is used to measure time? How is a scale used? What is important to know about computer? Where will they run if it rains? Where do people go to buy tickets for a show? What is a good place to read and study?*	• **Instrument and Use** *A clock is used to measure time. To measure speed, we use units for Calculators are useful for doing math.* • **Math 3: Time Units, Temperature Units, Units of Weight & Distance** *Time is measured in units of seconds. In degrees Celsius, water boils at 100 degrees. A kilogram is approximately 2.2 pounds. A foot is about the length of a person's foot. To measure speed, we use units for both time and distance.* • **Information questions** *How many seconds are there in 3 minutes? If the time is 10:05, what time was it an hour ago? Which is longer, 5 inches or 10 centimeters? How hot is it on the sun's surface?* • **Describing Places with Function or Purpose** *A post office is where you can buy stamps and mail things. A library is a good place for students to read and study.*

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General Orientation

English For Success can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (25-30 minute) sessions. If possible, these individual study sessions should be reinforced, reviewed and extended through classroom activities. The guidance and encouragement of a teacher is highly recommended, even if only once or twice per week.

When a student uses the course individually, the program keeps detailed study records that track everything the student does. It tracks the number of times the student uses the voice record and repeat buttons, for example, which helps to assess whether a student is using the course effectively. This detailed information is available to the teacher through the ***Records Manager***.

Individual study gives students the listening and speaking practice not possible in a classroom. It also allows less confident students to practice in a private, stress-free environment.

In many teaching situations, it isn't possible for all students to work individually on computers at the same time. One option is to divide the class into groups. While one group uses the computers for 20~25 minutes, another group works with the teacher, and a third group does written work, such as a lesson summary or the ***Written Exercises*** from this manual. This approach allows the teacher to work with smaller groups and allows students to use computers even when there aren't enough computers for each student in the class. It also allows teachers to group students by level.

The multimedia lessons of ***English For Success*** also provide exciting opportunities for whole-group activities. By using a large-screen monitor or projector and speakers to present the images, the teacher can use the program as a teaching assistant, for example to model the language in a way that some teachers may not be able to if they are not fluent in English. Using one computer with the whole class can add an element of speaking and listening to the lesson and can be a lively activity involving all the students. For example, after a group of sentences, students can work in pairs or small groups to review or summarize the language.

Orienting Students

Before students begin to use the program, explain the function and purpose of each button on the ***Control Bar***. It is important that students know how to use the program to *practice* listening and speaking. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately and in every study session. Their use of each button is monitored in the ***Records Manager*** and reflected in their ***Completion Percentage*** which they can see in their **Student Records.**

As students go through a lesson, comprehension questions check their understanding. The questions may change in response to student level. This helps to maintain student interest and involvement. See ***Student Practice Guidelines***.

Mastery Tests

To see the Mastery Test menu, click on the yellow button just above the Unit 10 button on the main menu. Each ***Mastery Test*** covers 2-3 units. A *Mastery Test* should be taken after students have studied and reviewed all lessons in the covered units. A good indicator of this is when students have an ***80%*** or more ***Completion Percentage*** in the lessons to be tested. At this point, students should be confident that they can understand and use the language of the lessons, and they should pass the *Mastery Test* with ease. For grading purposes, the following is recommended as a guide:

- 96-100 A Excellent
- 90-95 B Good
- 84-89 C Adequate
- 80-83 D Poor
- 0—79 F Fail

In order for students to take a *Mastery Test*, the teacher must use the **Records Manager** to unlock the test. Once a *Mastery Test* is taken, it will automatically lock again to prevent students from retaking it. In general, students should score *at least* 80% to pass. The tests are not designed to be tricky or to test unimportant details. Rather they check to see that students have mastered the key points of the units and are ready to go on. Students who score less than 80-85% should review the lessons and try again. If this is done, the students will take great strides in acquiring the target language as opposed to short-term memorization, which quickly fades. Language acquisition means

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mastery, not momentary 'understanding' or short-term memorization.

Records Manager

DynEd's ***Records Manager*** is a tool for teachers and administrators that keeps and manages student and class records. It is required for *Mastery Tests*, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the *Records Manager*, please refer to the ***Records Manager Guide***.

General Classroom Guidelines

English For Success is most effective when used with at least some classroom and teacher support. Classroom activities allow the student to practice using and extending the language presented in the course and provide motivation for more effective self-study when not in class.

Multimedia Role

Successful language learning requires frequent and effective practice. This multimedia program provides a variety of activities that encourage and facilitate intensive practice not possible in a classroom (see Student Practice Guidelines). In addition, the language content of the program is presented and sequenced so that language learning is accelerated and acquired as a skill, not just in short-term memory.

The program addresses all four language skills: *listening, speaking, reading* and *writing*. Lessons should begin with a listening focus, then speaking, then with text support, and finally with written exercises and follow-up assignments. We call this the "*Four Skills Path*."

Classroom Role

Classroom and teacher support give the language learner advantages not possible with multimedia alone. Some of these include:

- Group support and a social context for learning.
- Opportunities for small and large group preview and review activities.
- Opportunities for individual students to make *short* oral presentations.
- Opportunities to personalize and localize the content.
- Opportunities for language explanation and extension by the teacher, including the assignment of supplementary readings and programs.

For schools that provide at least some classroom support, the following sections give teaching suggestions for each type of lesson: *Warm-Up, School Life, School Subjects, Language Extension,* and *Speaking Up*. Depending on how much time is available, teachers can spend 3-5 minutes for each lesson type (~ 15 minutes) per class session over a period of several classes or focus on only one lesson-type per class. In general however, it is more effective to vary the focus of a class session and not spend too much time on a single activity.

Teaching Activities: *Warm-Up*

Each unit begins with a *Warm-Up* lesson built around a series of four pictures and a theme such as *Transportation*. For each picture there are several descriptive sentences and comprehension questions. As the student goes through the lesson several times, the number of sentences increases, and the questions change as the student's *shuffler level* increases.

The pictures introduce or review important language patterns, such as the use of the preposition *by* and the verb *take* to express the means of doing something, as in "They *take* a bus to school."

First, encourage the students do go through the lesson on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to personalize and extend the vocabulary:

- ***Speaking***: Practice saying one or two of the sentences for each picture, either as a class, as groups, or as individuals. Pay attention to the pronunciation, stress and intonation.
- ***Grammar:*** Put one or two key sentences on the blackboard and review or discuss the grammar.
- ***Dictation***: For each picture, dictate two sentences. Then have the students work in pairs to correct each other.
- ***Extension***: Ask the students to add one or two new sentences for each picture. This can be done in pairs or small groups.

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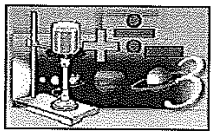
- ***Extension***: Find new pictures that fit the same theme and extend the language by adding new vocabulary.
- ***Written Exercises***: Have students complete the Written Exercise A sheet from this guide for the Unit., either in class, or as homework.

Teaching Activities: *School Life*

The second lesson in each unit is built around animated dialogs. Students should learn and practice these dialogs in several study sessions until they are memorized. In class, the following activities are useful:

- ***Speaking***: Check to see that students can repeat each of the sentences clearly.
- ***Role-Play***: Have students practice role-playing the scene in pairs. Then choose one or two pairs of students to role-play the scene in front of the class.
- ***Phrase & Grammar Focus***: Make a list of important vocabulary and phrases from each dialog and have students practice using this language in new ways. For example, if Tina is talking about her weekly schedule, your students should talk about their weekly schedules.
- ***Personalization***: Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Tina's father is a pilot, then the students should say what their parents do. If a student doesn't know how to say it, provide them with the language necessary to do so.
- ***Written Exercises***: Have students complete the Written Exercises B & C from this guide, either in class, or as homework. These worksheets can be corrected and discussed in class.

Teaching Activities: *School Subjects*



The third lesson in each unit is built around a subject like math or science. It is divided into several sections plus a Quiz. Each section, such as *Geometry*, introduces new vocabulary and language patterns. These lessons are generally the most difficult in a unit, so each section should be done separately and in different class sessions.

First, encourage the students to go through the section on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to extend or vary the vocabulary:

- ***Speaking***: Check to see that students can repeat or summarize the information in the section.
- ***Oral Presentation***: Have students practice summarizing the section. First have them work in pairs. Then choose individual students to present portions of the section to the class.
- ***Vocabulary & Grammar Focus***: List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- ***Dictations***: Once all sections have been studied, dictate 2 or 3 sentences from each section to the class. Then have the students work in pairs to correct them.
- ***Extension & Variation***: Present additional or alternative ways to say things. For example, in some countries, 3/5 is read as "three over five" rather than "three fifths". Similarly, in numbers, the comma and decimal point are used in different ways in different countries. Where British, Australian or some other variety of English is used, provide the alternative vocabulary and spellings as appropriate.
- ***Written Exercises***: Have students complete the Written Exercises D & E from this guide, either in class, or as homework.
- ***Reading Extension***: For higher-level students, and in later units of the course, have students read short selections from real textbooks. In the history lessons, for example, students can read short biographies or biographical sketches of additional historical figures.

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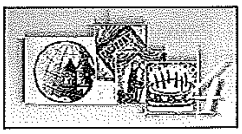
- ***Writing Assignments***: For higher-level students, and in later units of the course, have students practice writing short summaries of the subject material.

Teaching Activities: *World Talk Cards and Language Topics*



The fourth lesson in each unit varies. In the first 10 units, *except* for Unit 5, the lessons are built around *World Talk Cards*. These lessons present the language in a game format, where students match the language with a colored sketch on a card. These innovative cards are used to review and extend general vocabulary and grammar based around common themes such as *sequence* and *preferences.*

In the *Language Topic* lessons, such as *Locations* in Unit 5, the lesson presents a topic or story suitable for this age group, such as Population Growth, Famous Lives, or A Fable. In the later units, the vocabulary and structures become more difficult and provide content for both discussion and language extension purposes.

As with the other lessons, encourage students to go through the lesson on their own. Then, in class, the following activities may be useful:

- ***Speaking***: Check to see that students can repeat or summarize the information in the section and for each *World Talk Card*. This can also be done in pairs or small groups.
- ***Vocabulary & Grammar Focus***: List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- ***Dictations***: Dictate key sentences and have the students work in pairs to correct them.
- ***Extension & Variation***: Present alternative ways to say things. In the case of *World Talk Cards*, invite students to come up with new descriptions for each card. Then have other students guess which card goes with the new description. In lessons where the focus is on *schedules, preferences*, or *hobbies*, have the students practice talking about their own schedules, preferences or hobbies. *In general, take every opportunity to have students transfer and apply the language of the course to their own situation.*
- ***Written Exercises***: Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.
- ***Reading Extension***: For higher level students, and in later units of the course, have students read short selections about the Language Topic, such as world *population growth* and make a list of important new vocabulary and example sentences from the reading.
- ***Writing Assignments***: For higher level students, and in later units of the course, have students practice writing short summaries of the lesson content.

Teaching Activities: *Speaking Up*

The fifth lesson of each unit varies. In *odd* units, the lesson reviews dialogs from the *School Life* lessons. In the *even* units, the lesson focuses on the key skill of asking information questions. In both types of lessons, students should go through the lesson frequently, until the language is *mastered,* just as music students practice the scales each day -- as a part of every practice session.

In class, confirm that the students have mastered the language in the lesson and can say the phrases or questions with no hesitation and with clear pronunciation. Here are two activities that can be useful and fun.

- ***Hot Seat***: Choose or have the class choose a student to be in the *hot seat*. This student should then model the phrases or questions for the class. The teacher may evaluate and score each hot seat student.
- ***Scrambled Words***: Divide the class into teams, and make cards that have 5 or 10 of the questions or dialog phrases in scrambled form (e.g. name/your/is/What/?). Shuffle the cards and put them face down on a desk. Then have one member of each team come to the desk. The teacher turns over the card. When one of the students thinks they know what the question or phrase is, they can pick up the card. Then they have five seconds to say the phrase or question clearly and correctly. If they make a mistake, the other student can try. A mistake results in a loss of one point. A success results in a one point gain. The team with the most points wins the game. At the end of the term, the winning team gets a trophy.

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Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher might ask a lower-level class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. At a higher level, teachers can ask students to summarize a scene or paraphrase some of the more complex sentences. The ***Lesson Scripts*** in this manual can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language learning. Short, frequent sessions are generally more effective than longer, infrequent sessions, because fatigue and other factors lead to inattention. More frequent study reduces the *total* time required to move from one language level to another. Ideally, students should use the program on a daily basis, in 25~45 minute sessions, and meet with a class and/or teacher once or twice per week. This model is similar to how students learn to play a musical instrument: Periodic meetings with a teacher or group, supported by daily practice sessions.

The amount of time and effort required to complete a particular lesson depends on level, language background, and whether the course is used as the main course or as a course supplement. Generally, each Unit will require 5-8 hours of study over a period of at least one week. Students should go through each lesson in the following ways:

(1) **Preview**; where they gain an overview of the lesson and general meaning *without* using the text;

(2) **Comprehension**, where they understand the content in increasing detail and repeat each sentence as many times as is necessary;

(3) **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences., as well as new vocabulary;

(4) **Language Practice**, where they say or paraphrase each sentence, *record* it and *compare* it with the model;

(5) **Review**, where they regularly go over the sentences that they have previously practiced;

(6) **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In one study session, students should work on several lessons, (*Warm-Up, School Life, School Subjects: Geometry*) and *not* be restricted to just one lesson (see ***Learning Path***). This is because it is better to work through a lesson in a series of shorter sessions spread out over several days, than spend a large amount of time in a single study session.

For intensive programs, where students work in a lab or on their own for more than 45 minutes at a time each day, an effective strategy is to use two courses in parallel, such ***English For Success*** and ***The Lost Secret.*** This allows students to work in 2 25-minute blocks, each with a different look and orientation. This keeps students actively engaged for a longer period of time without becoming bored. Another advantage of using these courses in parallel is that each provides review and extension of similar language but in different contexts. The resulting synergy reduces the total time that would be required if each course were used separately.

> Note: To improve listening skills, students should *not* rely on text too early. When the text is visible, the listening process is completely different. Therefore, students should *not* look at the text until *after* they have listened to the language several times. If the material is too difficult to be used in this way, they should work with less advanced material or review previous Units.

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Instructor's Guide

This guide is designed to help teachers prepare lesson plans based on ***English For Success***. For each Unit, the guide contains:

- Goals and Main Learning Points for the Unit
- Lesson Scripts for the Unit
- Exercises for the Unit

Main Learning Points

The goals and main learning points for each unit are summarized and listed. To get an overview of the unit and for each lesson within the unit, begin here. It provides language examples that can be focused on and extended in class.

Lesson Scripts

These scripts give the key language for each lesson and for each section within each lesson. These scripts should *not* be given to students. They are for the use of the teacher only. Please note that in many cases the order of the sentences will not match what is presented in the course. This is because the course provides several alternative sentences and varies the presentation by choosing just one of them. The Lesson Scripts list all the alternatives, some of which may not be presented until the student reaches a higher shuffler level.

Written Exercises

The written ***Exercises*** in this guide *may* be copied and handed out to students who are using this course under a valid license, but may not be republished or *sold* without a separate licensing agreement with DynEd. These handouts are designed to serve as written reinforcement of the language presented in the Units. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5 minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises. Instead of asking *Wh-* questions about the characters in the courseware (Tina, Alex, etc.) for example, students may ask about each other or about people they know.

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Grade 9 Sampler

SpringBoard®

Writing Workshops

English Textual Power™

CollegeBoard
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Vertical Articulation of Online Writing Workshops

The ten SpringBoard writing workshops cover the writing process and major writing modes. These modes change from middle school to high school to provide distinctions in organizational structure, style, and writing techniques.

Writing Workshop 1 consists of two distinct writing process workshops: one explicitly for middle school and one for high school.

- The middle school workshop is designed to introduce and guide students through the stages of the process, helping them to understand and practice writing in each of the stages.
- The high school workshop assumes that students know the basic skills so they can focus more on stylistic techniques, rhetorical elements, and syntactical structure that writers consider as they move through the various stages of the process.

Writing Workshops 2, 3, and 5 include the short story, poetry, and script writing workshops. All have students work from model texts to explore creative writing modes. As students move through the workshop levels, they develop more independently through continued creative writing opportunities.

Writing Workshop 4 begins with personal narrative writing in middle school and moves into reflective writing in high school to help prepare students for the kind of writing they will need to become college ready.

Writing Workshop 6 consists of expository workshops that allow students to explore a variety of organizational structures, such as cause-effect, compare-contrast, problem-solution, definition, and synthesis.

Writing Workshop 7 includes procedural writing workshops, which give students practice in practical writing applications that develop writing skills appropriate for the workplace and college.

Writing Workshop 8 focuses on persuasive writing and moves through two distinct organizational structures that ultimately prepare students for end-of-course exams and AP. The middle school workshops focus on persuasive essays, whereas high school workshops focus on AP prompts that prepare students to transfer the elements of persuasive writing to more sophisticated elements of argumentation.

Writing Workshop 9 has students analyze texts and write a response to a literary or expository text. These workshops allow students to analyze both fiction and nonfiction texts and write thoughtful responses analyzing the elements of each. The model texts analyzed range from short stories to poetry and expository texts.

Writing Workshop 10 includes research to introduce, reinforce, and refine research process skills, collaborative skills, and evaluation of results. Students produce an expository text reporting the results and their interpretation of their research and its application to a specific topic.

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SpringBoard® Writing Workshops

English Textual Power™

This Grade 9 sampler contains

- **Writing Workshop 8, Persuasive Writing: Argumentation**
- **Writing Workshop 9, Response to Literary or Expository Text**

SpringBoard instruction in writing is addressed in two integrated ways: through project-based, scaffolded writing assessments and through SpringBoard Online Writing Workshops. Writing Workshops offer teachers and students guided experiences in specific rhetorical and grammar and usage skills, emphasizing practice and mastery of specific writing modes. Writing Workshops are designed to offer additional direct writing instruction to support and extend mastery of the writing process and commonly assessed written products. Each workshop guides students through the writing of three separate texts in the specific mode being taught: one that is constructed as a class with direct guidance from the teacher, one that is peer constructed with teacher support, and one that is written independently.

Ten different writing workshops are available on SpringBoard Online for each grade level from grades 6 through Senior English. The workshops for each level cover the following writing modes:

Writing Workshop Genres, Grades 6–12:

- Writing Workshop 1: **The Writing Process**
- Writing Workshop 2: **Short Story**
- Writing Workshop 3: **Poetry**
- Writing Workshop 4: **Personal Narrative (or Reflective Essay)**
- Writing Workshop 5: **Script Writing**
- Writing Workshop 6: **Expository Writing**
- Writing Workshop 7: **Procedural Texts**
- Writing Workshop 8: **Persuasive Writing**
- Writing Workshop 9: **Response to Literary or Expository Text**
- Writing Workshop 10: **Research**

The SpringBoard® Writing Workshops are closely aligned to state and Common Core writing standards. These workshops help prepare students to write well in a variety of writing modes that are key to college readiness and to success on high stakes assessments such as end-of-course exams, AP tests, and the SAT.

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Writing Workshop 8

Persuasive Writing: Argumentation

Materials:

- 3 x 5 note cards
- 2009, AP Language and Composition, Question 3 Sample Response 3 B from AP Central

Focus:

Students will create three separate texts through this series of steps: one that is co-constructed as a class with direct guidance from the teacher, one that is peer constructed, and one that is written independently.

TEACHER TO TEACHER This workshop uses a prompt from a released AP Language and Composition exam. For your reference you can find a sample student response located at apcentral.collegeboard.com. Go to **AP Courses and Exams** and then click on **Exam Questions**, then find **AP Language and Composition**. You can then select the appropriate year and question. This sample response (3B) can be used at various points during this lesson to model the elements of an argumentative essay.

Steps:

Activity 1: Examining the Elements of an Argumentative Essay

1 **Activate** students' **prior knowledge** about responding to a prompt. Deconstruct the prompt with your students and have them summarize the task.

2 Place the three possible responses on the board. Spend time discussing the terms *defend*, *challenge*, and *qualify*. Add these new terms to your persuasive **Word Wall**.

Writing Workshop 8

Persuasive Writing: Argumentation

SUGGESTED LEARNING STRATEGIES: **Close Reading, Brainstorming, Think-Pair-Share, Drafting, Summarizing, Graphic Organizers, Discussion Groups, Peer Editing, Sharing and Responding**

Focus:

The purpose of persuasive writing is to influence readers' attitudes to persuade them to agree with the writer or to take action on issues the writer describes. Effective persuasion involves clearly identifying issues, anticipating and responding to objections, presenting support for a position, and using sound reasoning to help convince the audience.

Goal:

To write argumentative essays for appropriate audiences that:

- A clear thesis or position based on logical reasons supported by precise and relevant evidence.
- Consideration of the whole range of information and views on the topic, and consideration of accurate and honest representation of these views.
- Counter-arguments based on evidence to anticipate and address objections.
- An organizing structure appropriate to the purpose, audience, and context.
- An analysis of the relative value of specific data, facts, and ideas.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two persuasive essays. You will then use these models for your own writing.

Activity 1: Discovering the Elements of an Argumentative Essay

Sample Text

The following paragraphs are from the 2009 AP Language and Composition Exam (Question 3).

> Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant. –Horace
>
> Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace's assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person's character. Support your argument with appropriate evidence from your reading, observation, or experience.

2. Your teacher will provide a sample student response to the preceding prompt. With your class, read the sample response, paying close attention to the thesis, the evidence used to prove the thesis, and the student's commentary about the importance or significance of the evidence.

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3 Students are ready to do a **shared reading** of the sample student response (Response 3B) to the 2009 AP Prompt, Question 3. Do a **close reading** of the response, paying most attention to the thesis, examples and commentary. *Note:* Examples from student sample response 3B include personal experiences and the novel *The Grapes of Wrath*.

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Activity 2: Writing a Class-Constructed Argumentative Essay

Prompt: As a class, write an essay that responds to the prompt listed in the Sample Text. Your class-constructed essay should meet the requirements given in the goal statement for essays of argumentation.

1. Read the prompt in the Sample Text. There are three possible positions or claims you can assert:

   Defend: You agree that adversity brings out talents that otherwise might have been undeveloped.

   Challenge: You disagree and believe that adversity does not bring out talents that might otherwise have gone undeveloped.

   Qualify: You see and understand the validity of both sides, but believe one has more validity than the other.
2. In the space provided, brainstorm texts, experiences, and examples that could be used in response to the prompt. At this point, your examples could be used for any or all of the above choices.
3. Once you have brainstormed your list, choose the two or three most precise and relevant pieces of evidence to support one of the three claims. Write this evidence on the board.
4. After everyone has submitted evidence, you will have collected a solid representation of a range of views and information. As a class, evaluate which position has the most logical, precise, and relevant evidence, and draft a thesis for your class-constructed essay.

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Steps:

Activity 2: Writing a Class-Constructed Argumentative Essay

TEACHER TO TEACHER As with all class-constructed texts, the key is allowing students to visually represent their ideas, discuss pros and cons, and manipulate these ideas into a class-constructed text.

4 Encourage students to begin **brainstorming** texts, experiences, and examples that could be used to respond to this prompt. It is important to note that they have not yet made a choice on which position to take. The examples will help them do this.

5 Instruct students to **think-pair-share** their ideas with a partner. Have them choose the two or three most precise and relevant examples to share with the class.

6 Once all groups have reported out, discuss the range of views and examples. Evaluate which category has the most logical and relevant evidence and **draft** a thesis for the class-constructed essay.

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Writing Workshop 8
Continued

Steps:

7 Introduce the concept of ***ethos*** by asking students to **summarize** the definition. Add the term to your persuasive **Word Wall.** Review evidence from your class brainstorm and identify ethical appeals. If none is apparent, work as a class to add evidence that reflects the quality and character of the speaker.

8 Place students into small groups and ask them to create **manipulative** cards for all the evidence in support of their claim. (Each piece of evidence should have a card.) On each card, instruct students to write an L, E, or P to correspond to the evidence's logical (logos), emotional (pathos), or ethical (ethos) appeal. Evaluate the balance of the class's evidence and add or subtract as needed.

9 Discuss the term ***relative value*** with your students. Have students use their **manipulative cards** to place the evidence in order of its relative value. This will help transition to the next step of organizing paragraphs.

10 You can use the suggested organizational structure or an organizational structure of your own to help move your students from a list of evidence to cohesive supportive paragraphs. The focus here is on the connection between ***topic sentence***, ***evidence***, and ***commentary***. Use the sample text for reference. Have students draft and share their ideas and then create class paragraphs.

TEACHER TO TEACHER A Comment about Essay Form: For many beginning writers, a tightly organized essay structure is a trustworthy way to begin. However, once students have learned the basic tenets of essay organization, consider encouraging them to develop their own organized "style" for presenting ideas.

Writing Workshop 8 *continued*

Persuasive Writing: Argumentation

Your class should now have a clear and thoughtful thesis/position statement, as well as a list of specific and relevant evidence. The next item to consider is the credibility and authenticity, or **ethos**, of the speaker.

5. Read and summarize or paraphrase the following definition of **ethos:**

   Ethical appeals, or ethos, attempt to persuade the reader or listener by focusing on the qualifications or the character of the speaker. The speaker's credibility is paramount in an ethical appeal. Ethical appeals depend on the speaker even more than on the situation. Examples of ethical appeals in advertising are expert or celebrity endorsements of products. The experience of the speaker may also qualify him or her as credible. Other examples of ethical appeals are a teen's argument that he or she should be allowed to do something because he or she is trustworthy and has never been in trouble.
6. Review the class collections of evidence and identify any possible ethical appeals. If none has been identified yet, make sure you add evidence that can be accurately and honestly submitted that reflects the quality and character of the speaker.
7. In order to rank the relative value of the evidence you have, begin by making a card for each of the items of evidence that you have developed as a class. On each card, label the corner with an L, E, or P (Logos, Ethos, and Pathos). Is there a balance between logical, emotional and ethical evidence? If not, brainstorm as a class what possible evidence you could add.
8. Once your cards are complete, organize them according to their **relative value by asking focus questions**. In other words, for the purpose of this particular essay, are opinions more important than facts? Would some of the evidence you brainstormed resonate more with a particular audience? In the context of a formal essay, how important is the speaker?

Organizing the Essay

9. Now it is time to organize your evidence into confirmation paragraphs. Use the appropriate organizational structure (below) to draft your paragraphs. Then share your results to create the class-constructed essay. Draft your confirmation paragraphs on separate paper.
   - **Sentence 1: Topic Sentence:** Statement of a reason to support your thesis claim.
   - **Sentence 2: Evidence:** Examples to support the claim (facts, details, stories, etc.).
   - **Sentence 3: Commentary:** Explanation of the significance of the evidence or the connection to the claim.
   - Repeat sentence types 2-5.

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10. The steps you just went through to create your confirmation paragraphs are essential to a well-balanced argumentative essay. For review, those steps were:

    Step 1: Brainstorm evidence and create a workable thesis.

    Step 2: Identify the most logical and relevant evidence for your position.

    Step 3: Review for a balance of appeals (logos, ethos, and pathos).

    Step 4: Analyze the relative value of the evidence.

    Step 5: Organize your paragraphs considering the purpose, audience, and context of the essay.
11. The counter-argument must be presented to show you acknowledge other points of view. On a separate piece of paper, use an appropriate graphic organizer to identify two to three pieces of evidence that could be used in a counter-argument. For each piece of evidence, point out the weaknesses or argue that your claim is more valid. When you are done, report to the class, select a counter-argument, and add it to the class-constructed essay.
12. As a final step, draft a conclusion in the space provided. Use ideas from your draft to help create a class-constructed conclusion.

Activity 3: Creating a Peer-Constructed Argumentative Essay

Prompt: Working within groups, your task is to respond to the prompt in the Sample Text. Your collaborative essay should take the opposing view of the class-constructed essay. Be sure your essay meets the requirements listed in the goal statement for argumentative essays.

1. In writing groups, review the writing steps from the class-constructed argumentative essay and apply them as you create your peer-constructed argumentative essay.
2. Upon completing your essay, exchange essays with another group and evaluate and provide feedback for that group's essay, based on criteria established in the goal statement. Use the revision checklist on the next page to guide your work.
3. Revise your essay based on feedback. Edit your essay for proper language conventions, and make it ready for publication.

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Writing Workshop 8
Continued

Steps:

11 Ask students to create a **graphic organizer** to identify two or three pieces of evidence that could be used as a counter-argument. You should already have ideas listed on the board from your original brainstorming session.

12 On the graphic organizer, ask students to point out the weaknesses and/or argue that the class claim is more valid. Revisit the class construction process and develop a quality paragraph for concessions and refutations.

13 Review the elements of a strong conclusion and have students draft individual conclusions. Collect student samples and then construct one together.

14 Model using the Revision Checklist on the next page with the class-constructed essay. Have students reflect on their own understanding of the process of writing this persuasive essay.

15 Use the reflections to check for understanding and plan mini-lessons to address common questions and concerns as needed.

Activity 3: Creating a Peer-Constructed Argumentative Essay

16 From within **discussion groups**, assign students to pairs. As the pairs follow a similar process for writing an argumentative essay, facilitate their process and monitor their progress. Clarify students' understanding as needed.

17 When students have completed their essays, facilitate the **peer editing** process by encouraging students to use the Revision Checklist and review the targets outlined in the original goal.

18 After pairs have received feedback from another pair via **sharing and responding**, check for understanding and provide support as students prepare for writing an argumentative essay independently.

Steps:

Activity 4: Independent Argumentative Writing

19 Assign the independent writing prompt, providing support as needed during the writing process.

Persuasive Writing: Argumentation

Persuasive Essay Revision Checklist (Adapted from *The AP Vertical Teams Guide for English*)	
1. Issue/Topic	• Are there multiple viewpoints surrounding this issue?
2. Claim	• Does the claim have a topic and opinion? • Does the writer give reasons for making the claim?
3. Support	• What facts, statistics, examples, and personal experiences are used? • Does the writer use sound reasoning and relevant details? • Is the evidence relevant, accurate, current, and typical?
4. Audience	• To whom do the reasons, evidence, appeals, and examples seem to be targeted? • Are the above appropriate for the intended audience?
5. Opposing Viewpoints	• Does the writer address opposing viewpoints clearly, fairly, and completely? • Does the writer acknowledge and refute opposing viewpoints with logic and relevant evidence?
6. Conclusion	• Does the writer conclude the argument effectively?

Activity 4: Writing an Argumentative Essay Independently

Prompt: Your task is to defend, challenge, or qualify the following quote:

"What's money? A man is a success if he gets up in the morning and goes to bed at night and in between does what he wants to do." – Bob Dylan

Use the examples, process, goal, and revision steps from your previous activities to accomplish your task. Your essay should meet the requirements listed in the goal statement for argumentative essays.

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Persuasive Writing: Argumentation

Writing Workshop 8

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Ideas	The writer's composition does the following: • asserts a sophisticated and well-defined thesis or position • includes detailed evidence and authoritative commentary that is effectively organized to support the writer's viewpoint • uses research and evidence effectively to make a clear distinction between fact and opinion • demonstrates effective analysis of data and ideas exemplified through inclusion of relevant support for the thesis and effective counterarguments • thoroughly anticipates and answers readers' concerns and counterarguments.	The writer's composition does the following: • presents a thesis or position • includes evidence, examples, and reasoning that are organized to support the writer's viewpoint • makes a distinction between fact and opinion • demonstrates analysis of data and ideas exemplified through relevant support for the thesis and effective counterarguments • anticipates and addresses readers' concerns and counterarguments.	The writer's composition does the following: • presents no thesis or one that is not focused on the issue • includes some evidence and commentary that may not be relevant and/or does not support the argument • fails to make a clear distinction between fact and opinion • fails to exemplify an analysis of data and ideas for relevancy to the thesis • does not anticipate and/or address readers' concerns and counterarguments.
Organizational Structure	The persuasive composition is coherent and exceptionally organized to support the author's viewpoint. It maintains consistent focus and includes the following: • an engaging introduction with an effective hook and strong thesis • clearly follows the structure for persuasive writing with well-supported body paragraphs • provides an insightful conclusion that contains a clear call to action.	The persuasive composition is coherent and organized to support the author's viewpoint. It maintains consistent focus and includes the following: • an introduction with a strong hook and clear thesis • body paragraphs that support the thesis • an effective conclusion with a call to action.	The persuasive composition lacks coherence, is unfocused, and is difficult to follow. Some or all of the following are missing: • an introduction with an effective hook and thesis • supportive body paragraphs • a conclusion and/or call to action.

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Persuasive Writing: Argumentation

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Persuasive Techniques	The composition skillfully uses persuasive language and appeals that effectively advance the argument, supports the writer's purpose and context, and considers the particular audience. The composition considers and addresses multiple views while also skillfully anticipating and alleviating readers' concerns.	The composition uses persuasive language and appeals that support the thesis and writer's purpose and context and address the intended audience. The composition considers other opinions and anticipates and addresses readers' concerns.	The composition attempts to use persuasive language and/or appeals for a specific purpose, context, and audience, but the appeals may be vague and/or repetitive. The composition fails to include a variety of views and does not adequately address readers' concerns.
Writing Process	The composition demonstrates use of the writing process through its clear organization, internal and external coherence, variety of sentence structures, effective transitions, avoidance of repetition and extraneous information, and few, if any, errors.	The composition demonstrates the writing process through its clear organization, coherence, use of varied sentence structures, transitions, and lack of repetition and extraneous information. The composition may contain some errors that do not detract from the overall presentation.	The composition provides little or no evidence of following the writing process and contains problems with organization, coherence, use of varied sentence structures, transitions, and repetitive or extraneous information.
Conventions	The composition contains few or no errors in grammar, spelling, punctuation, or capitalization.	The composition may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.	The composition contains multiple errors in grammar, spelling, punctuation, or capitalization that detract from the quality of the work.
Additional Criteria:			

Comments: _____

_____

_____

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Response to Literary or Expository Text

Writing Workshop 9

Response to Literature: Short Story

SUGGESTED LEARNING STRATEGIES: **Quickwrite, Close Reading, SIFT, Think Aloud, Free Writing, Marking the Text, Graphic Organizer, Questioning the Text, Notetaking, Think-Pair-Share, Brainstorming, Webbing, Outlining, Drafting, Sharing and Responding**

Focus:

The purpose of a response-to-literature essay is to demonstrate thoughtful understanding of a literary passage. The writer crafts an analysis of the text and the author's stylistic technique and supports it with textual evidence to convey meaning to the reader.

Goal:

Write a multi-paragraph response-to-literature essay that:

- Presents effective introductory and concluding paragraphs.
- Analyzes literature and extends beyond a summary or literal analysis.
- Contains a controlling idea or thesis.
- Provides evidence from the text using embedded quotes.
- Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.
- Includes relevant information and valid inferences.
- Uses an organizing structure appropriate to purpose, audience, and context.
- Uses a variety of rhetorical devices.
- Uses transitions between paragraphs.
- Uses a variety of sentence structures.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two model essays. You will use these models to write your own essay.

Activity 1: Discovering Elements of a Multi-Paragraph Response-to-Literature Essay

1. **Quickwrite:** Describe the purpose, organization, elements, and possible audiences of a response-to-literature essay. Describe your past experiences writing in this genre.

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Writing Workshop 9

Response to Literary or Expository Text

Focus: Short Story

This sequence of activities is designed to provide direct writing instruction. Students will create three separate essays through this process: one that is co-constructed as a class with direct guidance from the teacher, one that is peer constructed, and one that is written independently.

Connection to Embedded Assessments:

This workshop provides additional scaffolding for Level 4, Unit 2, Embedded Assessment 2, Writing a Style Analysis Essay: Unit 3, Embedded Assessment 2, Analyzing and Presenting a Poet; and Unit 5, Embedded Assessment 2, Analyzing a Passage in *To Kill A Mockingbird*.

Steps:

Activity 1: Discovering Elements of a Multi-Paragraph Response-to-Literature Essay

1 To **activate students' prior knowledge** have students respond to the **quickwrite**. Solicit responses and chart them on the board. Preview the goal of this writing workshop.

2 Ask students to generate a list of an essay's organizational components (introduction, thesis, body, conclusion, transitions) and characteristics (key issues, textual evidence, commentary). Chart responses on the board. Co-construct a **graphic organizer** of the components and characteristics of a multi-paragraph response-to-literature essay that can be used to plan during the writing process of their own essay.

Writing Workshop 9
Continued

Steps:

3 Use **close reading** to make meaning from Liliana Heker's short story, "The Stolen Party," located in *Springboard*, Level 4, page 110. Use a **think aloud** to help students analyze the text with the **SIFT strategy**. Guide students through the process of extending beyond a literal understanding by conducting a deeper analysis of theme as well as the effects of an author's use of literary devices to convey meaning. Encourage students to **mark the text** and **take notes** on supporting information (details, examples, and/or quotes) from the text to support analysis. Solicit responses and redirect thinking as needed by pointing out concepts or supporting information not shared by the students.

Writing Workshop 9
continued

Response to Literary or Expository Text
Response to Literature: Short Story

2. Conduct a **close reading** of Liliana Heker's short story "The Stolen Party." While reading, mark the text for elements of SIFT in order to analyze how the author uses symbolism, imagery, figurative language, and tone to convey theme. You are preparing to write a response-to-literature essay.

"SIFT" through the parts to comprehend the whole.

Literary Device	Examples from the Text	Interpretation: Consider the author's use of this device. What is the effect on the reader?
Symbols: Writers use symbols (an object, person, place, or action) to convey meaning beyond the literal object itself to provide insight on something larger, such as a quality, attitude, belief, or value.		
Imagery: Writers use language to create sensory impressions and to evoke specific responses to characters, objects, events, or situations in their work.		What effect is the author trying to convey with these images?
Figures of Speech: Writers form images by using figures of speech such as similes, metaphor, personification, irony, allusion, etc.	Find examples of figurative language and other devices.	What effect is the author trying to convey with these figures of speech?
Tone/Theme: A close examination of word choice, imagery, and detail reveals the author's attitude (tone) toward the conflict and contributes to the reader's understanding.	Discuss how all the devices reveal tone and theme.	What effect is the author trying to convey with this tone?

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A Deeper Analysis of Theme

When analyzing a text for the theme the author is conveying to the reader through the text, it is important that the analysis extends meaning beyond a summary or literal understanding. Use levels of questions to consider three levels of meaning to deepen analysis of theme using the following guidelines:

- **Literal meaning:** What is the central idea or main message about life presented in the text?
- **Interpretive meaning:** What are the personal connections (e.g., what you get out of the story personally in relation to your own life) or moral considerations (e.g., what the story teaches us about how people relate to one another and the world we live in).
- **Universal meaning:** What does the text reveal to the reader about people, life, and issues as they work together in the universe?

3. Identify and discuss possible themes in "The Stolen Party."

Literal:

Moral:

Universal:

4. Use a few words to identify the subject or conflict of the short story.

Heker's short story, "The Stolen Party," is about...

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Activity 2: Writing a Class Essay

Prompt: Based on a close reading of Liliana Heker's short story "The Stolen Party," write a response-to-literature essay analyzing how the writer uses at least two literary devices and/or stylistic techniques to convey a theme to the reader. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

Writing Workshop 9
Continued

Steps:

Activity 2: Writing a Class Essay

4 Use a **think-pair-share** to review the prompt and discuss what it requires for the class essay.

5 Begin the writing process by **brainstorming** a variety of prewriting strategies (e.g., **free writing/looping, webbing and mapping**) to generate ideas that address all aspects of the prompt. Direct students to select a prewriting strategy and use it. If necessary, use **guided writing** to model how to use a particular prewriting strategy.

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Writing Workshop 9
Continued

Steps:

6 Review the components of a thesis. **Think aloud** the process of constructing a working thesis from the key ideas generated in prewriting and use **guided writing** to co-construct a working thesis for the class essay. Review and revise the working thesis to ensure coherence.

7 Co-construct a topic sentence outline with students using **guided writing** to develop and revise topic sentences. Next, asks students to revisit the **SIFT graphic organizer** and ideas generated from prewriting to **brainstorm** specific examples and details that support their topic sentences. **Think aloud** the process of reorganizing and elaborating on ideas and deleting extraneous information that does not support the thesis.

8 Have students review the components of a body paragraph and the process to embed quotations. Use guided writing to co-construct an effective body paragraph that embeds quotes from the text. Evaluate the draft and discuss ways to revise it for coherence, organization, and clarity of ideas. Model an appropriate revision strategy to refine the draft.

Writing Workshop 9
continued

Response to Literary or Expository Text
Response to Literature: Short Story

Prewriting

1. Explore all aspects of the prompt. Based on your reading and SIFT discussion of the story, brainstorm ideas about the theme and what kind of literary devices Heker uses to tell her story.

2. In order to create an effective draft, you will need a thesis to provide focus for the essay. A thesis statement has two purposes: to express a central opinion to be proven and to provide direction as to how the writer intends to show or develop the opinion. An effective thesis should include an opinion to be proven; it is not a fact. Consider a three-part process when developing a working thesis:
   - Define or identify the **task** set by the prompt.
   - Consider **what** needs to be addressed in the response.
   - Decide **how** to best respond.

   Generate a working thesis statement, a one-sentence statement that expresses the point you will make about the subject of your essay.

   Heker uses _____ *and* _____
   literary device *literary device*
   to convey _____.
   theme

Preliminary Outline

3. Now that you have a thesis, consider an effective order for presenting your ideas that is appropriate to the purpose, audience, and context of your topic. Before drafting, organize the main ideas generated from prewriting to support your thesis in a preliminary topic sentence outline:

   I. Thesis
      A. Topic Sentence 1
         1. Examples, Details, Quotes
      B. Topic Sentence 2
         1. Examples, Details, Quotes

Body Paragraphs

A body paragraph has these elements:

- **Topic sentence:** A sentence that has a subject and an opinion that works directly to support the thesis.

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- **Transitions:** Words and phrases used to connect ideas within and between paragraphs (e.g., *for example, for instance*).
- **Supporting information:** Textual evidence in the form of the most appropriate examples and/or details.
- **Commentary:** Sentences that explain how the information is relevant to the thesis/topic sentence. These sentences are vital as they serve to reflect, analyze, explain, and interpret. Sentences of commentary also bring a sense of closure to the paragraph.

Integrating Quotations

4. On a separate sheet of paper, draft the body paragraphs and include a quotation where appropriate from Heker's text. Consider using the following process to embed a quote into your body paragraph smoothly.
   - **Introduce the quote** (use a transition).
   - **Use the quote** (use an appropriate quote from the text and be sure to place quotation marks around the author's words).
   - **Explain the quote** (explain how the quote supports your topic sentence).

   Now that you have co-constructed a thesis statement and body paragraphs, you are ready to create the introduction and conclusion of the essay.

Introduction and Conclusion

Introductory paragraphs consist of:

- A **hook/lead**: Question, Quote, Anecdote, or Statement of Intrigue (**QQAS**) that is related to the topic. If you ask a question, answer it; if you use a quote, analyze it; if you use an anecdote or statement of intrigue, explain it.
- A connection between the QQAS and the thesis using a TAG (title, author, genre) statement (e.g., Heker's short story "The Stolen Party" conveys....).
- **Thesis statement** describing a subject and an opinion.

5. Concluding paragraphs bring a sense of closure to the essay by synthesizing insights presented in the text and examining the larger ramification of those ideas. Use levels of questions to guide your thinking in crafting a conclusion:
   - What did you say? (Literal)
   - What does it mean? (Interpretive)
   - Why does it matter? (Universal)

Revising

6. Now that the class essay has been drafted, consider the language used to convey ideas. A writer makes stylistic choices in language to achieve an intended effect. Revise the class essay to incorporate some or all of the following rhetorical devices.

One stylistic choice writers often make is incorporating **rhetorical devices**. Well-chosen rhetorical devices show ideas in interesting ways and help your ideas have a lasting effect on your reader. Examples of rhetorical devices are parallelism, analogy, rhetorical questions, allusion, and anaphora.

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Writing Workshop 9
Continued

Steps:

9 Now that students have a model body paragraph, co-constructed in class, release them to generate an additional body paragraph to support the second topic sentence that embeds at least one quote. Have students collaborate in small groups to review and revise the draft for coherence and clarity of ideas to make sure it guides the reader's understanding.

10 Have students review the components of an introductory paragraph. Use **guided writing** to co-construct an introductory paragraph that incorporates the refined thesis and an engaging lead.

11 Review the elements of an effective concluding paragraph. Use the levels of questions on the student page to co-construct a draft of a concluding paragraph. Begin this process by asking students to **free write** on the first question. Next, direct students to review what they wrote and free write on the second question. Have them review their response to the first and second questions and use that information to **free write** on the third. Use **guided writing** to model how to **rearrange** ideas, **delete** redundant information, and combine sentences for coherence and bring a sense of closure to the essay.

12 Use **guided writing** to model revision for overall coherence (using rhetorical devices, transitions, and varying sentence structures). For further support, use the model text to identify and analyze components that are present. Use the prompts on the student page to model **sharing and responding** while revising for coherence. To support students in revising for coherence, use the three-fold topic sentence model: subtly refer to the ideas discussed in the previous paragraph, refer briefly to the overall thesis, and refer more specifically to any new ideas to be discussed in the next paragraph.

Writing Workshop 9
Continued

Steps:

13 Guide students through the editing process to correct errors in grammar, punctuation, and spelling.

14 Invite students to reflect on their learning in preparation for writing the second essay in their writing groups.

Response to Literary or Expository Text
Response to Literature: Short Story

- **Parallelism** is using the same structure for similar parts of a sentence. Use parallelism to add balance, rhythm, and clarity to a sentence. Examples: *I stand here today, grateful for clean air to breathe, humbled by enough food to eat, and thankful for fresh water to drink.* (parallel adjectives)
  The ecologist's briefcase held three environmentally friendly notebooks, two biodegradable writing utensils, and one recyclable water bottle. (parallel objects)
- An **analogy** compares two things and expresses the relationship between them. Use an analogy to explain or clarify an idea or object. Example: *My need to recycle is like my need for food and water.*
- A **rhetorical question** is one for which the writer expects no reply, or the writer clearly directs the reader to one desired reply. Use rhetorical questions to emphasize an idea or to draw a conclusion from the facts. A rhetorical question may help remind your reader of a main point. Example: *Is that truly what we want for the environment? How can these facts lie?*
- **Allusion** is the direct or indirect reference to a person, place, or event in history, artwork, or literature that the writer expects the reader to recognize. Writers use an allusion to extend meaning on a subject; for example, *Jan has a good voice, but her talent will not land her a spot on* American Idol.
- **Anaphora** is the repetition of a word or phrase at the beginning of a clause. Writers use anaphora to emphasize an idea's importance; for example, *For those writers who want to be read, for those writers who want to be published, for those writers who want to be accepted, I say, never give up.*

Analyzing Rhetorical Devices for Effect

7. Select a rhetorical device from the short story studied in class that you thought was particularly effective, and explain how or why the rhetorical device affects the reader.
8. Choose a sentence from your own draft and revise it to include or refine a rhetorical device. Share your revised sentence with a partner and discuss the effect it has on your reader. Revise as necessary to achieve your intended effect.

Coherence

9. Revise the essay for **coherence**. A coherent essay presents ideas that tie together and flow smoothly, making the essay easy to follow. Create coherence by using transitional words within and between paragraphs and by using varied sentence structures. Review your draft and add appropriate transitions.
   - **Transitions to show comparison and contrast:** *similarly, on the other hand, in contrast, different from, like, unlike, same as, in the same way, nevertheless, likewise, by contrast, conversely*
   - **Transitions to show examples:** *for example, for instance, in this case, on this occasion, in this situation, to demonstrate, take the case of, as an illustration, to illustrate this point*
   - **Transitions to prove:** *because, since, for the same reason, obviously, evidently, furthermore, besides, indeed, in fact, in any case*

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Varied Sentence Structure

10. Review your draft to see where you can vary your sentence structure in your paragraphs by using different sentence types to add interest and bring balance and emphasis to your writing.

- A **compound sentence** consists of two more independent clauses, usually joined by a conjunction (*and, but for, nor, or, so, yet*). Use a semicolon between parts of a compound sentence if they are not joined by a conjunction. Example: *The house is beautiful, and its lawn seems to stretch for miles.*
- A **complex sentence** contains one independent clause and one or more dependent clauses. Example: *Although the house is small, its charm is grand.*
- A **compound-complex sentence** contains two or more independent clauses and one or more dependent clauses. Example: *The house is beautiful, and although its roof was replaced last summer, it maintains its original charm.*
- An **appositive** is a noun or noun phrase that adds information to sentences by renaming nouns (person, place, or thing). Appositives and appositive phrases are located next to the nouns that they rename and are offset by a dash or commas.
  - **Appositive using commas:** The raccoon, a midnight scavenger who roams campsites looking for food, can be a destructive nuisance.
  - **Appositive using a dash:** The qualities of a writer's images—the details, colors, shapes, and movement—derive from visual perception. —Harry Noden

Analyzing Sentences for Effect or Purpose

11. Select a sentence pattern from the short story studied in class that you thought was particularly effective and explain how or why the structure of the sentence affects the reader.
12. Choose a sentence from your own draft and revise it to include or refine a rhetorical device. Share your revised sentence with a partner and discuss the effect it has on your reader. Continue to revise it as necessary to achieve your intended effect.
13. Reflection: What additional support do you need in writing a response-to-literature essay?

Activity 3: Writing an Essay with Peers

Prompt: Write a response-to-literature essay analyzing how the writer uses at least two literary devices and/or stylistic techniques to convey meaning or theme. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

Generating Content

1. In your writing group, review and make meaning from the prompt.
2. Next, read Eugenia Collier's short story "Marigolds," located in your SpringBoard book on page 122. Use the SIFT strategy to analyze the text.

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Writing Workshop 9
Continued

Steps:

Activity 3: Writing an Essay with Peers

15 Students can write a second essay on a short story of your choice or Eugenia W. Collier's short story, "Marigolds," located in their SpringBoard book on page 122. Check for understanding and plan mini-lessons to address common questions and concerns as needed.

16 Organize students into writing groups (two to four students). Direct writing groups to follow a similar process for writing their essay in response to the same prompt using a new character, Mrs. Jones. As the groups follow a similar process for writing the essay, facilitate and monitor their progress. Clarify students' understanding as needed.

17 Invite students to reflect on their experience and to set individual writing goals in preparation for moving to composing the third essay.

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Writing Workshop 9
Continued

Steps:
Activity 4: Independent Writing

18 Students will choose a short story of interest to them and write a response to literature independently. Provide mini-lessons as necessary to meet students' needs as they move through the writing process.

Writing Workshop 9
continued

Response to Literary or Expository Text
Response to Literature: Short Story

3. Use a prewriting strategy to explore ideas you generate from the prompt. Select the best ideas from your prewriting to construct a working thesis for your essay.
4. Co-construct a preliminary outline for your essay that includes your thesis and supporting topic sentences with relevant examples and details.

Drafting

5. Review the ideas from your prewriting and co-construct a draft of your body paragraphs. Where appropriate, embed quotes from the short story in your essay.
6. Read your body paragraphs and discuss an effective way to introduce and conclude your key ideas. Use a prewriting strategy to generate a draft that demonstrates the parts of effective introductions (e.g., hook/lead, connection, and thesis) and conclusions (response to the levels of questions).

Revising

7. Reread the goal of this workshop. Use the criteria as a checklist for revision. Read aloud your draft to your writing group, and gather feedback based on the criteria of an effective response-to-literature essay.
8. Review your draft for language use. Select ideas to emphasize by incorporating appropriate rhetorical devices, such as appositives and parallelism.
9. Review your draft for coherence:
   - Discuss which transitions can be used to link ideas effectively within and between your body paragraphs. Incorporate at least two into your draft.
   - Discuss ways to revise your draft to enhance style by adding rhetorical devices here appropriate.
   - If your draft contains too many simple, short sentences, try combining them. Discuss sentences that could be improved for clarity or to provide better description. Revise at least three sentences to make a compound, a complex, and a compound-complex sentence.

Editing for Publication

10. Read your draft and peer edit to correct errors in grammar, punctuation, and spelling.
11. Discuss the key ideas present in your essay and generate a list of potentially creative titles. Rank them and select one. Place a title at the top of your essay.

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Activity 4: Independent Writing

Prompt: Choose a short story of interest to you, and write a response-to-literature essay. Analyze the text to examine how the writer uses at least two literary devices and/or stylistic techniques to convey meaning or theme. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

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Response to Literary or Expository Text

Writing Workshop 9

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Organizational Structure	The multi-paragraph essay is sophisticated and well written, using an organizing structure appropriate to the purpose, audience, and context. The essay contains: • an effective introduction with an engaging lead and strong thesis • coherent and focused body paragraphs designed to contain an insightful topic sentence, relevant textual support, and reflective commentary • a concise conclusion that insightfully captures the ideas presented and shows their larger ramifications.	The multi-paragraph essay is well organized and contains: • an effective introduction with a clear lead and thesis • clear body paragraphs that contain relevant topic sentences, appropriate textual support, and reflective commentary • a clear conclusion that extends ideas presented in the essay.	The multi-paragraph essay may be disorganized and/or may be missing key structural components. It may contain the following: • an unfocused introduction with a limited lead and thesis • limited body paragraphs that may contain inconsistent topic sentences, irrelevant textual support, or vague reflective commentary • a simplistic conclusion that confuses the reader, repeats ideas, or summarizes the essay.
Analysis of Text	The essay contains an in-depth understanding of the reading passage that extends beyond a summary or literal analysis to provide sophisticated and valid inferences. The ideas presented in the essay demonstrate an insightful analysis of the aesthetic effects of an author's use of stylistic techniques or rhetorical devices and conveys how they affect the reader and/or advance the plot or theme of the work.	The essay contains a clear understanding of the reading passage that extends beyond a summary or literal analysis. The ideas presented in the essay contain relevant information and valid inferences. The essay contains an appropriate analysis of the aesthetic effects of an author's use of stylistic or rhetorical devices.	The essay displays a vague understanding of the reading passage, presenting misconceptions in the analysis. The essay contains an extensive summary or a literal analysis of the reading passage. The ideas presented contain extraneous or irrelevant information and inferences that are invalid, inconsistent, or repetitive.

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Response to Literary or Expository Text

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Writer's Style	The essay contains skillful use of: • strong and consistent academic voice • sophisticated vocabulary and word choice • a variety of rhetorical devices used for effect • a variety of sentence structures used for effect • quotes embedded seamlessly to maintain the flow of ideas with appropriate citations.	The essay contains: • a consistent academic voice • a variety of rhetorical devices • a variety of sentence structures • appropriate vocabulary and word choice • appropriate use of embedded quotes and correct use of citations.	The essay contains: • inconsistent/ inappropriate voice • ineffective sentence structure (run-ons / fragments) • limited use of rhetorical strategies • inappropriate or limited vocabulary and word choice • inadequate use of quotes or citations.
Evidence of Writing Process	There is extensive evidence that the writing process was used to produce a text that is ready for publication. The essay demonstrates thoughtful planning, significant revision, and technical command in editing.	There is evidence that the essay reflects the stages of the writing process and demonstrates planning, revision, and editing. Although some errors may be present in the essay, they do not interfere with the reader's comprehension of the text.	There is little or no evidence that the essay reflects the stages of the writing process. The essay demonstrates minimal evidence of planning, revision, or editing. The errors present are distracting or confusing to the reader.
Conventions	The composition contains few or no errors in grammar, spelling, punctuation, or capitalization.	The composition may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.	The composition contains multiple errors in grammar, spelling, punctuation, or capitalization that detract from the quality of the work.
Additional Criteria:			

Comments: _____

_____

_____

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My Notes

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My Notes

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Name:

Science Department Formal Lab Report Rubric

Categories	High school Diploma	Bachelor's Degree	Master's Degree	PhD Degree
Title/Cover Page	Title does not reflect experiment; more than one of the requirements are missing (2pt)	Cover page that includes title, but is missing one or more of Name, Date Submitted, Subject and Period (3pt)	Missing Cover Page, but lab includes Title that reflects experiment, Name, Date Submitted, Subject and Period (4pt)	Cover page that includes Title that reflects experiment, Name, Date Submitted, Subject and Period (5pt)
Problem/ Experimental Question	Not phrased in the form of a question, does not address the problem, has little to do with your experiment (2pt)	Addresses the problem or experiment, but not phrased in the form of a question (3pt)	Phrases the problem in the form of a question, but is not concise or clear. (4pt)	A concise (1 sentence) description of the experiment in the form of a question. Should address the correct problem.(5pt)
Hypothesis	Not supported by evidence, not phrased in an if/then statement but it asks some sort of question related to the experiment. (2pt)	Phrased in an if/then statement, but fails to be supported by previously developed evidence. (5pt)	Supported by previously developed evidence and concepts, but not phrased in an if/then statement, or does not demonstrate appropriate knowledge of independent and dependent variables (8pt)	Correctly stated as an if/then statement (if directed) which ties together the independent (manipulated) and dependent (responding) variables in the experiment or investigation. It should also be supported by previously developed evidence and/or concepts.(10pt)
Materials	A non-detailed, insufficient list of materials. Less then 50% of materials.(2pt)	A list of 50% of the materials, but insufficient for your experiment to be replicated. (3pt)	A list of 80% of materials used in the experiment. (4pt)	A comprehensive list of all materials used in the laboratory experiment, so detailed that a stranger could easily replicate your experiment. (5pt)
Procedure	Includes a specific yet brief listing of the steps necessary for performing a lab. (3pt)	1. Includes a specific yet brief listing of the steps necessary for performing the lab. 2. Also includes a labeled diagram of the experimental set-up. 3. Attempts to identify the independent and dependent variables, but fails to do so correctly. (5pt)	1. Includes a specific yet brief listing of the steps necessary for performing the lab. 2. Also includes a labeled diagram of the experimental set-up. 3. Includes a correct identification of the independent and dependent variables, control group, and at least one control. (10pt)	1. Includes a specific yet brief listing of the steps necessary for performing the lab. 2. Also includes a labeled diagram of the experimental set-up (if directed). 3. Includes an identification of the independent and dependent variables, control group, and at least two controls. 4. Includes any hazards that may be encountered while doing the lab. (15pt)
Data/Results	Includes a data table that does not account for all of the observations and measurements	Includes one of the following in lab report: 1. A data table that accounts for all observations and measurements but not both.	Includes two of the following in lab report. 1. A data table that accounts for all observations and measurements but not both.	1. Includes a data table that accounts for all observations and measurements (raw data) 2. Shows work for any required calculations with appropriate units

	(2pt)	2. Shows all Work (5pt)	2. Shows all Work (8pt)	(10pt)
Analysis	Does not include one of the following: 1. Includes a graph if the data requires one with appropriate titles and labels. 2. Includes error calculations (2pt)	Includes inappropriate analysis of both of the following: 1. Includes a graph if the data requires one with appropriate titles and labels. 2. Includes error calculations (5pt)	Includes inappropriate analysis of one of the following: 1. Includes a graph if the data requires one with appropriate titles and labels 2. Includes error calculations (8pt)	1. Includes a graph if the data requires one with appropriate titles and labels. 2. Includes error calculations/interpretation of results (10pt)
Conclusion	1. Provides brief conclusion. 2. Provides details from laboratory experiment. 3. Fails to bring laboratory report back to the hypothesis (2 points)	1. Conclusion provided, but it restates the results or the procedure 2. Ties the results to the hypothesis, but fails to explain why the hypothesis should be accepted or rejected. (5 points)	1. Includes summary of procedure. 2. Ties the results to the hypothesis and includes a discussion of why the hypothesis should be accepted or rejected. (10 points)	1. Includes a summary of important procedures. 2. Includes the results obtained in the laboratory. 3. Ties the results to the hypothesis and includes a discussion of why the hypothesis should be accepted or rejected (detailed). 4. Explain potential errors in full detail. (15 pt)
Discussion	Includes some discussion information, but does not reflect experimental understanding. (2pt)	Includes at least one of the necessary discussion points. (5pt)	Includes at least two other necessary discussion points. (10pt)	1. Explain how to modify the procedure/lab activity to improve results in the future. 2. Explain the results based on your knowledge of science. 3. Presents a new direction for future research given the previously described conclusions. (15pt)
Cite Sources	Cites no sources (1pt)	Cites some sources in incorrect format (2pt)	Cites most sources in correct MLA format (3pt)	Cites all sources in correct MLA format (5pt)
Format	Follows two Science Department Lab Report Format Guidelines (2pt)	Follows three Science Department Lab Report Format Guidelines (3pt)	Follows most Science Department Lab Report Format Guidelines (4pt)	Follow Science Department Lab Report Format Guidelines (5pt)
		100-93→A 92-90→A- 89-87→B+ 86-83→B 82-80→B- 79-77→C+ 76-73→C 72-70→C- Below 70→ F	**Total -**	**Grade -**

Note: If you do not include one of the necessary parts of the lab report, you will not receive points for that column.

Science Standards Addressed –

Rosetta Stone Classroom: Solutions for Measurable Language-Learning Success

Incorporate Rosetta Stone® Classroom into your school's curriculum and accelerate language learning. Our engaging, award-winning program correlates to state and national standards, so you know your students are getting the very best language-learning solution available.

Our user interface captivates students from the first screen, keeping them engaged in learning while the program helps them acquire critical language skills.

Innovative Technology

- Advanced speech recognition technology guides students to more accurate pronunciation.
- Contextual Formation™ engages students in lifelike conversations that let them produce spoken or written sentences from words and phrases they've learned.
- Adaptive Recall™ schedules review material to appear at optimal intervals to test new language knowledge and ensure retention.

Engaging Activities

- Interactive speaking activities help students begin to speak the new language in just a few screens.
- Milestones at the end of each unit simulate real-life conversations.
- Interactive grammar and spelling activities reinforce lessons and make language learning fun.

Teacher and Administrative Tools

- Easy-to-use, intelligent administrator tools establish role-based responsibilities and student groups based on your unique organizational structure.
- Register students individually or use import and mapping tools to upload an entire class.
- Powerful tools deliver easy-to-use reports and graphs that track student progress.
- An intuitive curriculum editor lets teachers customize courses for individual or classroom development needs.

Audio Companion™

- Reinforce language learning on-the-go with Rosetta Stone Classroom® Audio Companion™ CDs.
- Learners can play the CDs on personal music players or stereos and take the Rosetta Stone Classroom experience with them wherever they go.
- Using the Audio Companion CDs, learners will hear and repeat the words and phrases in activities that match the lessons in Rosetta Stone software, boosting comprehension and recall.

Rosetta Stone Classroom: See How It Works

Experience how our method is able to accelerate your students' learning as they speak, write and think in their new language.

Rosetta Stone® uses rich visual imagery to help students learn and think in a new language. The association of language and images is an integral part of our Dynamic Immersion® method, ensuring a direct connection between words and their meanings.

Rosetta Stone systemically builds nouns and verbs into complete sentences and dialogue. And in keeping with national and state standards, the program helps students build everyday proficiency in each of the four key language skills:

- Listening comprehension
- Speaking
- Reading
- Writing

Our method works because it's:

- intuitive
- interactive
- visually engaging

With Rosetta Stone you will *never:*

- translate
- memorize
- see lists of words

Rosetta Stone Classroom: Delivery Formats

Rosetta Stone® Classroom offers flexible language-learning solutions that can be used easily and effectively by educational institutions of every scope and size, from individual schools to districtwide programs.

Our program supports a variety of technology environments and requirements, and is available either hosted online or as networked CD-ROM software. Plus, flexible licensing models open up the power of Rosetta Stone for a fixed number of students and courses, or for your entire student body.

Online

- Our most powerful and versatile solution.
- Access the program on a computer with an Internet connection.
- 24/7 access for maximum language-learning flexibility — students can work in school or at home.
- Includes full administrative access to Rosetta Stone Manager.
- Solutions are scalable for language-learning populations of all sizes.

CD-ROM

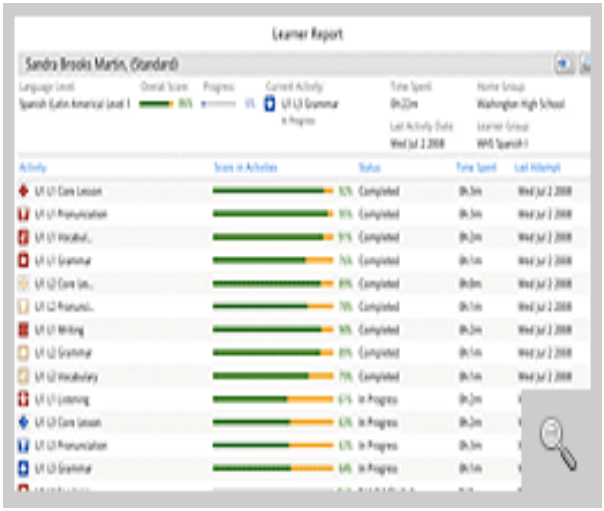
- Install on a single workstation or an entire network.
- Includes full administrative access to Rosetta Stone Manager.
- Flexibility to start with

Rosetta Stone Classroom: Rosetta Stone Manager

Rosetta Stone® Classroom includes Rosetta Stone Manager, our easy-to-use management tool. This powerful tool provides:

- Time-saving, robust administrative and reporting functionality
- The power for teachers to set specific instructional goals and measure student progress
- Real-time reports and graphs on student progress, scores and time spent on each activity
- The ability to identify areas where students may require additional attention
- Customization via the Curriculum Editor to modify lesson plans based on individual or classroom needs
- Quantifiable measurements of success

Rosetta Stone Manager Screenshots



AP Spanish Language

In this advanced engagement with Spanish, students deepen their focus and fine-tune their skills in four key areas of foreign language acquisition: listening comprehension, speaking, reading, and writing—integrating these skills to demonstrate understanding of, and respond to, a variety of authentic texts. The intensity, quality, and amount of material can be compared to a third-year college course. The majority of the course is conducted almost entirely in Spanish. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Students thoroughly review the basics of Spanish grammar; practice listening skills with authentic dialogues, narratives, and passages; master common and a wide range of specialized vocabulary terms and phrases; instigate and continue increasingly involved conversations, and respond appropriately to naturally paced, increasingly involved, or open, conversational prompts on a wide variety of topics; generate language, incorporating basic and specialized vocabulary and a range of grammar patterns; write various types of essays—narrative, expository, descriptive, analytical and opinion; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; express verbally with correct grammar, a rich vocabulary, and clear pronunciation through explanations, narrations, inquiries, arguments, etc.; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions.

Continuing the pattern, and building on what students encountered in the first three years, each unit consists of a new vocabulary theme and grammar concepts, numerous interactive modules reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking, and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages), and specifically designed to prepare students for the AP Spanish Language Exam.

COURSE LENGTH: Two semesters

MATERIALS: *Vox Everyday Spanish and English Dictionary*

PREREQUISITES: WLG 300: Spanish III, or equivalent

Unit 1

- The Hispanic Family
- What Is in a Name?
- What Is in a Name?
- Welcome to AP Spanish
- The Adventure Begins
- Skills and Strategies for Listening Comprehension
- Listening Comprehension Practice
- Grammatically Speaking
- Our Class Community
- Cloze Passages
- Focus on the Language
- Improving Your Oral Spanish
- Speaking Activity
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity

- Test
- The Family Tree
- The Family Tree
- Family Relationships
- Skills and Strategies for Reading Comprehension
- Reading Comprehension Practice
- Grammatically Speaking
- Cognates: Friend or Foe?
- Using Cognates
- Focus on the Language
- Essay Writing Tips
- My Family
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Traditions and Customs
- Traditions and Customs
- Family Traditions
- Listening Strategies for Dialogues
- Dialogue Listening Practice
- Grammatically Speaking
- Picture Panel Storytelling
- Storytelling
- Focus on the Language
- Literature Reading
- Critical Review
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- The Hispanic Family
- The Hispanic Family

Unit 2

- Education
- High School and College
- High School and College
- Schools in Mexico
- Content Analysis of Written Passages
- Reading Skills Practice
- Grammatically Speaking

- Essay Writing Steps
- My Most Memorable Memory
- Error Recognition
- Check Your Skills
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- School Subjects and Professions
- School Subjects and Professions
- What Are You Studying?
- Listening Strategies for Short Narratives and Longer Passages
- Listening Practice
- Grammatically Speaking
- Directed Responses
- My Education and Career Goals
- Focus on the Language
- Literature Reading
- Critical Review
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Student Life
- Student Life
- Daily Life as a Student
- Vocabulary Recognition 1
- Checking Your Skills
- Life as a Mexican University Student
- Grammatically Speaking
- Essay Types: Narrative
- Focus on the Language
- What I Did Yesterday
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- Education
- Education

Unit 3

- Health and Nutrition
- The Human Body
- The Human Body
- A View from the Inside
- Medicine in Central America
- Paragraph Completion
- Check Your Skills
- Grammatically Speaking
- Storytelling
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- A Healthy Appetite
- A Healthy Appetite
- What Is There to Eat?
- Structural Analysis of Written Passages
- Check Your Skills
- Grammatically Speaking
- Literature Reading
- Critical Review
- Focus on the Language
- Reflecting on the Past
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Staying in Shape
- Staying in Shape
- Get in Shape!
- Health Habits
- Grammatically Speaking
- My Own Fitness
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- Health and Nutrition
- Health and Nutrition

Unit 4

- Recreation and Pastimes
- Champions!
- Champions!
- Fun in the Sun
- Notes, Cautions, and Tips on Reading Comprehension
- Check Your Skills
- Grammatically Speaking
- Essay Types: Expository
- Winning the Championship
- Sentence Completion
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Traveling Tales
- Traveling Tales
- On the Road Again
- Vocabulary Recognition 2
- Check Your Skills
- Tourism in Cuba
- Grammatically Speaking
- Storytelling
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Free Time
- Free Time
- Having Fun
- In the News
- News Reporting
- Grammatically Speaking
- Literature Reading
- Critical Review
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- Recreation and Pastimes
- Recreation and Pastimes

Unit 5

- Semester Review
- Semester Wrap-Up
- Semester Wrap-Up
- AP Spanish Semester 1
- Semester Final Exam

Unit 6

- The Arts
- In the Eye of the Beholder
- In the Eye of the Beholder
- Looking Forward to Second Semester
- Creative Genius
- Art History
- Grammatically Speaking
- Speaking Activity
- Art Tour
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Author! Author!
- Author! Author!
- Through the Library
- Grammatically Speaking
- Tone and Characterization Analysis
- Literature Reading
- Critical Review
- Focus on the Language
- Life and Works of an Author
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- The Latin Beat
- The Latin Beat
- Moving to the Music
- All About Music
- Grammatically Speaking
- My Music Preferences
- Focus on the Language
- Latin Music
- Authentic Audio Activity
- Authentic Written Text

- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- The Arts
- The Arts

Unit 7

- Commerce
- Going Shopping
- Going Shopping
- At the Market
- Daily Shopping
- Grammatically Speaking
- Focus on the Language
- Essay Types: Descriptive
- Describing Types of Stores
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- In Style
- In Style
- Exploring Styles
- Changing Styles
- Grammatically Speaking
- Literature Reading
- Critical Review
- Focus on the Language
- Storytelling
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Money Matters
- Money Matters
- Learning about Currency
- Tips for Cloze Passages
- Grammatically Speaking
- Essay Types: Analytical
- Making Comparisons
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity

- Test
- Unit Wrap-Up
- Unit Wrap-Up
- Commerce
- Commerce

Unit 8

- Changing Technology
- Get Connected!
- Get Connected!
- Computers and the Internet
- Technical Savvy
- Grammatically Speaking
- Using Technology
- Focus on the Language
- Literature Reading
- Critical Review
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Communication Around the World
- Communication Around the World
- Global Communication
- Focus on the Language
- Increasing Communication
- Grammatically Speaking
- Changing Technology
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Getting There
- Getting There
- In the City
- Listening Comprehension Skill Builder
- Grammatically Speaking
- Story Telling
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up

- Changing Technology
- Changing Technology

Unit 9

- Government and Politics
- Building a Nation
- Building a Nation
- National Power
- Reading Skills
- Revolutionary Movement
- Grammatically Speaking
- Essay Types: Opinion
- Government Advisor
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Community Action
- Community Action
- Members of a Community
- Listening Comprehension Skill Builder
- Grammatically Speaking
- A Part of Your Community
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Social Awareness
- Social Awareness
- Expand Your Vision
- Literature Reading
- Critical Review
- Grammatically Speaking
- Building Social Awareness
- Focus on the Language
- Authentic Audio Activity
- Authentic Written Text
- Authentic Speaking Activity
- Test
- Unit Wrap-Up
- Unit Wrap-Up
- Government and Politics
- Government and Politics

Unit 10

- Final Exam and Course Review
- Final Exam and Course Review
- Final Exam and Course Review
- Wrapping Up
- AP Spanish
- Final Exam

Unit 11

- AP Question Practice
- Practice Questions
- Practice Questions Listening Comprehension
- Practice Questions Reading Comprehension
- Practice Questions Vocabulary
- Practice Questions Grammar I
- Practice Questions Grammar II
- Practice Questions Essay Writing
- Practice Questions Speaking
- Focus Sheets
- Vocabulary Recognition 1
- Vocabulary Recognition 2
- Resources for Building Listening Skills
- Resources for Building Reading Comprehension Skills
- Resources for Building Vocabulary
- Idiomatic Expression Recognition
- Grammatically Speaking
- Essay Types
- Articulatory Phonetics
- Improving Your Oral Spanish
- Essay Writing Strategies
- Tips and Past AP Exam Questions
- Tips and Past AP Exam Questions

Unit 12

- Topics/Diagnostics
- Listening Comprehension
- Topic 1: Listening Comprehension
- Listening Comprehension
- Reading Comprehension
- Topic 2: Reading Comprehension
- Reading Comprehension
- Vocabulary
- Topic 3: Vocabulary
- Vocabulary
- Grammar I: Cloze Passages and Error Recognition

- Topic 4: Grammar I: Cloze Passages and Error Recognition
- Grammar I: Cloze Passages and Error Recognition
- Grammar II: Paragraph and Sentence Completion
- Topic 5: Grammar II: Paragraph and Sentence Completion
- Grammar II: Paragraph and Sentence Completion
- Essay Writing
- Topic 6: Essay Writing
- Essay Writing
- Speaking Spanish with Oral Proficiency
- Topic 7: Speaking Spanish with Oral Proficiency
- Speaking Spanish with Oral Proficiency
- Reading Comprehension
- Topic 2: Reading Comprehension
- Reading Comprehension

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LPS Unit Lesson Plan Template

Unit #	Unit Title	# of Instructional Days (fill in after assigning each objective to a unit)
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		
Unit 11		
Unit 12		
Unit 13		
Unit 14		
Unit 15		

Unit Goals and Assessment Map

Unit 1 Dates:	**Unit 2** Dates:	**Unit 3** Dates:	**Unit 4** Dates:
Goals: Assessment:	Goals: Assessment:	Goals: Assessment:	Goals: Assessment:
Unit 5 Dates:	**Unit 6** Dates:	**Unit 7** Dates:	**Unit 8** Dates:
Goals: Assessment:	Goals: Assessment:	Goals: Assessment:	Goals: Assessment:

UNIT 1

STANDARDS: *CST, College Readiness, Personal*	
Focus Standards: (essential concepts for students to master)	
Remedial Standards: (concepts than need to be covered for students to master focus standards)	
Enrichment Standards: (non-essential yet important concepts for students to master	

OBJECTIVES and Sub Skills:		
Overarching Objective	• Sub skill • Sub skill	Anticipated Time to Teach

ASESSMENT	
Formative: (results to be used to inform instruction):	What and when?
Summative: (to capture learning in the form of a grade)	What and when?

UNIT 1	
Essential Standard 1:	Days needed for students to achieve
Objective (Remedial Skills):	
Objective (Remedial Skills):	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective (Re-teaching):	

Essential Standard 2:	Days needed for students to achieve
Objective (Remedial Skills):	
Objective (Remedial Skills):	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective (Re-teaching):	

Essential Standard 3:	Days needed for students to achieve
Objective (Remedial Skills):	
Objective (Remedial Skills):	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective (Re-teaching):	

Essential Standard 4:	Days needed for students to achieve
Objective (Remedial Skills):	
Objective (Remedial Skills):	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective	
Objective (Re-teaching):	

UNIT 1				
Week 1:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:

Week 2:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	 Assessment:	 Assessment:	 Assessment:	 Assessment:

Week 3:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:

Week 4:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:

Week 5:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:

Week 6:				
Monday	Tuesday	Wednesday	Thursday	Friday
SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:	SWBAT: Assessment:

LPS Oakland Lesson Plan

Subject/Topic/ Grade level/Duration of lesson

Standards:

- **Academic content standard(s):**
- **College Readiness:**
- **Alternative:**

Unit Goal:

- Essential Question(s):
- Focus Question

Lesson Objective: The students will…

Assessment:

- Check for understanding:
- End of lesson:

Materials:

Vocabulary:

Instructional plan:

Teacher Actions	Student Actions

Planning Review:

1. Describe elements of differentiation in your lesson (activities, grouping, products) and explain why they are effective.
   a.
   b.
   c.
2. Explain two adaptations that meet the needs of your learners (refer to demographics), and explain why these adaptations will meet the needs of your learners.
   a.
   b.
3. Student(s) IEP goals or SST/504 accommodations have been reviewed and incorporated into instruction

Self-Reflection:
This is what worked:

This is what did not work:

This is what I will change:

SpringBoard®
Professional Development

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2012 SpringBoard ELA Initial Institute At-a-Glance

Day One: ***Getting the Big Picture*** *6-hour day*	**Day Two:** ***SpringBoard In Action*** *6-hour day*	**Day Three:** ***A Deeper Dive Into SpringBoard*** *6-hour day*
Opening Session *Provides a brief introduction to the program* *30 minutes*	**Morning Session** *Anticipates the current day's learning* *15 minutes*	**Morning Session** *Sets the stage for the current day's learning* *15 minutes*
Examining the Vertical Articulation of SpringBoard *Examines how SpringBoard units of instruction build within a level and across grade levels* *1 hour and 15 minutes*	**SpringBoard: A Pathway to Rigor, CCSS AP and College** *Examines how SpringBoard provides access to rigorous expectations of the CCSS, AP and college* *2 hours*	**SpringBoard Online and the Community[1]** *Focuses on basic features and navigation of the SpringBoard Online site and SpringBoard Community* *1 hour*
Guided Exploration of a SpringBoard Unit & the Common Core State Standards (CCSS) *Explores the design and features of the first unit of teachers' own grade levels* *1 hour and 30 minutes*	**Differentiating Instruction in SpringBoard** *Provides a practical understanding of how to differentiate instruction while maintaining rigor in SpringBoard* *2 hours and 30 minutes*	**SB Writing Workshops and Connections to CCSS, AP and College** *Examines how to implement SpringBoard Writing Workshops and understand their alignment to the CCSS, AP and college* *2 hours and 30 minutes*
Modeling a SpringBoard Unit and Exploring CCSS and AP Connections *Analyzes a SB unit through interactive modeling and includes SpringBoard's alignment to the CCSS and AP* *2 hours and 30 minutes*	**SpringBoard Portfolios** *Explores the logistics of creating and maintaining student portfolios as resources to measure student growth* *1 hour*	**Literature Circles in SpringBoard** *Features how to use Literature Circles seamlessly within the SpringBoard program* *1 hour and 30 minutes*
Closing Session *Reflects on the day's learning* *15 minutes*	**Closing Session** *Reflects on the day's learning* *15 minutes*	**Closing Session: Reflecting on SB Elements** *Engages in reflection and synthesis of learning from all three days of the Institute* *45 minutes*

[1]Requires computer lab with Internet access

SAMPLE

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Agendas

Two-Day Workshop Agenda

Day 1

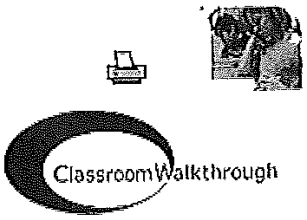
Section/Time	Activity
Welcome and Introduction	
20 minutes	• Welcome and Introductions • Overview of Workshop Purpose and Design • Agenda, Goals, Learning Outcomes • Handbook Preview
Laying the Foundation	
55 minutes	• Workshop Guiding Question • Building Equity and Access • Activity: *Analyzing AP Writing Prompts*
Part 1: Critical Reading	
20 minutes	**Build Foundational Knowledge** • Opening Quotation and Discussion • Overview of Critical Reading
15 minutes	Break
1 hour 15 minutes	**Deepen and Apply Understanding** • Asking Questions and Drawing Inferences • Activity: *Reading With Purpose* • Questioning the Author (QtA)
1 hour	Lunch
1 hour 30 minutes	**Deepen and Apply Understanding** • Implementing QtA in the Classroom • Activity: *Practicing QtA* **Reflect and Assess** • Group Presentations • Classroom Applications
Workshop Summary and Closing– Day 1	
30 minutes	• Review of Day 1 • Q&A • Exit Cards

Day 2

Section/Time	Activity
Welcome and Introduction	
30 minutes	• Welcome and General Announcements • Recap of Day 1 • Agenda, Goals, Learning Outcomes • Workshop Guiding Question
Part 2: Critical Writing	
20 minutes	**Build Foundational Knowledge** • Opening Quotation and Discussion • Overview of Critical Writing
45 minutes	**Deepen and Apply Understanding** • Argumentation • Activity: *Assessing the Validity of an Argument*
15 minutes	Break
1 hour	**Deepen and Apply Understanding** • Improving Student Writing: A Core Structure
1 hour	Lunch
1 hour 15 minutes	**Deepen and Apply Understanding** • Activity: *Constructing a Thesis Statement* • Strategies to Improve Student Writing o Analyzing Prompts o Prewriting from Prompts o Freewriting **Reflect and Assess** • Group Presentations • Classroom Applications
Workshop Summary and Closing	
1 hour	• Concept Plan • Revisit Workshop Guiding Question • Revisit Goals and Learning Outcomes • Workshop Evaluation

Overview

Welcome



Welcome to *Introduction to Classroom Walkthrough.*

Two of the greatest challenges for instructional leaders in this era of increasing accountability are to continuously improve and raise student achievement to world-class standards and to enhance the capacity of the professional community to provide the effective instruction that will drive and support achievement. To be successful in addressing these challenges, instructional leaders must:

- Direct improvement through a careful analysis of both student achievement data and data that reflect the instructional practices that shaped the student outcomes
- Develop and sustain a climate of data-based reflection, analysis, and ongoing professional learning to support the work of professional learning communities

Teachscape's Classroom Walkthrough offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, analysis, and reporting system which tracks instructional improvement relative to research-based indicators ("look fors"). The Classroom Walkthrough Process provides a framework for the walk and the reflective dialogue, data analysis, action planning, and progress monitoring toward improvement goals

that follow the walks.

This online module's goal is to provide information about the value of CWT, the CWT Process and its foundations, and how to get started implementing CWT in your school community.

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teachscape

LPS Network Professional Development Retreat

August 9 - 10, 2011

Please ask teachers to bring laptops on August 10

Time	August 9	August 10
Outcomes	• Welcome • Introductions: School and home office skits • Understanding the LPS future direction, 2012 goals, major strategies • Exploring a sample of LPS Best Practices	• Understanding and developing components of common spine • Using the assessments to inform planning • Planning this year's network professional development series
8:00	**Coffee**	**Coffee**
8:30	**Network Update** • Welcome, Retreat Purpose and Outcomes • Introductions: School and Home Office Skits • LPS: Current State and Future Directions	**8:30 – 9:30 Whole Group Session** • Overview: 2011-12 PD Goals and Structure • Overview of the Common Spine Components • Overview of the Assessment Calendar • Overview of 2011-12 Network PD Framework • Intro to Base Camp
		9:30 – 9:45 Break
		9:45 – 10:45 Teachers in Subject Groups: Defining the Focus of the Network PD
		10:45 – 12:00 Teachers in Course Groups: Understanding and Developing the Common Spine: Discuss, develop, refine – Part 1 • Scope and sequence/standards
12 - 1:00	**Lunch and Speaker**	**Lunch**

1:00 – 3:30	**Best Practices Institute** **Rotations** 1:00–1:45 1:55-2:40 2:50–3:30	**1:00 – 3:30 Teachers in Course Groups: Common Spine – Part 2** • Materials and resources • Assessments Base Camp Exploration • Accessing Common Spine components Implications for 2011-12 course planning Adjourn
3:30	**Optional Session** • New Teacher Orientation	

English

Facilitators: Louise and Yolanda

Teachers: Tess O'Brien , Van Lac, Tyler Hester, Lizzy Gore, Chloe Pinkerton, Aubrey Sharman, Alex Creer, Kellee Quane, Becca Abeles, Taylor Albright, Celeste Hoffpauir, Mike McCaffrey, Katy Pieri, Emmy Spencer, Greg Garcia, Allison McCarty, Mary Mendez, Devon Ozdogu, Andy Robinson

Outcomes: To review and discuss

1) Professional development priorities
2) The Common Spine for English: 2011-12 Assessment Calendar, grammar resources, writing portfolio

Time	Facilitator	Outcomes	Activities	Materials
9:45 – 10:45	Yolanda	English professional development priorities	• Review, revise, add to proposed topics • Prioritize topics • Suggest powerful ways to engage in the exploration and learning	Chart paper w/ proposed topics Sticky Dots
10:45 – 11:00	BREAK			
11:00 – 11:30	Louise, Alex, Mike	Agreement on Common Spine and 2012 goal	• Discuss the status of each element • Agree on the elements to complete by June • Discuss the work plan to complete elements • Review assessment calendar • College Park and Hayward scope and sequence/blueprints	English Common Spine, Network Assessment Calendar
11:30 – 12:00	Yolanda	Familiarity with and feedback on the tool	• Grammar Quizzes update (customized by school) • Site teams review Grammar Quizzes and compare with blueprint	G-Q worksheet (on BaseCamp), each site's grammar blueprint
12:00 – 1:00	LUNCH			
1:00 – 3:30	Tyler	Review resources, cont.	• Richmond's – Tyler's resources and assessments	
	Stephanie, Tess, Van, Becca	Review writing portfolio guide, resources, and examples	• Discuss network portfolio guidelines • Share/orient to new resources on BC (banks of rubrics, prompts) and guide to best practices for using rubrics • Richmond's writing portfolio process and outcomes • Hayward's process to align the writing rubric to AP standards • Site teams check in on next steps and specify needed support	Network writing portfolio guidelines (on BaseCamp), Stephanie's rubric guidelines (on BC)

	Yolanda	Review the externally – aligned benchmarks	• Grade-level teams review benchmark samples for rigor and clarity • Collect teacher input • Wrap Up, Next Steps, Evaluation	Benchmark 1 sample for each grade level, each school's Assessment Calendar
3:30			Adjourn	

Social Science

Facilitator: Amy

Teachers: Adam Kondonijakos , Jeff Manassero, Alfredo Mathew, Carmen Borbon, Katie Messina, Hana Chen, Gautam Thapar, Cecil Williams, Tim Lombard, Sarah Goudy

Time	Facilitator	Group	Activity
10:45 – 10:55	Amy	All teachers	Show History projects in BaseCamp Introduce the purpose and expectations for the new benchmarks and unit exams
10:55 – 12	Amy, with Hana and Elizabeth	All teachers	World and U.S. History: review the new multiple-choice benchmark and unit exams Government: review the HippoCampus curriculum U.S. History: review the draft curriculum unit
12 – 1	*lunch*		
1 – 1:15	Amy, Shelly	All teachers	Introduce the purpose and expectations for the DBQs (1 min from Amy) Introduce the criteria for an effective DBQ
1:15 – 2:15	Shelly	All teachers	Review the one common DBQ: - World: read and discuss revised DBQ prompt, write, revise the prompt - U.S.: read and discuss two DBQs, write, choose the common DBQ prompt - Government (*optional if time*): read and discuss the new DBQ prompt, write, revise the prompt
2:15 – 2:30	*break*		
2:30 – 2:45	Shelly	All teachers	Discussion about preparing students to write DBQ; share successful pre-writing strategies
3 – 3:20	Shelly	Site teams	Make a plan for integrating DBQs in each course – how do DBQs fit in your plan this year?
3:20 – 3:30	Shelly, Amy	Site teams	Share out plan to the whole group

Biology

Facilitator: Sam McCabe

Teachers: Shira Kharrazi, David Papas, Beth Heckinger, Sam McCabe, Sarah Macway, Brooks Dougherty

Materials: *All materials can be found on BaseCamp*

Time	Who?	Activities	Outcomes
10:45 – 11	Sam	Review the Scope & Sequence	Agreement on S&S Agreement on administration dates for unit /interim exams
11 – 12	Sam	Review and discussion of the revised exams	Orientation to unit/interim exams and rationale Introduction to scoring the critical reading and critical analysis sections
12 – 1	Lunch		
1 – 1:15	Louise	Introduction to video links and virtual labs	Establish CK-12 goals for 2011 – 2012
1:15 – 3:30	Sam, Beth, Shira	Overview and discussion of the network curricular resources: - Sam: share the revised Level 2 Reader - Beth: share the QUEST video links - Shira: share Level 3 resources (text-to-speech) - Sam: share Level 3 resources (Spanish CAR) - Shira: share the vocab quizzes - Sam: preview the labs repository - simulations	Share lessons learned in 2010 – 2011 Make an implementation plan for 2011 – 2012 Choose common labs for all units

Chemistry

Facilitator: Julie Christensen

Teachers: Rudy Sharar, Sherri Smith, Sam Rhyan

Materials: *All materials can be found on BaseCamp*

Time	Who?	Activities	Outcomes
10:45 – 11	Julie	Review the Scope & Sequence	Agreement on S&S Agreement on administration dates for benchmark exams
11 – 12	Julie	Review and discussion of the benchmark exams	Orientation to the benchmark exams
12 – 1	Lunch		
1 – 2:30	Julie	Discussion of literacy support: - share the L2 Biology and the L2 Algebra 1 Readers with associated vocabulary supports - review the available CK-12 flexbooks - review Khan Academy videos - identify key math concepts for scaffolding	Make a design plan for the new Reader
2:30 – 3:30	Rudy, Sam, Sherri	Overview and discussion of the network curricular resources and additional resources	Choose common labs Make an implementation plan for LPS S&S

Physics

Facilitator: Darren Tarshis

Teachers: Ryan Melvin, Darren Tarshis, Alex Moos

Materials: *All materials can be found on BaseCamp*

Time	Who?	Activities	Outcomes
10:45 – 11	Darren	Review the Scope & Sequence and the Network Assessment Calendar	Agreement on S&S Agreement on administration dates for unit/interim exams
11 – 12	Darren	Review and discussion of the unit/interim exams Guiding questions: Role of exams? Preparation for exams? Re-teaching? Role of surveys? Using clickers for checking understanding?	Orientation to the exams Agreement on any changes needed for exams
12 – 1	*lunch*		
1 – 2:30	Darren	Review labs	Choose common labs for all units Identify common equipment needs and Donors Choose strategies
2:30 – 3:30	Julie	Discussion of literacy support: - teaching strategies: concept mapping, pre-teaching vocab, etc. - share the L2 Biology and the L2 Algebra 1 Readers with associated vocabulary supports - review the HippoCampus curriculum - review Khan Academy videos	Set up action research project on literacy and numeracy support

Algebra 1

Facilitator: Dana Loebman

Teachers: Taylor Garland, Sophia Thomas, Leah Limacher, Melisha Matlock, Dan Takashima, Laura Daigneau, Mike Fauteaux, Alvin Rosales, Long Truong

Time	Facilitator	Activities	Outcomes
10:45 – 11:30	Dana, Taylor	Overview of the network curricular resources: - Review the new lesson packets - Review the new vocabulary S&S and quizzes - Review the revised Reader (English, Spanish)	See and give input on the new curricular resources
11:30 – 12	Scot	Demo the new clicker app	See the clicker app for Algebra 1 pilot
12 – 1	Lunch		
1 –1:20	Dana	Review and discussion of the benchmark exams: split into groups, read exams, note any needed changes	Identify any changes needed for benchmark exams
1:20 – 2	Dana	Collaboration in site teams	Make a resource implementation plan

Geometry

Facilitator: Rose Zapata

Teachers: Arminda King, Laelena Brooks, Crystal Paschel, Connor O'Steen, Michelle Victorio

Time	Facilitator	Activities	Outcomes
10:45 – 11:15	Rose	Review the Scope & Sequence Review and discussion of the benchmark exams: split into groups, read exams, note any minor changes to make	Agreement on administration dates for benchmark exams Identify any changes needed for benchmark exams
11:15 – 11:45	Rose	Overview of the network curricular resources: - Review the revised lesson plans (and how to modify them) - Review the new vocabulary S&S and quizzes - Review the Reader (English, Spanish) - Review the CAHSEE prep materials	See and give input on the curricular resources
11:45 – 12	Rose	Share and discuss best practices	Learn about effective ways to implement resources
12 – 1	Lunch		
1 – 1:45	Rose	Scaffold the lesson plans for Unit 1	Unit 1 lessons ready for each site
1:45 – 2	Rose	Collaboration in site teams	Make a resource implementation plan

Algebra 2

Facilitator: Dana Loebman

Teachers: Arminda King, Laelena Brooks, Melisha Matlock, Laura Daigneau, Dan Takashima, MichelleVictorio

Time	Facilitator	Activities	Outcomes
2 – 2:45	Dana	Review the revised Scope & Sequence Review and discussion of the benchmark exams and blueprints; overview of standards tested, walk through the changes	Agreement on S&S Agreement on administration dates for benchmark exams Orientation to the new benchmark exams
2:45 – 3:30	Dana	Overview and discussion of the new Algebra 2 Reader: - Review the revised Alg 1 L2 and Geo Readers with associated vocab supports - Review the new Alg 2 L1 Reader (units 0 – 2) - Identify concepts to be scaffolded (both literacy and numeracy concepts) - Discuss frequency and type of scaffolds needed	Design the Algebra 2 Level 2 Reader

Pre-Calculus

Facilitators: Abel Maestas and Chris Rozeville

Teachers: Chris Rozeville, Abel Maestas, Connor O'Steen

Time	Facilitator	Activities	Outcomes
2 – 3:30	Chris, Abel, Connor	Review the Scope & Sequence Review and discussion of the benchmark exams	Agreement on S&S Agreement on administration dates for benchmark exams Agreement on any changes needed for benchmark exams

Academic Numeracy

Facilitator: Mike Fauteaux

Teachers: Sophia Thomas, Leah Limacher, Mike Fauteaux, Long Truong

Time	Facilitator	Activities	Outcomes
2 – 2:10	Mike	Review the revised Scope & Sequence	Agreement on S&S Agreement on administration dates for unit exams
2:10 – 2:30	Mike	Overview and discussion of the unit exams (including re-takes, reflection sheets, Data Director, etc.)	Understand cumulative nature of exams, student reflection sheet usage and Data Director tracking by unit for targeted re-teaching
2:30 – 2:45	Mike	Overview and discussion of data organizers and other teaching resources	Understand data organizer uses and how to leverage by students personally and publicly
2:45 – 3:05	Mike	Review and discussion of the draft vocabulary Scope & Sequence	Finalize list of vocab words for Unit 1
3:05 – 3:25	Sophia, Mike	Share and discuss best practices for vocabulary instruction and assessment	Identify key practices
3:25 – 3:30	Mike	Wrap-up, next steps	Set goals for 2011 – 2012

Spanish & Native Spanish

Facilitator: Kristy Cross

Teachers: Whitney Omosefe, Liliana Flores, Karina Lopez, Coco Mendoza, Sara Farrand, Yasmin Navarro, Elicia Blackford, Kristy Cross

Time	Who?	Activities	Outcomes	*in the meantime…*
10:45 – 11:20	Whitney, Coco, Sara, Kristy	**Spanish 1** overview and discussion	Review S&S and benchmark exams	*…Yasmin, Karina, Liliana review the AP Language materials*
11:20 – 12	Whitney, Coco, Yasmin, Kristy	**Spanish 2** overview and discussion	Review S&S and benchmark exams	*…Karina, Liliana continue with AP Language; Sara plans Unit 1 for Spanish 1*
12 – 1	Lunch			
1 – 1:45	Kristy	**PD: *Introduction to using TPRS***	Learn a new strategy for teaching all levels of non-Native Spanish	
1:45 – 2:25	Whitney, Liliana, Sara, Elicia, Kristy	**NS 1** overview and discussion	Review S&S and benchmark exams	*…Karina, Coco, Yasmin review the AP Language materials*
2:25 – 2:50	Coco	**Sharing Native Spanish 1 resources**	Learn about additional BaseCamp resources for teaching Native Spanish	
2:50 – 3:20	Liliana, Karina, Coco, Yasmin, Kristy	**AP Language** overview and discussion	Review S&S and benchmark exams	*…Whitney, Sara, Elicia plan Unit 1 for NS 1*
3:20 – 3:30	Kristy	**Closure: 2011 – 2012 goals, next steps**	Set goals and next steps as a team	

Spanish 1: Whitney, Coco, Sara, Kristy

Spanish 2: Whitney, Coco, Yasmin, Kristy

Spanish 3: Yasmin

NS 1: Whitney, Liliana, Sara, Elicia

NS 2: Coco, Kristy

AP Language: Liliana, Karina, Coco, Yasmin

AP Literature: Karina

Art

Facilitator: Edie Hoffman

Teachers: David Keating, Lucy Rivera, Robin Gibson

Outcomes: To review and discuss

1) Professional development priorities and opportunities
2) Resources for art

Time	Facilitator	Outcomes	Activities	Materials	Questions/Notes
9:45 – 10:45	Edie	Art professional development priorities	• Generate topics to explore this year • Prioritize • Suggest powerful ways to engage in the exploration and learning	Chart paper Sticky dots	
10:45 – 11:00			BREAK		
11:00 – 12:00	Edie	A bank of Art Resources	• Discuss and agree on establishing a repository of Art resources on Base Camp		
12:00 – 1:00			LUNCH		
1:00 – 3:30	Edie	Art Resources	• Brainstorm resources • Organize into categories and label • Discuss next steps, e.g. uploading resources into Base Camp	Chart paper	
3:30			Adjourn		

Resource Specialist Teachers

Facilitator: Joe Pacheco

Teachers: Sara Haller, Leila Chatti, Beth Johnson, Lynne Brady, Damita Payne

Outcomes: To review and discuss

1) Professional development priorities
2) Resource Specialist plans for the year
3)

Time	Facilitator	Outcomes	Activities	Materials	Questions/Notes
9:45 – 10:45	Joe Pacheco	Resource Specialists professional development priorities	• Review, revise, add to proposed topics • Prioritize topics • Suggest powerful ways to engage in the exploration and learning	Chart paper w/ proposed topics Sticky Dots	
10:45 – 11:00			BREAK		
11:00 – 12:00	Joe Pacheco	Common Spine w/Subject Group OR RS Planning	• Resource Specialists join subject group of choice OR • Engage in Resource Specialist planning		
12:00 – 1:00			LUNCH		
1:00 – 3:30		Common Spine w/Subject Group OR RS Planning	• Resource Specialists join subject group of choice OR • Engage in Resource Specialist planning • Wrap Up, Next Steps, Evaluation		
3:30			Adjourn		

Geometry Webinar

October 17, 2011

5:15pm – 6:15pm

Time	Topic	Outcome
5:15pm – 5:40pm	vocabulary quizzes and formative assessment	- Share / discuss what is and is not working related to formative assessment - Identify effective practices for formative assessment
5:40pm – 6:10pm	CK-12 Reader and lesson plans	- Share / discuss what is and is not working related to instructional resources - Identify effective practices for using multiple levels of network resources
6:10pm – 6:15pm	closure	- Summarize main points - Identify next steps

<u>Notes</u>

Vocab Quizzes, Formative Assessment:

-
-

Instructional Resources:

-
-

Next Steps:

-
-

APPENDIX C:
SPECIAL POPULATIONS

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	English Language Learner Plan	C1
2	ELL Power Strategies	C7
3	Differentiation Checklist for Teachers	C9
4	Accommodations Assessment Example	C11
5	Differentiation Professional Development Sample	C12
6	Section 504 Board Policy	C36
7	Accommodations Resources – RSP PD	C38
8	El Dorado Charter SELPA roster	C49
9	El Dorado Charter PD Schedule 2011-12	C50

INTRODUCTION

Leadership Public School (LPS) is committed to ensuring that all English Language Learners acquire the skills and knowledge necessary to make them productive, responsible citizens and life-long learners. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency.

To that end, this *Master Plan for English Language* was developed to implement programs that will assist English Learners in becoming proficient in English in a timely manner. Leadership Public School establishes the following goals of its programs for English Learners:

- All English Learners will master the English language as efficiently and effectively as possible.
- LPS will ensure that all English Language Learners have full access to a college preparatory curriculum that will allow them to succeed in high school and college.
- LPS will strive to engage parents of English Learners in their child's learning.

It is also the goal of all school personnel, including regular classroom teachers, special education teachers, counselors, and administrators, to help each student make yearly progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

LPS ENGLISH LANGUAGE LEARNER PROGRAM OVERVIEW

The LPS EL program supports students on three levels: access to and support for the core, strategic support, and intensive intervention.

An important component of our mission is to create access to core content for all students. To that end, we have developed our own curricular resources in close collaboration with the CK-12 Foundation, which offers SBE-approved, open-source textbooks in Math and Science. Our materials are called "College Access Readers." The Readers are differentiated, modifiable, flexible, provided in English and in Spanish, and compatible with the text-to-speech software we implemented for further support. We have completed Readers in Algebra 1, Geometry, and Biology; Readers in Algebra 2 and Environmental Science are in the first year of use; and, Chemistry, Physics, U.S. History, and Government (built off of the University of California's open-sourec "Hippocampus" curricula) are in development.

These curricular resources have been developed through a process of intense and sustained collaboration among teachers from all school sites. Training teachers how to use these resources

has served as embedded professional development, complementing the ongoing literacy and language-focused professional development teachers receive at both the site and network levels.

Beyond support and access to the core, LPS San Jose also provides strategic support through an extensive Enrichment / Tutoring program after school, as well as the incorporation of targeted language development work using the online DynEd program in Academic Leadership classes and after school.

Our intensive intervention focuses on reading intervention and English language support. The Read180 California program (including the language-centered "L Book" and System 44) and the first level of DynEd ("First English") form the comprehensive curriculum of our Reading course for English Learners.

CORE ACCESS and SUPPORT

Content Access

- CK-12 College Access Readers (CAR)
- CAR text-to-speech
- CAR Spanish
- Ongoing literacy-focused professional development
- SIOP instructional strategies

Embedded ELD

- CAR vocabulary
- Daily language objectives
- ELD instructional strategies

STRATEGIC SUPPORT

- Accelerated Reader
- DynEd courses ("English for Success" and "New Dynamic English")
- Tutoring (as needed)

INTENSIVE INTERVENTION

- Read180 with LBook and System44
- DynEd courses ("First English,")

While the three-tiered model described above represents the overall model of LPS support for English Learners, LPS recognizes that such support differs by English proficiency as well as in different content areas. The chart below details both the ELD and Content Access support provided by CELDT level.

	CELDT Level				
	1	**2**	**3**	**4**	**5**
ELD (in E/LA courses)	DynEd System 44, LBook, R180 in Reading ELD instructional strategies Daily language objective	DynEd System 44, LBook, R180 in Reading ELD in structional strategies Daily language objective	DynEd in Academic Leadership LBook in Reading (Read180) ELD instructional strategies Daily language objective	DynEd in Academic Leadership ELD instructional strategies Daily language objective	DynEd in Academic Leadership ELD instructional strategies Daily language objective
	ASSESSMENT: MAP Reading test, MAP Language test, E/LA benchmark exams, and E/LA writing assessments				
Content Access (in all courses)	SIOP/content literacy CK12 Spanish resources Text-to-speech technology	SIOP/content literacy CK12 Spanish resources Text-to-speech technology	SIOP/content literacy CK12 Spanish resources CK12 Level 2 materials	SIOP/content literacy CK12 Spanish resources CK12 Level 2 materials	
	ASSESSMENT: Content area benchmark exams and MAP Language test.				

INSTRUCTIONAL STRATEGIES

Within these larger program elements, LPS employs a variety of instructional strategies including:

- Ongoing Assessment: To establish current or actual level of acquisition and thus establish student's zone of proximal development. This information provides data necessary for lesson planning
- Scaffolding: Promotes learning when concepts and skills are being first introduced to students. These supports may include resources, a compelling task, templates and/or guides
- Think-Pair-Share: After a concept is presented, or at specific time intervals, the teacher stops class and allows students to collect their thoughts (think). Then students discuss their idea for 3-5 minutes with the person next to them
- Graphic Organizers: To help students visualize relationships between concepts and take apart complex text
- Annotation: To help students understand and process complex text
- Word Walls
- Direct vocabulary instruction
- Oral language sentence frames: To promote the use of oral academic English

INDENTIFYING ENGLISH LEARNERS

Upon enrollment, and as part of the registration process, parents and/or students must complete a Home Language Survey. If the answers to any of the questions on the survey indicate that the student comes from an environment where a language other than English may have had an impact on the individual's level of English language proficiency, the student is referred to the principal for the appropriate identification of services. LPS then administers the California English Language Development Test (CELDT). Any student who is identified as an English Language Learner is referred the Principal or designee to determine appropriate instructional and program placement.

PARENTAL NOTIFICATION

Parents of students identified by means of the Home Language Survey are notified of the results of the language proficiency assessment(s). Program details are provided to parents (orally and/or in writing) in a language that they can understand. At a minimum these details include:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an ELL program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- How the program will meet the educational strengths and needs of the student.
- Specific exit requirements for the program.

- The right of the parents to have their child immediately removed from the English language instruction education program.

In addition to notifying parents about the English Language Learner services their child may be receiving, LPS places a high priority on having administrators, staff and teachers with Spanish language skills to provide parents who do not speak English with meaningful opportunities to participate in the education of their child. Translators may be called upon to help with enrollment, orientation, parent/teacher conferences, eligibility meetings, IEP meetings, etc. Translation is also provided for key documents regarding parent programs, meetings, and other activities. If a student or parent speaks a language other than English or Spanish, efforts will be made to find an interpreter to facilitate communication.

TRANSITION/EXITING PROCEDURES

Any teacher or parent may recommend that a student exit the ELL Program when they have achieved the following objective exit criteria (as appropriate for placement and grade level):

- Achieve proficiency in English-language skills in listening, speaking, reading, and writing (as measured by the CELDT for English learners).
- Achieve proficiency on state assessment.
- Demonstrate proficiency by means of academic success in the classroom as measured by grades, anecdotal records, and teacher(s) recommendation.

The exit recommendation will be reviewed and decided by the Principal or Principal Designee. If the recommendation is for exiting, the student's parents will be asked to grant permission to proceed. When a student exits the ELL program, the School will monitor his/her progress for two years to insure his/her continued academic success. At the end of two school years, a student who is achieving at grade level will officially exit the program.

There is no limit for participation in the ELL Program. Need is the determining factor and a student may participate as long as the parents and school determine such support is beneficial.

ACADEMIC PROFICIENCY AND ACHIEVEMENT

Leadership Public Schools monitors the success of the English Learner program on the basis of two criteria:

- Progress in achieving English proficiency: All ELL students will show progress on the CELDT by increasing scores by one level per year.

- Progress in academic achievement: All ELL students will show progress in English and Math by progressing at least one CST or MAP (Measures of Academic Progress) per year until grade level proficiency is achieved.

Individual students and their parents monitor their achievement in both areas through the ongoing progress reports.

EVALUATION

In order to make suitable changes that address deficits in the ELL Plan in a timely manner, the LPS Network Education Team will meet at least once a year to evaluate the effectiveness of the program and make recommendations to the site for needed changes. The evaluation process will focus on the progress of ELL students in acquiring English and achieving academic standards.

Power Strategies for English Learners

Strategies	Frequently	Some-times	Seldom	Never	Comments
I ensure understanding by **chunking** my lessons, **checking for understanding** often, and by **restating** important concepts frequently.					
I support student performance by giving **clear verbal and written instructions** for all the tasks students are required to do. I give **examples** and **model** often.					
I encourage critical thinking and student engagement by **asking open ended questions** and **scaffolding** them as necessary.					
I **review** previous concepts daily and **preview** new material daily as a way to build schema (graphic organizers, outlines).					
My lesson includes an **"into" activity** which builds on students' **prior knowledge** and ensures that students have necessary prerequisite knowledge for lesson.					
I **contextualize** all my lessons **visually** through **concrete referents** and **linguistically** through **rich language**: synonyms, antonyms, cognates, analogies, vivid descriptions, and storytelling.					
I foster **metacognition** by encouraging students to think, talk, and write about **how** they learned **what** they learned. I guide students to think about how they might **reuse** a learning experience in **other contexts.**					
My lessons include **structured activities** that allow students frequent opportunities to **practice oral language** (collaborative communities, pairs).					
I **adjust my speech register** to ensure **comprehensibility** (enunciate clearly, pause time for question, gestures, moderate rate of speech, repetition, intonation).					
I encourage students to use their **primary language** to **review concepts** and **clarify their understanding**. I ask students to **translate key concepts** into their primary language.					
I foster the **development of academic English** by **systematically teaching** academic and content area **vocabulary** and by creating tasks that require students to **practice the vocabulary.**					
I develop the **academic literacy** of students by teaching **reading strategies** and by incorporating **structured writing activities** into by lessons several times a week.					

Created by Nathalie Longree-Guevara, ACOE, 12/30/06, based on Connie Williams' SDAIE Observation Checklist, reviewed by Lisa Tess

EL Leadership/School Culture

	Frequently	Sometimes	Seldom	Never
1. I believe that my students' home languages and cultures are assets and create policies and practices that affirm this belief .				
2. I make a concerted effort to learn and speak my students' home languages and to hire people who speak their languages.				
3. I have programs/activities in place that build a sense of community at my school. I make a special effort to ensure that students from different cultures and with different levels of English language proficiencies interact.				
4. My school has a written document that outlines my school's program for ELs. The plan includes assessment, class placement, recommendations for grading, a remediation plan, and a monitoring system.				
5. I hold my staff accountable for implementing our site plan for ELs.				
6. The policies and program decisions I make give first priority to English learners and other traditionally underserved groups.				
7. I am knowledgeable about effective instructional practices for ELs, both in the ELD and SDAIE/sheltered classrooms.				
8. I provide on-going well articulated staff development that focuses on research-based strategies and meeting the needs of ELs.				
9. Staff at my school shares a common vocabulary when discussing the education of ELs.				
10. My staff uses benchmark assessments and disaggregated data to inform instruction. My leadership team also uses this information to improve programs/classes offered.				
11. My staff teaches to the standards and has high expectations for all students.				
12. My teachers know the ELD standards and incorporate them in their content area lessons.				
13. There is policy in place that addresses the assessment and grading of ELs.				

Created by Nathalie Longrée-Guevara, ACOE, 2006

Differentiation: Checklist for Teachers

As part of your lesson surgery, review the checklist below. Which of these strategies did you include in the lesson? (Tick the appropriate boxes.)

(Adapted from: *Differentiation: A Practical Handbook of Classroom Strategies*, published by NCET in 1993)

Differentiation by Resource

☐ 1. Resources chosen for: √ Appropriate readability levels
√ Ease of use by students
√ Clear design

☐ 2. Wide variety of media and visual aids

☐ 3. Use of technology

☐ 4. Use of study guides

☐ 5. Use of pre-reading guides

☐ 6. Study skills and organizational skills built into course

Differentiation by Task

☐ 1. Matching of tasks to student abilities and interests

☐ 2. Using a variety of tasks throughout the lesson
(kinesthetic, visual, interpersonal, artistic)

☐ 3. Providing choice of launch, activity, project, topic, HW based on interest and skills

☐ 4. Identifying the objectives that tasks lead to

☐ 5. Allowing students to skip previously mastered objectives to focus on new objectives

☐ 6. Opportunities for students to demonstrate mastery verbally, differently, or in tutoring

☐ 7. Breaking down the assignment into manageable pieces (increase frequency/reduce amount)

☐ 8. Allow for different pacings during the lesson so all students feel successful

Differentiation by Support

☐ 1. Pairing with peer tutor and/or on-task group

☐ 2. Graphic organizers relevant to thinking skill
(cause and effect, breaking down into parts, step-by-step)

☐ 3. Individual support from the teacher/frequent check-ins

☐ 4. Support from carefully resourced systems and technology.

☐ 5. Mnemonic devices used to aid in retrieval and access

☐ 6. Use large font, space, colors, and visual aids to ease processing

☐ 7. Provided concrete examples with each concept

☐ 8. Create a positive, focused environment

☐ 9. Celebration of achievement.

☐ 10. Cooperative teaching

☐ 11. Using an individual anchoring activity
(something to do if they are stuck)

Differentiation by Response

- ☐ 1. Making course objectives accessible to students.
- ☐ 2. Making assessment criteria explicit.
- ☐ 3. Response partners.
- ☐ 4. Learning logs
- ☐ 5. Small group tutoring
- ☐ 6. Individual action plans
- ☐ 7. Response reflects what the student has previously achieved.

Assessment: Research Paper (English)

Skills:

- **Synthesize key information from multiple texts (at least 10 sources).**
- **Make 40 note cards of evidence with appropriate citation (MLA style).**
- **Create outline: Introduction, 3 Body Paragraphs, 1 Counter Argument Body Paragraph, Conclusion, Bibliography**
- **Body Paragraphs: Claim, clarification, context, evidence (2-3 pieces), justification, and conclusion.**

Example Accommodations:	Example Instructional Strategies:	Example Modifications:
• 10 sources at a reading level that they will comprehend. • Only 20 note cards, all with proper citation and formatting. • Outline is a graphic organizer with sentence starters and clear formatting support. • Student completes all stated paragraphs, but uses only 1 piece of evidence to support his/her claim in each paragraph. • Student completes bibliography information for 9 of 10 sources.	• Choose 10 sources for the student to read, that will be at his/her independent reading level. • Read through the sources with the student, asking guiding questions, or providing a reading guide to help him/her identify strong pieces of evidence. • Provide organizational strategies to help the student keep track of all their materials. • Provide an "example" note card that has all the components of appropriate formatting and citation. • Make a graphic organizer with sentence starters for the student to use to fill in with the note cards he/she has made. • Edit drafts of the essay for grammar, syntax, punctuation and content. • Provide student an "example" bibliography with the first of their 10 sources formatted correctly for them.	• Evidence is selected for the student from various sources. • Final product has only an introduction, one paragraph with one piece of evidence and a conclusion. • Paragraph has only a claim, one piece of evidence, a summary of evidence and a conclusion. • All of bibliography is filled out for student with the exception of one or two words.

Launch

DIRECTIONS: Please choose and respond to one (or more) of the prompts below.

A. Scenarios

DIRECTIONS: Please read each scenario, and then decide whether the scenario represents an example of **scaffolded instruction**, **differentiated instruction**, or **one-size-fits-all instruction**.

In Ms. Christensen's seventh grade English class, all 32 students are seated in rows facing the teacher who is explaining the use of "who" and "whom." Following this activity, students take turns reading aloud from The Outsiders, a novel the teacher has selected for the whole class. All students will then answer the same set of comprehension questions.

What type of instruction does this scenario reflect? _____

Walking into Mr. Miller's seventh grade English class, a visitor sees seven students seated around a listening center playing a tape of The Outsiders while they complete a graphic organizer comparing Ponyboy's experiences to their own. Another group of six students is seated in a literature circle discussing the themes of the different novels they have read independently. The teacher is in the front of the room with six students conducting a mini-lesson on narrator's point of view using the overhead projector. The remaining six students work independently on self-selected anchor activities related to figurative language.

What type of instruction does this scenario reflect? _____

B. Focused Independent Listing

DIRECTIONS: Please write as many examples of differentiation as you can imagine – for any classroom.

1.

2.

3.

4.

5.

C. Writing

DIRECTIONS: Please explain your understanding of the differences between differentiation and scaffolding.

_____

_____

_____

_____

_____

_____

Name_____
LPS :
Professional Development: Differentiation

Session Objectives:

1. Teachers will apply their knowledge of differentiated instructional strategies (for all students, including low readers, English Learners, and high flyers) by revising their lesson plans for October 26 – 30.
2. Teachers will evaluate their application of differentiated instructional strategies by sharing out their revised lesson plans and providing feedback to group members on their plans.

Exit Ticket

DIRECTIONS: Please respond to at least two of the questions below in the spaces provided.

1. What is your understanding of differentiated instruction?

_____
_____
_____

2. What is the most important thing you learned in this session?

_____
_____
_____

3. What questions do you still have about differentiated instruction (and/or differentiation in general)?

_____
_____
_____

4. What is the most interesting application of differentiated instruction that you heard from a colleague?

_____
_____
_____

5. What aspects of differentiation are you interested in exploring further? How can I support you in this effort?

_____
_____
_____

6. Other thoughts/questions/feedback…?

_____
_____
_____

Concept Map: Differentiation

definition	essential characteristics
non-examples	**examples**

Concept Map: Differentiated Instruction

definition	essential characteristics
- a process to teaching and learning for students of differing abilities in the same class - a responsive pedagogical approach that recognizes students' varying background knowledge, readiness, language, culture, gender, preferences in learning, intelligences, and interests - the consistent and vigorous modification of curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of students - the goal of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process - a reflection and extension of educational best practice (not a substitute for it)	Effective differentiated instruction... 1. is proactive, rather than reactive 2. utilizes the use of flexible small groups in the classroom 3. varies the materials used by individuals and small groups of students in the classroom 4. is knowledge-centered 5. is student-centered 6. is based on intentional assessment of students' prior knowledge, learning styles, interests, and skill readiness
non-examples	**examples**
- scaffolding - reducing expectations	

adapted from Tomlinson, 1999, 2001; Bearne, 1996; Stradling & Saunders, 1993.

Adjustable Assignments

WHAT: Adjustable assignments are assignments that the teacher modifies for different groups of students. The standards, concepts, skills, or content of the assignment have the same focus, but each student is given the opportunity to develop at his/her appropriate level of challenge.

WHY: Using adjustable assignments enables teachers to meet students where they are and therefore increase students' chances for success. These assignments allow students to work on challenging and worthwhile tasks within their zone of proximal development.

HOW:

1. Identify the concepts, skills, and content that will be the focus of the activity and align them with targeted standards and expectations.
2. Using some form of pre-assessment, gather data to determine the prior knowledge of students for the new content or the skill that is targeted for learning.
3. Compile the pre-assessment data, determine the key standards and concepts to be taught, and then decide which parts of the study should be taught to the total class and how to present that information.
4. Make decisions about any adjustable assignment; how can you modify the assignment(s) to meet the needs of learners based on their present knowledge or skill level?
    a. Questions to ask yourself when making these decisions:
        1. What content does each of the groups already know?
        2. What does each group need to learn?
        3. What strategies should be used to facilitate the learning of each portion?
        4. What is the most effective way to group for each activity?
        5. What assessment tools will be used so that students will be accountable?
        6. Are the plans meeting the individual needs of the students?

adapted from *Differentiated Instructional Strategies* (Gregory & Chapman, 2002)

EXAMPLES: Please see the following pages for examples of adjustable assignments and a grid that's helpful for planning an adjustable assignment.

teachers face every time they start planning for all of their students.

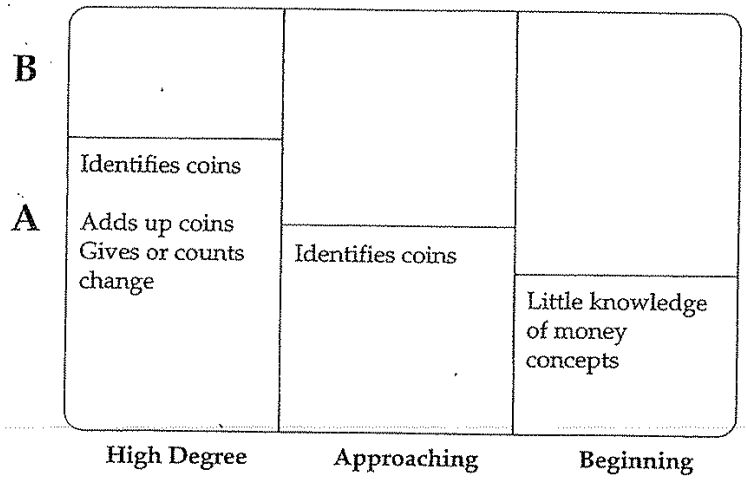
Example: Adjustable Assignments for Early Elementary Grades

The Money Unit

Figure 4.1, Part A, shows what the groups of students know and can do based on the pre-assessment data analysis. This does not show numbers in the group but the knowledge or skill the group has. Part B is completed with tasks, assignments, or lessons that students require to continue their learning and understanding.

Part A: Advanced Mastery. Students know the names of the coins. They can count their money and make accurate change. They are consumer-wise as far as using money to purchase goods. Some of these students have been shopping in the neighborhood stores. Therefore they have the background knowledge base. Other students will need those basics before they can proceed. Real-life experiences have taught the content. Therefore these students need to work with elements of money other than the basics.

Figure 4.1. Adjustable Assignments: Money



Standard: To be able to use currency in daily situations
Content: Coins

Part A: Approaching Mastery. These students have shown that they know the names of the coins. They are limited as far as the other concepts being taught. Therefore they need to begin counting and adding up coins and working with different combinations of money. As they advance, they can move to purchasing and receiving or giving change.

Part A: Beginners. This group of students shows that they know few if any of the names of the coins or their worth. They will need all of the information taught so that they develop a knowledge base. Because of adjustable assignments, all of these groups will be challenged and will learn information using a variety of strategies based on their needs. The students will work in groups that are designed to meet their needs. There will be ongoing assessment throughout the learning to provide appropriate feedback and to adjust assignments further.

As a result of this information, the teacher designed three meaningful activities at the levels the three groups needed.

The more advanced group (a high degree of mastery) worked at running a snack shop for recess and lunch. They priced the snacks and sold them, making change and counting the cash to calculate their earnings. They also used calculators to check their work.

During class time these students engaged in activities that led them further in their understanding of coins and their relationship to each other. Using actual coins at a center, the students challenged one another with combinations. "I have ten coins that make a dollar," said Pat. "That's ten dimes," chimed in Tara. "I have six coins that make a dollar," said Corey. "That could be three quarters, two dimes, and a nickel," said Jodie. The game became quite competitive as pairs kept score of their successes.

They also used calculators to total amounts of items on their "wish lists" for birthday gifts.

The group that was able to recognize the coins (approaching mastery) used coin stamps to make patterns with their partners. They challenged other group members to identify coins and give the total. They collected discarded toys and items from home and priced them to create a class "garage sale." They priced the items and had a garage sale using money.

The group that needed more experience (the beginners) to recognize the coins played a coin game similar to Concentration, in which they had to be able to recognize the coins and match them. They also began to match equivalents such as five pennies and a nickel equaling a dime, or two nickels equaling a dime, and so on.

All students were able to "shop" at the snack shop and garage sale and practiced using coins appropriately. They also were integrated into the operation of the two sales and worked with more experienced students who modeled and added to their learning.

All students were engaged in interesting and challenging activities that added to their experience.

Figure 4.2 shows what that data may look like for a Spanish standard of everyday conversation and the topic of giving directions.

Section A shows what the three groups of students know and are able to do in relation to the standard and content. Section B would show what needs to be done to extend the learning for that group.

The Advanced Mastery group (only 4 students) went online and found street maps of Mexico City. They wrote directions to areas or points of interest and produced posters advertising the attributes of that location.

The Approaching Mastery group designed a board game that used the vocabulary of giving directions. They produced interesting adaptations of board games with which they were familiar and wrote task cards for the games using vocabulary beyond what they had used in the past, incorporating new terminology.

The Beginners group worked in pairs to give one another directions to various areas in the school. They drew task cards and were able to direct

Figure 4.2. Adjustable Assignments: Spanish.

	High Degree	Approaching	Beginning
B			
A	Students have a mastery of terms including right, left, turning, crossing, across from, go back, behind and in front and next to....	Students have an ability and understanding of the basic terms forward, backward, right and left.	Students are able to give simple commands such as go, stop, left and right.

Standard: To be able to communicate in daily situations
Content: Giving and following directions

one another to the cafeteria, office, or computer lab using Spanish. They then participated in a game similar to Twister in which they spun a wheel and followed the directions given.

More levels of readiness may be identified and adjusted if needed, but when first beginning this process, three levels may be complicated enough for the teacher to manage.

After the pre-assessment has been given, the teacher analyzes the data and plots them on the chart in Section A (Figure 4.3).

After the data have been entered, the teacher needs to consider what the students still need to know and be able to do to extend their learning. Teachers then fill in the B part of the grid with a learning that is suitably challenging and engaging in order to bring those learners to the next level. It may be a lesson, activity, task, or assignment. There may be different assignments that students do independently and that are given at two levels, in pairs, or in small groups, thus leaving the teacher free to interact and facilitate new content or processes with another group of students. The teacher may choose from a variety of curriculum approaches such as projects, centers, integration, or problem-based learning.

Figure 3.2 Adjustable Learning Grid

	Standards-Based Content, Skill and/or Assessment: ***Pre-Assessment Tool or Method:***		
B	Filling In the Gap:	Filling In the Gap:	Filling In the Gap:
A	Concepts or Skills in Place:	Concepts or Skills in Place:	Concepts or Skills in Place:
	High Degree	*Approaching*	*Beginning*

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Flexible Grouping

WHAT: This instructional strategy involves the teacher intentionally moving students into small groups for teaching and learning.

WHY: While there may be some information that we want the total group to learn (via lecture, video, jigsaw, or other format), education researchers have established that for information to become knowledge, students need to process it independently to clarify their own thinking and to make meaning. Thus the next step should be an opportunity to discuss, explain, clarify, and question their thinking, and this is why flexible grouping is often needed to facilitate differentiated instruction. Grouping flexibility allows students to move according to their demonstrated performance, interests, and varied knowledge base level, and enables students to maximize their instructional time.

HOW:

1. Teachers can use several types of flexible groupings, including:
   - ability (usually homogeneous based on needs)
   - heterogeneous (cooperative group learning)
   - random (just to group quickly)
   - structured (based on students' profiles and complementary strengths and needs)
   - interests (in response to choices and tasks that connect with learners or pique their curiosity)

2. When making decisions about group members and group size, it is helpful to consider the following:
   - students' knowledge of a subject
   - students' ability to perform a task or a skill
   - students' interests in a specific area of the content
   - students' learning styles and multiple intelligences
   - the process desired (for example, peer-to-peer tutoring, cooperative learning, or sharing groups)
   - the product desired

3. When students work in groups, they need...
   - to know the purpose of the group and the desired result
   - clear directions and procedures
   - to be held accountable for results
   - a clear time frame
   - to know how and when groups change
   - individual roles assigned for group responsibilities
   - to have self-selection opportunities as a reward or when appropriate to the learning
   - the opportunity to self-evaluate their way into a particular group

4. When planning any unit of study, it is recommended that students spend time in each of the areas that are defined by the term TAPS: total group (T), alone (A), in partners/pairs (P), and in small groups (S).

TAPS	SUGGESTED TYPES OF WORK
TOTAL GROUP Whole class instruction All students doing the same thing	Pre-assessment Presenting new information Modeling new skills Guest speaker Viewing a video Using a jigsaw strategy Guest speaker Textbook(s) assignment
ALONE All students working alone may have a variety of based on interest or readiness	Pre-assessment Journal entry Portfolio assessing Self-assessment Independent study Checking for understanding Note-taking and summarizing Reflection Exit tickets
PAIRED All students have a partner Random selection (card, color, etc.) Teacher selection Students choose a partner Task or interest oriented	Brainstorming Checking homework Checking for understanding Processing information Peer editing Peer evaluation Researching Interest in similar topic Planning for homework
SMALL GROUPS Homogeneous for skill development Heterogeneous for cooperative groups Random or structured by teacher or students Interest or task oriented	Problem solving Group projects Learning centers Cooperative group learning assignments Portfolio conferences Group investigation Carousel brainstorming Graffiti brainstorming

adapted from *Differentiated Instructional Strategies* (Gregory & Chapman, 2002), Differentiated Literacy Strategies (Gregory & Kuzmich, 2002), and Data Driven Differentiation (Gregory & Kuzmich, 2004)

Stations and Centers

WHAT: Stations are different spots set up in the classroom, either formally or informally, where students can work on various tasks simultaneously (usually in a process of rotations). Centers, however, are distinct work areas where students can have specific learning needs, generally organized around the room with tables, counters, floor space, or wall space designated for each particular center.

WHY: Stations allow students to work in concert with different tasks, and stations also enable teachers to make informed decisions about how much time students need to spend on a particular task, to vary assignments from day to day, and to provide opportunities for student choice. Similarly, centers are great for differentiating teaching and learning for diverse learners at any grade level because they allow students to focus work in areas of their strengths or multiple intelligences as well as stretch in areas that need development. They provide choice, novelty, reinforcement, and opportunities for independent and collaborative application and practice.

HOW:

Below are tips for planning stations and centers:

1. introduce each center to the whole group of students who will use it with visual and oral expectations as well as routines and procedures
2. post models/exemplars of the desired result whenever possible
3. post rules, guidelines, and procedures for each station
4. create a specific procedure for students to use when they need help (such as RICE)
5. tie the work to standards and course expectations
6. incorporate technology when possible
7. require students to use learning contract, personal goals, and/or self-evaluation to keep students accountable for their work and behavior
8. create opportunities for investigation and problem-solving so students can think critically and collaboratively

adapted from *Differentiated Instructional Strategies* (Gregory & Chapman, 2002), Differentiated Literacy Strategies (Gregory & Kuzmich, 2002), and Data Driven Differentiation (Gregory & Kuzmich, 2004)

even when all students do go to every station, assignments at each station can vary from day to day based on who will rotate there. Stations also lend themselves to a good balance of teacher choice and student choice. On some days, the teacher decides who will go to a particular station, what work they will do when they get there, and the working conditions that must prevail while they are there. On other days, students can make these decisions. On still other days, the teacher may set some of the parameters, but the student can choose the rest.

Grade 4: Math

At the beginning of the year, math assessments show that Ms. Minor's 4th graders are "all over the place" with computation of whole numbers. She has presented the children with a variety of tasks involving computation at varying degrees of sophistication and in varied contexts. This has helped her assess their starting points, and she has discovered that these learners represent quite a range of readiness, from two or three years below grade expectations to an equal distance above grade level.

Some of the 4th graders still have difficulty with basic math facts and algorithms, or rules of computation, in addition or subtraction. These students are really lost with multiplication beyond rote memory of times tables. Other students have a good understanding of the algorithms of number computation for addition, subtraction, and multiplication. They just need extra opportunities to apply their understandings in varied situations. They also are ready to begin a formal exploration of division. Still other students no longer find the three basic operations either interesting or

challenging as presented by the grade-level math text. Many of these students have an "instinctive" understanding of division. Some of them have had formal teaching about it, or they have taught themselves how to divide. Another consideration is that students' attention spans vary. Some can lose themselves in math tasks for lengthy periods; others find 10 minutes of concentrated work a strain. Further, Ms. Minor has discovered that length of attention span is not always a function of competency.

To begin the year, Ms. Minor gradually introduces her students to five learning stations, really just areas of the room. Each day, students look at a peg board with nails that represent the five stations in the room. Key tags with student names hang in the various sections of the peg board. In that way, students know where to begin math class.

Station 1 is The Teaching Station. Students in Station 1 have direct instruction with the teacher. They meet with her near the blackboard, and she teaches them and guides their work on a topic in number computation. Often, she leaves students in this group to work at the board or in pairs on the floor. They solve problems or practice skills as she circulates among the other stations. Students at Station 1 record their work at the station by finding their name on a clipboard chart and checking the date and kind of computation on which they worked.

Station 2 is Proof Place. Students in Station 2 use manipulatives or drawn representations to work with number computation and to explain and defend their work. This station helps students understand why numbers and number computations work as they do. They are assigned to the station with a partner, but first they work alone with a computation or series of computations in a folder with their name on it. They time their individual work with a five-minute hourglass. Then they show their partner the tasks they were working on, how they decided what operation to use, and why they think their answers are correct. They may "prove" their work with drawings, diagrams, or manipulatives. Their partner "checks" their understanding by asking them to use a second method for thinking about their answer. Prompts are posted at the station. For example: "Use estimation to show whether your answer is probably right. Show me a diagram or picture that proves your way of thinking about the problem is right. Use the checkers in this cup to show the way you worked the problem is right." Ultimately, students can check a partner's work with the calculator to see if answers agree. Students then complete an "audit" card and attach it to the paper on which the work was done. The audit card says, "Today [student's name] worked on problems using [name of computation] and proved the method by using [diagrams, diagrams, objects]. My partner was [name]. The method we used to check my work was [estimation, objects, diagrams, drawings]. When we checked with the calculator, it said [I was right. I need to think about this some more]." Student date the cards and leave the work and cards in a box at the station. They also "sign out" of the station with a chart. They write the date, check the kind of computation they worked with, and check the method they used to show their thinking.

Station 3 is Practice Plaza. Students in Station 3 practice with the computation on which they need additional experience. They use teacher generated worksheets, computer programs, or a textbook to gain comfort, accuracy, and speed in a particular

kind of computation. They check their work using an answer key, calculator, or computer. Finally, they write a self-evaluation about their work, referring, if necessary, to sample language at the station. They leave their signed and dated work in the appropriate box at the station. They also find their name on a chart at the station. It asks for the date, kind of computation they practiced, number of problems attempted, and number correct.

Students in Station 4 work with math applications. Station 4 is The Shop run by a man named Mr. Fuddle, who always seems to need their help. Items in the shop vary from time to time, as do tasks on which students work. But students always work with some facet of running the store or shopping at a store, and they always help Mr. Fuddle, who has somehow gotten himself into another mess.

Sometimes students buy from catalogs. Sometimes they make decisions about what to sell in the store and how much to buy based on a specified budget. Sometimes they count inventory and group items, and sometimes they make change for a series of purchases. Changing objects, varying tasks, and the presence of poor old Mr. Fuddle make going to The Shop fun. The Shop makes math something that is useful in an everyday world. When leaving The Shop, students write notes to Mr. Fuddle, dating them and explaining what problem he has gotten himself into, what they did to solve it, and what he should do next time to avoid the problem. They leave their notes in Mr. Fuddle's mailbox at the station.

Station 5 is Project Place. Here students work alone, in pairs, or in small groups to complete long-term projects that require use of mathematics in a variety of forms. Length of projects vary as do topics. Sometimes projects deal with classroom issues such as designing a center, redesigning the classroom, or conducting and reporting surveys about students. Sometimes they deal with sports, outer space, literature, or writing. Sometimes the teacher thinks of project ideas. Sometimes students do. What all projects have in common is that students use mathematics in a way that connects it to a larger world and in a way that piques student interest. Students keep Project Diaries in which they make two entries whenever they are at Project Place. At the beginning of class, they summarize what they have done so far on their project, and they set goals for the day. At the end of class, they write about how they did with their goals and their next steps. Their Project Diaries stay at the project center in a file box.

Some days, Ms. Minor teaches whole-class math lessons, conducts whole-class reviews, plays whole-class math games, or runs whole-class "contests." On those days, no student names are on the peg board. Occasionally, one or two stations are "closed for the day." Most days, however, students are assigned to one of the five stations to work. All students go to all stations in the course of a week or 10 days. Not all students spend the same amount of time at each station in a given two-week period, and not all students rotate through the stations in the same order. Sometimes students work at a station with students of similar readiness; sometimes they work with students of differing readiness.

Ms. Minor uses students' record-keeping forms, work, and diaries along with periodic formal assessments to assign students to stations. One day, for example, she worked at the Teaching Station with six students to review multiplication of two-digit numbers. Two of those students stayed at the station for a second day, and she added two students who had been working fairly well with two-digit

multiplication. They had been sick and absent for several days. Of the four students who left the Teaching Station, two went to the Thinking Place (along with several other pairs of students who were working on a variety of computations). Two others went to Practice Plaza to hone their computation of two-digit numbers. At Project Place, eight students worked on three different long-term projects. In each of the three groups, some members were at other stations that day. Students understand that often group members will work in other places. Project diaries help all members of a group keep up with one another's progress on the joint effort.

Differentiate What: Ms. Minor can differentiate content and process at The Teaching Station, Proof Place, Practice Plaza, and The Shop. All students work with math reasoning, math application, and math practice. But Ms. Minor varies the particular operations, their degree of difficulty, and the degree of difficulty of activities to provide a good fit for students based on her ongoing assessment of their strengths and needs. She differentiates products at Project Place. These vary in complexity, duration, group composition, skills required, and other variables based on her continual assessment of learners' needs.

Differentiate How: Ms. Minor differentiates predominately by student readiness at stations 1–4, with students of similar readiness working on tasks at a similar difficulty level. Station 5 often, but not always, involves students of varying readiness working on projects together. Station 4 (The Shop) addresses interest by varying materials and problems based on the different materials. Station 5 (Project Place) always places a strong emphasis on student interest. It offers a wide range of project options and modes of expression. Learning profile is addressed by having various ways to think about and demonstrate math reasoning in Proof Place. It also addresses the fact that various students will grasp math through different approaches.

Differentiate Why: Essential understandings and skills about math operations are more accessible to students when presented at their readiness levels. Motivation is high because of the variety of approaches to learning math, varied materials and product options, and the opportunity to work with a variety of students. Further, both teaching and learning are more efficient through the targeted use of stations than would be the case in either whole-class instruction or by having all students remain the same amount of time at each station to complete the same work in each station.

Other Considerations: Ms. Minor uses stations in a way that accentuates the concept of flexible grouping. Even in The Teaching Place, where students need similar direct instruction, students stay for different amounts of time. At Stations 2-4, students of varied readiness levels may work at the same station but on different tasks. Also, since rotation does not progress in a certain order—and because length of assignment to a center varies with student need—students have a sense that "everyone does a bunch of different things" in their math class. They have no sense of specific "math groups." An additional layer of ambiguity about why students work in a given spot at a given time is added as the teacher sometimes assigns students to The Shop based on interest (for example, sending students who like sports to The Shop on a day when materials and tasks revolve around ordering, inventorying, or purchasing athletic materials) and by the pronounced element of student choice in math applications projects at Project Place.

Table 8.6 Sample centers

Poets' Corner: Students create poetry alone or in partners. Different types of poetry forms may be suggested or required. Samples of each type may be displayed so students have a model. It may be that students read poetry for enjoyment as well.	**Authors' Corner:** Students are able to get to know authors better. There may be a variety of resources at their disposal. They may write letters or send e-mails to authors, sharing what they liked about the book or asking any questions they may have.
Colorful Words: Using note cards or white boards, students may create vocabulary lists to use in their writing: for example, feeling words or descriptive language connected to a topic they are writing about.	**Storyboards:** Students may create storyboard pictures to show the sequence of the story. These can be displayed, and text can be added underneath to tell the story.
Word Wizards: Students work with magnetic, sandpaper, or wooden letters to create spelling words. For tactile learners, this is a way of feeling and using more sensory memory.	**Listening Center:** Students use earphones to listen to recorded readings. They may read along or just follow the text. This is especially helpful in developing fluency and voice in readers.
Artist Loft: A variety of media is available for students to use to create visuals that represent favorite passages or events from their reading. Pastels, crayon, paint, and markers as well as construction paper could be available for their use. There may be a collaborative mural that students add to over time.	**Pen Pals:** Students may write to students in other classrooms or other schools about their reading. They may be partnered with another school in a near or far place to make writing more relevant and meaningful. This could be done in the Technology Center using e-mail.
Newspaper Reporter: A class newspaper may be published for parents and others in the school. Short articles on topics of interest or student book reviews may be produced. Using a publishing computer program may be a new technology skill to develop.	**Technology Center:** The possibilities are endless. Students may publish their own stories. They may use Kidspiration or Inspiration software to create graphics that display characterization or plot and theme and sequence of events in the story. They may use the Internet to access information they need on a particular topic.
Theater Center: Students may create skits or short plays that retell a story they have read. They may create a play and then write it out for others to read. Costumes may be available for their use. Digital still or video cameras can record their tableaus. Students can create a book with the pictures as the illustrations.	**Cool Stuff:** This center may have interesting materials such as gel pens, glitter markers, and paper with interesting borders where students might create advertising flyers for the books they have read. There may be comic book templates that can be used to write about a theme that intrigues them.

Students take the clothespin with their names and select the center they want to work in. If the teacher limits the number in each group, students will then clip their clothespin to the center that indicates their second choice or interest. The teacher may also assign students to the center based on learning needs or appropriate lesson sequence.

Teachers can organize student center assignments for the full week by using an organizer like the one shown in Table 8.8. The chart may be set up in a pocket chart or a bulletin board so that names of centers and students assigned to them may be easily viewed or changed. Students may sign up or the teacher may assign the centers.

Table 8.8 Teacher organizer for assigning students to centers

Center	Monday	Tuesday	Wednesday	Thursday	Friday
Poets' Center					
Authors' Center					
Colorful Words					
Storyboards					
Pen Pals					

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...from the Introduction to Data Driven Differentiation in the Standards – Based Classroom (Gregory & Kuzmich, 2004)...

"We have acquired research about instructional best practices that show great promise for student achievement. In *Classroom Instruction That Works*, Marzano, Pickering, and Pollack (2001) propose research on nine essential strategies in a variety of subject areas. These nine strategies have a profound impact on student learning, as much as 22 to 45 percentile gains in student achievement. Figure 0.2 shows the nine essential strategies and their percentile gains (Marzano et al., 2001)."

Nine Essential Teaching Strategies and Associated Percentile gains in Student Achievement

Recognizing similarities and differences, using metaphors and analogies	45
Summarizing and note taking	37
Reinforcing effort and providing recognition	29
Homework and practice	28
Nonlinguistic representations	27
Cooperative learning	27
Setting objectives and providing feedback	23
Generating and testing hypotheses	23
Questions, cues, and advance organizers	22

"If we are going to differentiate instruction for students, it probably would be best to include the best instructional strategies that we have available to us so that the chances of student learning and achievement are greater."

Gregory & Kuzmich, 2004

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IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Trustees of the Leadership Public Schools recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA"). The identification, evaluation and education of students eligible for services under the IDEA are addressed under the policies and procedures of the **El Dorado Charter SELPA**.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Leadership Public Schools does not assess a student after a parent has requested an assessment, Leadership Public Schools shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 Plan and shall receive notice of procedural safeguards guaranteed by law. Leadership Public Schools shall periodically review the student's progress and placement.

Leadership Public Schools will implement this policy through its corresponding Procedure.

Accommodations Resources
Resource Specialist Staff PD

Accommodations for Reading

The ability to read is one of the keys to academic success. Many students with a disability do not have sufficient skills to read on grade level. They may still be learning basic phonics and word-identification skills. They may be learning how to use strategies to help them understand written words, phrases, and sentences. Some textbooks and worksheets present additional challenges to students because they are not clear or well organized.

Learning Problem	Accommodation
Students have difficulty finding the main ideas or knowing what is important to remember in the book they are reading.	• Highlight important ideas and tell students to read them first. • Give students a study guide to follow when they must read by themselves. • Let students use a book that is written on a lower grade level. This may help students pay more attention to the main ideas.
Students can understand information when they listen to it, but cannot read materials required for class assignments.	• Provide a tape-recorded version of thematerial. • Use a videotape or movie that present the same information. • Use assistive technology to transferprinted words to speech.
Students who are blind or visually impaired may require specially prepared materials or equipment to obtain information for class.	• Have a learning buddy read aloud textbooks or other printed material. • Provide books-on-tape or large-print versions of texts. • Provide books and other instructional materials in Braille or embossed format. • Provide special equipment such as an optical enhancer or magnifier.

Accommodations for Lectures and Discussions

Some students with a disability have difficulty maintaining attention, following ideas, and interpreting information that is presented orally. They may need accommodations for instruction that involves lectures and discussions.

Learning Problem	Accommodation
Students have difficulty figuring out what they are supposed to learn from a lecture or discussion.	• Use visual aids, such as chalkboard, overhead, or charts. • Provide an overview of the content at the beginning of the lesson. Introduce new vocabulary before the lesson. • Give students a summary of important information from the lecture with a list of questions to be answered.
Students have trouble following the ideas during the lecture or discussion.	• Keep students involved by encouraging them to ask questions or by breaking up the lecture with small group activities or discussion. • Identify the main steps or key components of the information. • Write important ideas on the board. Use colored chalk or markers for emphasis.
Students have difficulty taking notes and remembering the ideas.	• Give students copies of lecture notes. • Let students use a tape recorder to record lectures and class discussions. • Repeat, use other words, and summarize all-important points. This is particularly important at the end of the lecture or discussion.
Students who are deaf or hard-of-hearing may need assistance.	• Provide help for notetaking, such as giving students a copy of overheads, an outline of the lecture, or a diagram. • Use pictures, written words, charts, or diagrams to reinforce what is presented orally. Repeat as often as necessary. • Provide a sign language interpreter or notetaker.

Accommodations for Mathematics

Students with a disability may have problems learning mathematical concepts and processes. Some have poor arithmetic skills and continue to rely on childish techniques, like counting on their fingers. Some students have a great deal of difficulty remembering basic facts.

Learning Problem	Accommodation
Students have difficulty understanding math concepts and solving problems.	• Let students use concrete materials and objects to learn about mathematical concepts. • Color-code or highlight key words in math word problems. • Let students use a chart to plan ways to solve math problems. • Let students use a calculator or chart of basic facts for computation.

Assignments and Assessments

Frequently, students with a disability need accommodations for specific kinds of classroom assignments and assessment. Generally, students need the same kind of accommodation for *both* assignments and assessments. If the student needs to use a word processor to complete a written assignment, he or she will also need it for a written test.

Accommodations for Writing

Problems with written assignments and assessments may be related to difficulties with handwriting. They may also be the result of expressive language disabilities such as difficulties with finding words, forming sentences, organizing thoughts, and using standard forms of grammar and spelling.

Learning Problem	Accommodation
Students have trouble with fine motor control and handwriting.	• Let students write directly in the workbook or on a copy of the workbook page. • Let students use a word processor or typewriter. • Let students dictate their work to a teaching assistant or classmate who will write it down.

Learning Problem	Accommodation
Students have difficulty expressing their ideas.	• Let students use adaptive devices: pencil grips or special pen or pencil holders, erasable pens, or special paper with raised or color-coded lines. • Let students use a thesaurus to find words to write or say. • Let students use special word processing software that anticipates what students are trying to write. • Let students use a spelling dictionary or electronic spelling aid. • Grade content and mechanics separately in written assignments. Give students a chance to correct spelling and grammar errors.

Accommodations for Following Instructions

Teachers generally give directions by telling, writing, or showing students what they are supposed to do. Students with a disability may have difficulty following directions because they have trouble paying attention or remembering. They may also have trouble understanding what the directions are asking them to do.

Learning Problem	Accommodation
Students have trouble remembering what to do.	• Have students say the directions in their own words or show the teacher what they are to do. • Teach students how to use an assignment notebook or personal planner to keep track of their assignments and tests.
Students have trouble understanding the directions.	• Give step-by-step instructions. Outline the steps in writing or use pictures. • Complete sample problems or tasks to show students what they are to do. • Combine spoken directions with pictures, words, or diagrams.

Accommodations for Organization

Students who have trouble attending to more than one thing at a time often have problems with complex assignments. Students who are easily distracted may forget the instructions or get things confused. Some instructional materials are not clear. Materials with too many details can be very confusing to students.

Keeping track of classroom materials also presents problems to many students. They don't know how to store materials so they can easily find them. Lockers or desks are often cluttered with things that are not really needed at school.

Learning Problem	Accommodation
Students are confused by complex instructions and materials.	• Use color-coding to help students identify different kinds of tasks or materials. • Use uncluttered tests and worksheets.
Students have difficulty keeping their materials and belongings organized.	• Arrange problems or work so that it is easy to know where to start and how to proceed. • Let students use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use a different color for each unit or subject. • Give students a checklist of materials needed for each class. The checklist can be kept in their locker or binder.

Accommodations for Taking Tests

In general, students with a disability will need the same types of accommodations for both classroom tests and standardized tests, if they are allowed. Accommodations that are used with standardized tests such as the STAR and the CAHSEE.

The five major categories of accommodations allowed for the CAHSEE and standardized test are presentation, responding, scheduling, setting, and assistive technology. Here are some examples for each category.

Presentation

Most assessments are presented in the form of paper and pencil tasks. The questions or problems are presented in writing or with graphics. The reading level and complexity of the content reflects what has been taught. Other types of assessments involve the observation of students performing a particular task or skill.

Learning Problem	Accommodation
Students can't read well enough or need a different form of the test.	• Read the test items aloud to students, unless it is a test of reading skills. • Use text-to-speech technology to communicate directions or test items for items other than reading tests. • Let the student read the test items to him- or herself while working on the assessment. • Provide copies of tests in Braille or in large print formats. • Let the student use assistive technology for magnification or amplification.
Students need assistance in focusing on the test.	• Let the student use a pointer, template, blank card, or positioning tool to enhance visual attention on the test materials. • Use blank colored transparencies or overlays to enhance visual perception. • Provide white noise (sound machines) and headphones to reduce auditory distractions.
Students need help with directions.	• Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign. • Provide a sign language interpreter for oral directions. • Read the test directions and writing prompt aloud. • Reread or explain the directions of the test if the student needs it. • Underline or highlight important words in the directions or test items.

Learning Problem	Accommodation
Students are unsure about what to do.	• Give verbal encouragement ("keep working, answer every question") without giving clues to correct or incorrect answers. • Give extra examples for practice to make sure the student knows what to do.
Students have difficulty shifting from one type of task to another.	• Group questions so that similar kinds of items are together. Put the easiest questions first. • Block matching questions into small groups of four or five items. • Provide a list of words to use for fill-in- the blank or essay questions. • Let the student take an open book test, unless memorization is required. • Eliminate one of the choices in multiple- choice items. • Require fewer questions, but select ones that measure all required content.

Response
Students respond to test questions in different way including writing an answer, selecting one of the responses to multiple-choice questions, or solving a problem and explaining the solution. Answer sheets may require students to bubble in the correct circle for each question. Accommodations allowed on the STAR and CAHSEE may include:

Learning Problem	Accommodation
Students have difficulty answering the test questions with their own handwriting.	• Let the student use increased space for answering test questions. • Let the student respond orally, dictate answers to an aide or test proctor, or tape record answers. • Let the student sign responses to an

	interpreter.

Learning Problem	Accommodation
Students have difficulty using handwriting to answer the questions.	Let the student use a typewriter or word processor to write answers to test items. Remember that students can't use the spell check or grammar check when they are taking the FCAT. Let the student write on the test booklet instead of writing on an answer sheet. Let the student Braille responses on a separate paper. Let the student use speech-to-text technology to record responses. Let the student use diagrams or charts and outlines to plan for open-ended or essay questions.
Students have difficulty maintaining effort and attention on tests.	Monitor the student's answer sheet to determine if the student is recording their responses in the correct space. Give partial credit for answers to extended response questions that are partially correct. The FCAT rubrics for extended response questions give some credit for partially correct answers.
Students have difficulty performing on tests.	• Provide pre-designed webs, diagrams or charts and outlines for students to use to plan for open-ended or essay questions. • Let the student provide alternate demonstrations of knowledge and skills using demonstrations, role playing, or interviewing. • Let the student use references such as a dictionary, thesaurus, or almanac. • Let the student use manipulatives to check or complete computations. • Let the student retake the test and give credit for improvement.

Schedule Some students may need to have extra time to complete the test. Students who use certain kinds of assistive technology or who work very slowly may need to have the schedule changed for the test.	
Learning Problem Students work very slowly or can't work for long periods of time.	**Accommodation** • Let students have additional time to complete tests. • Break tests into small sections and let students take them over a period of days, if needed. • Let the student take short breaks during the test period. • Let the student take the test at a certain time of day. Some students take medications or have physical conditions that may affect their attention and alertness.
Test Setting Some students may need a special setting to take the test. Students who are easily distracted may do better when taking the test alone or in a small group. Other students need special accommodations because of their sensory or physical impairments.	
Learning Problem Students can't take tests in a large group because they are easily distracted. Students have special needs based on sensory or physical impairments. Students have special needs based on sensory or physical impairments.	**Accommodation** • Give the test to the student alone or in a small group. • Let the student use a study enclosure to take the test. • Let the student take the test in another room where there are no distractions. • Let the student use needed adaptive furniture or equipment.

El Dorado County CHARTER SELPA Staff Information: **Name & Position**	**Email**	**Office Day**	**Phone Toll Free** 800-524-8100 +extension (last 4 digits of numbers below is the extension)	**Topics**
Tammy Watson SELPA Director	twatson@edcoe.org	Monday/Tuesday	530-295-2228	Legal Issues, Program questions, IEP concerns
Amy Andersen Assistant SELPA Director	aandersen@edcoe.org	Friday	530-295-2453	Legal Issues, Program questions, IEP concerns, SEIS, ADR, Mental Health, Referrals, Behavior Referrals
Dubravka Tomazin, Program Specialist	dtomazin@edcoe.org	Wednesday	530-295-2463	Parent concerns, IEP questions, SEIS, CAC, Teacher questions, RtI, Early Start, CPI
Tamara Clay, Program Specialist	tclay@edcoe.org	Thursday	530-295-2464	Parent concerns, IEP questions, Teacher questions, SEIS, Behavior, BICM, CPI
Steve Pedego, Program Specialist	spedego@edcoe.org	Monday	530-295-2289	Parent concerns, IEP questions, Teacher questions, Behavior, BICM, CPI
Kathleen Hall, Program Support	khall@edcoe.org	Monday-Friday	530-295-2236	MOUs, Steering Committee, CEO Council, Exec Committee
Deanna Santana, Program Support	dsantana@edcoe.org	Monday-Friday	530-295-2478	Provider Directory/Resources, Staff Development, Low Incidence , Charter Applications
Pam Garcia, Program Support	pgarcia@edcoe.org	Monday-Friday	530-295-2461	SEIS, CASEMIS
Angela Chance, Program Support	achance@edcoe.org	Monday-Friday	530-295-2232	SEIS, Websites, CASEMIS
Patti Mercer, Program Support	pmercer@edcoe.org	Monday-Friday	530-295-2462	General Information
Dani Aposhian, Program Support	daposhian@edcoe.org	Monday-Friday	530-295-2452	General Information, Participation Agreements

(11/11rev)

El Dorado Charter
2011 - 2012
Bay Area Regionalized Trainings

Administrator Training: Participants will receive a brief history on special education, and learn about the SST process, the IEP process (referral, assessment, documentation, and implementation), and disciplinary procedures for students with a 504 or IEP, transition/graduation, accommodations/modifications, state testing, behavioral supports, LRE and FAPE. *Suggested audience is general education Principals, Vice-Principals and Directors, coordinators new to Special Education in California.*

ElDoradoCountyOfficeofEducation(Placerville) Tuesday, July13,2011 9:00 am to 2:00pm
To register for this training email Debbie Razavi at drazavi@edcoe.org
To receive a link to a video of this training contact Deanna Santana at dsantana@edcoe.org

Module I: Participants will gain a basic understanding of special education requirements, historical perspectives, program descriptions, referral process, NCLB requirements, service delivery models, accommodations and modifications, budget and contracting for services. *The suggested audience is all.*

Oakland- ASPIRE Home Office September 1, 2011 9:00 am to 4:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org To receive a link to a video of this training contact Deanna Santana at dsantana@edcoe.org

Module II: Participants will learn about the IEP/LRE (including the SELPA IEP forms), Educational Benefit, Standards Based Goals and Objectives, Discipline and the Manifestation Determination, and accountability. *The suggested audience is principals, VPs, psychologists, certificated staff, and counselors.*

Livermore Valley Charter High School August 11, 2011 9:00 am to 4:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

Module IV: Participants will learn about ADR, Due Process, complaint procedures, and legal updates. *The suggested audience is administrators, including CEOs, principals, VPs, and counselors.*

TBD: PRIVATE CONTRACTOR: Spring, 2012

Module VI: Participants will learn about the Charter SELPA allocation plan, Maintenance of Effort (MOU), report timelines, financial accountability issues, and legal requirements. *The suggested audience is CBOs and Finance departments.*

Oakland- ASPIRE Home Office June 24, 2011 10:00 am to 2:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

Module VII: Participants will gain a working knowledge of SEIS – a web based IEP program implemented within the SELPA, and CASEMIS. *The suggested audience is principals, VPs, counselors, and certificated staff.*

Livermore Valley Charter High School August 12, 2010 9:00 am to 4:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

Module VIII: Participants will be trained in the Nonviolent Crisis Intervention Program (CPI) – a nonviolent behavior management system designed for use with disruptive, assaultive, and out-of-control students. *The suggested audience is all and is for full certification.*

Oakland- ASPIRE Home Office September 30, 2011 8:00 am to 5:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

Module IX: Participants will learn about the transition process and address the state follow-up requirements. Materialpresented by SW SELPA/ Green Dot.*The suggested audience is staff dealing with transition.*

Oakland- ASPIRE Home Office October 1, 2011 9:00 am to Noon
To register for this training email Debbie Razavi at drazavi@edcoe.org

SPECIAL EDUCATON REVIEW: Participants will receive a SEIS refresher course and a review of Educational Benefit, special education procedures, discipline and the manifestation determination process. *The suggested is all certificated staff wanting review.*

Oakland- ASPIRE Home Office October 1, 2011 1:00 pm to 4:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

CPI Refresher (1/2 Day)
This course is mandated for all staff who received the full CPI training in the previous year. Staff must be recertified yearly.

SELPA PRESENTATION: Minimum enrollment 10; maximum enrollment 30.
Oakland- ASPIRE Home Office October 26, 2011 8:00 am to Noon To register for this training email Debbie Razavi at drazavi@edcoe.org

Behavior Support Plans: Participants will learn skills to deal with and handle behavior that impedes the learning of self or others. Focus will be on how to complete compliant BSP's, how to implement and make changes if necessary. Determining the function of behavior and the functionally equivalent replacement behaviors. Audience will generate BSP's in this class and will be provided forms to use once they leave the class. *The suggested audience is special education teachers, psychologists, and administrators*

Oakland- ASPIRE Home Office October 26, 2011 1:00 pm to 4:00 pm
To register for this training email Debbie Razavi at drazavi@edcoe.org

Other presentations available upon request:

- **Autism: Overview, classroom strategies and techniques**
- **Records and Confidentiality**
- **Grading Students with IEPs or 504s**
- **Minimum enrollment 10; time allotment can be customized.**

APPENDIX D:
PUPIL OUTCOMES and PROGRESS

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	LPS Assessment Calendar 2011-12	D1
2	Benchmark 2 Content Overview	D8
3	Assessment Analysis Sheet	D11
4	Benchmark Performance Band Cutpoints Guide	D16
5	LPS College Park Data Dashboard Feb 2012	D17
6	MAP Student Planner Example	D19
7	Mastery Grading Student Report Example	D21
8	CAHSEE Math Planner Example	D23
9	Student Goals & Data Sheet Example	D26
10	Essay Student Planner Example	D28

LPS ASSESSMENT CALENDAR 2011-2012

Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	Weeks by Starting Date	SAN JOSE	RICHMOND	COLLEGE PARK	HAYWARD
1	1	1	1	8/22/2011*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*
2	2	2	2	8/29/2011				
3	3	3	3	9/6/2011				
4	4	4	4	9/11/2011				
5	5	5	5	9/19/2011	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*
6	6	6	6	9/27/2010				
7	7	7		10/3/2011**				
8	8	8	7	10/10/2011				
9	**9**	**9**	8	10/17/2011	**Q1 Network Assessment**	**Q1 Network Assessment**	**Q1 Network Assessment**	
10	10	10	**9**	10/24/2011				**Q1 Network Assessment**
11	11	11	10	10/30/2011				
12	12	12	11	11/7/2011				
13	13	13	12	11/14/2011				
			13	11/21/2011***				
14	14	14	14	11/28/2011				
15	15	15	15	12/5/2011				
16	16	16	16	12/12/2011				
			17	12/19/2011****				*(in session)*
				12/26/201				
17	17	17		1/2/2012****	*MAP Winter Window Opens*	*MAP Winter Window Opens*	*MAP Winter Window Opens*	
18	18	18	18	1/9/2012				*MAP Winter Window Opens*
19	**19**	**19**	**19**	1/17/2012	**Mid-Year Network Assessment**	**Mid-Year Network Assessment**	**Mid-Year Network Assessment**	**Mid-Year Network Assessment**
20	20	20	20	1/23/2012				
21	21	21	21	1/30/2012				
22	22	22	22	2/6/2012				
23	23	23	23	2/13/2012				
				2/20/2012				
24	24	24	24	2/27/2012	*MAP Winter Window Closes*	*MAP Winter Window Closes*	*MAP Winter Window Closes*	*MAP Winter Window Closes*
25	25	25	25	3/5/2012				
26	26	26	26	3/12/2012				
27	27	27	27	3/19/2012				
28	**28**	**28**	**28**	3/26/2012	**Q3 Network Assessment**	**Q3 Network Assessment**	**Q3 Network Assessment**	**Q3 Network Assessment**
29	29	29	29	4/2/2012				
				4/9/2012				
30	30	30	30	4/16/2012	**Network Standards-Based Practice Assessments**	**Network Standards-Based Practice Assessments**	**Network Standards-Based Practice Assessments**	**Network Standards-Based Practice Assessments**
31	**31**	**31**	**31**	4/23/2012				
32	32	32	32	4/30/2012	*CST Window Opens 4/30*	*CST Window Opens 4/30*	*CST Window Opens 4/30*	*CST Window Opens 4/30*
33	33	33	33	5/7/2012				
34	34	34	34	5/14/2012	*CST Window Closes 5/18*	*CST Window Closes 5/18*	*CST Window Closes 5/18*	*CST Window Closes 5/18*
35	35	35	35	5/21/2012	WWW	WWW	WWW	WWW

36	**36**	**36**	**36**	5/28/2012	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*
37	**37**	**37**	**37**	6/4/2012				
38	38	38	38	6/11/2012	Final Exam	Final Exam	Final Exam	Final Exam

* First day of school is 8/23/2011
** Additional vacation days for Hayward.
*** Additional vacation days for College Park, Richmond, and San Jose.
****Winter break is 12/19-1/1 for College Park, Richmond and San Jose; 12/26-1/8 for Hayward

LPS Network, State and National Testing Calendar 2011-2012

Inst. Wks SJ	Inst. Wks RD	Inst. Wks CP	Inst. Wks HD	WEEKS by Starting Date	SAN JOSE	RICHMOND	COLLEGE PARK	HAYWARD
1	1	1	1	8/22/2011*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*	*MAP Pre-Test Window Opens*
2	2	2	2	8/29/2011	*CELDT Window Open*	*CELDT Window Open*	*CELDT Window Open*	*CELDT Window Open*
3	3	3	3	9/6/2011				
4	4	4	4	9/11/2011				
5	5	5	5	9/19/2011	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*	*MAP Pre-Test Window Closes*
6	6	6	6	9/27/2010				
7	7	7		10/3/2011**	CAHSEE Oct. 5-6	CAHSEE Oct. 5-6	CAHSEE Oct. 5-6	CAHSEE Oct. 5-6
8	8	8	7	10/10/2011				
9	**9**	**9**	8	10/17/2011	Q1 Network Assessment	Q1 Network Assessment	Q1 Network Assessment	
10	10	10	**9**	10/24/2011				Q1 Network Assessment
11	**11**	**11**	**10**	10/30/2011	CAHSEE Nov. 1-2 CELDT Window Closes 10/31	CAHSEE Nov. 1-2 *CELDT Window Closes 10/31*	CAHSEE Nov. 1-2 *CELDT Window Closes 10/31*	CAHSEE Nov. 1-2 *CELDT Window Closes 10/31*
12	12	12	11	11/7/2011				
13	13	13	12	11/14/2011				
			13	11/21/2011***				
14	14	14	14	11/28/2011				
15	15	15	15	12/5/2011	CAHSEE Dec 3 & 10 (Sat)	CAHSEE Dec 3 & 10 (Sat)	CAHSEE Dec 3 & 10 (Sat)	CAHSEE Dec 3 & 10 (Sat)
16	16	16	16	12/12/2011				
			17	12/19/2011****				
				12/26/2011****				
17	17	17		1/2/2012****	*MAP Winter Window Opens*	*MAP Winter Window Opens*	*MAP Winter Window Opens*	
18	18	18	18	1/9/2012				*MAP Winter Window Opens*
19	**19**	**19**	**19**	1/17/2012	Mid-Year Network Assessment	Mid-Year Network Assessment	Mid-Year Network Assessment	Mid-Year Network Assessment
20	20	20	20	1/23/2012				
21	21	21	21	1/30/2012				
22	22	22	22	2/6/2012	CAHSEE Feb. 7-8	CAHSEE Feb. 7-8	CAHSEE Feb. 7-8	CAHSEE Feb. 7-8
23	23	23	23	2/13/2012				
				2/20/2012				
24	24	24	24	2/27/2012	*MAP Winter Window Closes*	*MAP Winter Window Closes*	*MAP Winter Window Closes*	*MAP Winter Window Closes*
25	25	25	25	3/5/2012	EAP Essay Window Opens March 1	EAP Essay Window Opens March 1	EAP Essay Window Opens March 1	EAP Essay Window Opens March 1
26	26	26	26	3/12/2012	CAHSEE Census March 13-14	CAHSEE Census March 13-14	CAHSEE Census March 13-14	CAHSEE Census March 13-14
27	27	27	27	3/19/2012				
28	**28**	**28**	**28**	3/26/2012	Q3 Network Assessment EAP Essay Window Closes March 31	Q3 Network Assessment EAP Essay Window Closes March 31	Q3 Network Assessment EAP Essay Window Closes March 31	Q3 Network Assessment EAP Essay Window Closes March 31
29	29	29	29	4/2/2012				

LPS Network, State and National Testing Calendar 2011-2012

				4/9/2012				
30	30	30	30	4/16/2012	Network Standards-Based Practice Assessments	Network Standards-Based Practice Assessments	Network Standards-Based Practice Assessments	Network Standards-Based Practice Assessments
31	**31**	**31**	**31**	4/23/2012				
32	32	32	32	4/30/2012	*CST Window Opens 4/30*	*CST Window Opens 4/30*	*CST Window Opens 4/30*	*CST Window Opens 4/30*
33	**33**	**33**	**33**	5/7/2012	CAHSEE May 8-9	CAHSEE May 8-9	CAHSEE May 8-9	CAHSEE May 8-9
					AP Week 1	AP Week 1	AP Week 1	AP Week 1
34	**34**	**34**	**34**	5/14/2012	*CST Window Closes 5/18*	*CST Window Closes 5/18*	*CST Window Closes 5/18*	*CST Window Closes 5/18*
					AP Week 2	AP Week 2	AP Week 2	AP Week 2
35	35	35	35	5/21/2012	WWW	WWW	WWW	WWW
36	**36**	**36**	**36**	5/28/2012	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*	*MAP Post-test Window Opens*
37	**37**	**37**	**37**	6/4/2012				
38	38	38	38	6/11/2012	Final Exam, Last Week S2	Final Exam, Last Week S2	Final Exam, Last Week S2	Final Exam, Last Week S2

* First day of school is 8/23/2011.
** Additional vacation days for Hayward.
*** Additional vacation days for College Park, Richmond, and San Jose.
****Winter break is 12/19-1/1 for College Park, Richmond and San Jose; 12/26-1/8 for Hayward

CELDT	CELDT Window July 1-October 31, 2011
CAHSEE	CAHSEE administrations (March is grade 10 census, other admins 11-12 as needed)
EAP ESSAY	EAP Window March 1-31
CST	CST three week window opens
AP	AP Window May 7-18 (specific dates coming soon)

PSAT and SAT administration dates are shown on separate tabs.

FOR THE FULL ARRAY OF UNIT ASSESSMENTS PLEASE REFER TO EACH COURSE'S SCOPE AND SEQUENCE DOCUMENT.

Course	Diagnostic Assessment	WEEK 9: Quarter 1 Network Assessment	WEEK 19: Mid-Year Network Assessment	WEEK 27/28: Quarter 3 Network Assessment	WEEK 30/31: Standards-Based Practice Tests	Year-End Growth Assessment	Additional Required Course Assessments
Academic Numeracy		*Internal to Flexmath.org*					
Academic Leadership		Teacher Selected	Teacher Selected	Teacher Selected	Teacher Selected		
Algebra 1	MAP Math	BMK1: Functions, Simplifying & Solving Equations, and Linear Equations and Graphing	BMK 2: Systems of Equations and Solving & Graphing Inequalities	UNIT 8 EXAM: Solving Quadratic Equations *(Note this is a unit exam to be used for Week 28 inquiry. BMK 3 is given earlier in Week 23.)*	CST Practice Test	MAP Math	BMK 3 /WEEK 23: Operations with Polynomials and Factoring & Simplifying Polynomials
Geometry	MAP Math	BMK1: Essentials of Geometry	BMK 2: Essentials of Geometry and Triangles & Trigonometry	BMK 3: Polygons, Perimeter, Area, Surface Area & Volume; and Circles & Coordinate Plane	CST Practice Test	MAP Math	
Algebra 2	MAP Math	BMK 1: Number Systems & Functions, Linear Functions & Equalities, Polynomial Functions, and Quadratic Functions & Complex Numbers	BMK 2: Quadratic Functions & Complex Numbers, Rational Functions, Radical Functions, and Exponential Functions	BMK 3: Exponential Functions, Logarithmic Functions, Permutations & Combinations, and Probability & Basic Statistics	CST Practice Test	MAP Math	
Pre Calculus	MAP Math	BMK1	BMK2	BMK3	Summative Math CST Practice Test	MAP Math	
English 1	MAP Reading	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	MAP Reading	
English 2	MAP Reading	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	MAP Reading	
English 3	MAP Reading	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	MAP Reading	
English 4	MAP Reading	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	MAP Reading	

LPS Common Course Assessments Calendar 2011-2012

Course	Diagnostic Assessment	WEEK 9: Quarter 1 Network Assessment	WEEK 19: Mid-Year Network Assessment	WEEK 27/28: Quarter 3 Network Assessment	WEEK 30/31: Standards-Based Practice Tests	Year-End Growth Assessment	Additional Required Course Assessments
Reading	MAP Reading	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	*see each school's English plan*	MAP Reading	
World History		BMK 1: Government and the People, French Revolution, American Revolution; Shared DBQ: Causes of the French Revolution	BMK 2: Industrial Revolution, Imperialism, and WWI	BMK 3: Totalitarianism, WWII, and the Holocaust	CST Practice Test		
U.S. History		BMK 1: Enlightenment, American Revolution & the Declaration of Independence, Westward Expansion & Civil War, Industrialization & Immigration; Shared DBQ: (topic tbd)	BMK 2: Imperialism, WWII, Roaring 20's, Harlem Renaissance, Great Depression & the New Deal	BMK 3: The New Deal, The Cold War, Civil Rights, Social Problems & Domestic Policy Issues	CST Practice Test		
Gov. & Econ.		Shared DBQ	Teacher Selected	Teacher Selected	Teacher Selected		
Biology		WEEK 9: Physiology Exam	WEEK 19: Full-length, full-scope CST practice and diagnostic test	WEEK 28 Evolution	CST Practice Test		WEEK 14: Cell Biology, WEEK 18: Genetics, WEEK 30: Ecology
Chemistry		BMK 1: Atomic Structure & the Periodic Table, and Bonding Organic Chemistry	BMK 2: Stoichiometry, Solutions, and Acids & Bases	BMK 3: Gases, Thermodynamics, and Reaction Rates/Equilibrium	CST Practice Test		
Physics		WEEK 9: Forces	WEEK 19: Waves & Sound	WEEK 28: Magnetism	CST Practice Test		WEEK 5: Motion; WEEK 13: Energy & Momentum; WEEK 22: Lights & Optics

LPS Common Course Assessments Calendar 2011-2012

Course	Diagnostic Assessment	WEEK 9: Quarter 1 Network Assessment	WEEK 19: Mid-Year Network Assessment	WEEK 27/28: Quarter 3 Network Assessment	WEEK 30/31: Standards-Based Practice Tests	Year-End Growth Assessment	Additional Required Course Assessments
Spanish 1		Each course had 4 quarterly benchmarks. Please refer to scope and sequence documents for specific topics and standards covered.					
Spanish 2							
Spanish NS 1							
Spanish NS 2							
Spanish Language AP							
Spanish Literature AP							
Visual Arts CP		BMK 1: Elements of Art, Perspective, Principles of Art	BMK 2: Elements of Art, Analytical thought process of Subject-Composition-Content	BMK 3: Elements of Art, Analytical thought process of Subject-Composition-Content	BMK 4: Elements of Art, Analytical thought process of Subject-Composition-Content		
Drama & Other Classes		Teacher Selected	Teacher Selected	Teacher Selected	Teacher Selected		

Leadership Public Schools Interim Assessment Guide

(Sample from Benchmark 2 of guide provided for each of 4 interim assessment cycles)

Benchmark 2 Content Overview

Instructional Week 19 (End of First Semester), January 2012

BENCHMARK MATERIALS AVAILABLE THROUGH BASECAMP
https://leadershippublicschools.basecamphq.com/login

BASECAMP PROJECT: "BENCHMARK 2 2011-2012"
Materials Also Loaded in Individual Course Projects

Please email gjavantash@leadps.org for assistance with BaseCamp.
Please email aepstein@leadps.org for assistance with assessment and Data Director.

BENCHMARK 2: CONTENT REVIEW AND BACKWARD PLANNING
This document supports **end of first semester backwards planning** from benchmark 2 (week 19) to now (week 10-11). We know that this planning is well underway for most teachers.

The **learning topics** shown on the following pages are the course by course "landmark" topics to be taught during the second quarter and assessed in week 19 on the second benchmark exam. They are a necessary starting point for identifying specific **learning targets** for *what students will know and be able to do.* Clarity for you and students on these specific knowledge and skills – and on how and when they will be assessed – is a driver for success.

A planning template is shared below. *Benchmark 2 backward-planning should also take into consideration learning topics and targets from the first quarter that need re-teaching.* Please continue to use and share this and/or other planning approaches and tools you find useful for this critical work.

Course: _____ Quarter/Semester/Year: _____

Learning Topics (2nd quarter topics plus Q1 re-teach)	**Learning Targets**	**How Assess?** *(Quiz, exit ticket, etc.)*	**When Assess?** *(weeks, dates, days*	**Notes**
EXAMPLE: **Complex Numbers** (Algebra 2 Learning topic)	Simplify	2x/week during exit tickets	Mon-Wed. exit ticket each week	When can I start using ExitTicket.org?
	Graph on a complex plane	3 quizzes	11/11, 12/2, 1/12	Use Data Director
	Conjugate	2 quizzes	11/18, 12/9	Use Data Director

Learning topics in many courses are in active development toward stronger **alignment to rigorous standards** and/or **student-accessible academic language**. We welcome and need your continued collaborative innovation toward clarity and power in our curriculum and assessment common spine.

Leadership Public Schools Interim Assessment Guide

Course	Benchmark 2 Learning Topics
Algebra 1	<u>Algebra 1 Benchmark 2</u> *Standards 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 18.0* – Systems of Equations – Solving and Graphing Inequalities – Operations with Polynomials
Geometry	<u>Geometry Benchmark 2</u> ***Full-length CST Practice Test Covering All CST Standards Taught*** *Standards 1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 12.0, 13.0, 14.0, 15.0, 16.0, 18.0, 19.0, 20.0* – Angles & Constructions (Quarter 1) – Parallel Lines & Quadrilaterals (Quarter 2) – Properties of Triangles, Triangle Proofs & Logic – Trigonometry – Polygons, Perimeter, Area Surface Area, & Volume
Algebra 2	<u>Algebra 2 Benchmark 2</u> *CST Standards 2.0, 3.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 15.0* – Complex numbers – Domain – Graph Translations – Operations on Polynomials – Parabola shape and vertex – Polynomial Long Division – Rational Expressions – Roots of a Parabola – Solve Quadratic Equations – System of Equations – System of Inequalities – Vertex Form of a Parabola
Pre Calculus	<u>Pre Calculus Benchmark 2</u> – Functions & Graphs – Polynomial and Rational Functions
Calculus	<u>Calculus Benchmark 2</u>
Statistics	<u>Statistics Benchmark 2</u>
Biology	<u>Cell Biology Unit Exam</u> *CST Standards 1.a through 1.h; IE 1, IE 1.f* – Critical Reading – Experimental Analysis and Design <u>Biology Genetics Unit Exam</u> *CST Standards 1.d, 1.h, 2, 2.a, 2.d, 2.e, 2.f, 2.g, 3.a, 3.b, 4.b, 4.f, 4, 5.b* – Critical Reading – Experimental Analysis and Design
Course	**Benchmark 2 Learning Topics**
Chemistry	<u>Chemistry Benchmark 2</u>

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	CST Standards 3.a-e, 5.a-d, 6.a-d – Stoichiometry – Solutions – Acids/Bases
Physics	Physics Energy & Momentum Unit Exam – Calculate and determine the sign (+/-/0) of work – Identify and calculate kinetic energy – Identify and calculate gravitational potential energy – Identify and calculate elastic potential energy – Analyze energy transformations – Calculate energy conservation problems – Interpret mechanical energy graphs – Identify and calculate momentum – Analyze and calculate momentum conservation problems, including elastic and inelastic collisions – Explain and calculate impulse Physics Thermodynamics Unit Exam
World History	World History Benchmark 2 *Standards 10.3 & 10.4* – The **Industrial Revolution** in England, France, Germany, Japan, and the United States – Patterns of global change in the era of **New Imperialism** in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
U.S. History	US History Benchmark 2 *Standards 11.4; 11.5; 11.6* Imperialism, WWII, Roaring 20s, Harlem Renaissance, The Great Depression, the New Deal
Spanish 1	Spanish 1 Benchmark 2: Listening, Vocabulary, Reading & Writing
Spanish 2	Spanish 2 Benchmark 2: Listening, Vocabulary, Reading & Writing
Spanish Native 1	Spanish NS 1 Benchmark 2: La comprensión auditiva, la comprensión de lectura, la escritura interpersonal
Spanish Native 2	Spanish NS 2 Benchmark 2: La comprensión auditiva, la comprensión de lectura, la escritura interpersonal, la escritura presentacional
Spanish Lang AP	Spanish Lang AP Benchmark 2: La comprensión auditiva, la comprensión de lectura, la escritura interpersonal, la escritura presentacional
Visual Arts	Visual Arts Benchmark 2
English 1-4	Aligned to CST, EPT, and AP Blueprints and varied by school; see attached
All Other Courses	Varied by school and course; coming soon

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Assessment Analysis Sheet and Instructional Plan

Teacher: _____ Course: _____ Date_____

STRENGTHS ANALYSIS

Strength Standards Analysis	Instructional Plan	What patterns did you notice in these strengths data?
What standards, items, questions, rubric components, and/or topics were students successful with (achieved Advanced/Proficient levels)?	What techniques/strategies did you use to address these standards?	
Period # __ • • •		
Period # __ • • •		
Period # __ • • •		
Period # __ • • •		

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GAP ANALYSIS

Standards Analysis	Remedial Standards	Instructional Plan	What patterns did you notice in these gaps data?
What standards, items, questions, rubric components, and/or topics warrant more time for whole-class instruction, re-teaching and review?	What remedial/building block standards do students need to master the focus standard?	What techniques/strategies will you use to address these standards?	
Period # __			
Period # __			
Period # __			
Period # __			

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Cumulative and Targeted Review of Standards

Write the standards you will address with each of the following over the next _____ days/weeks:

Spiral in Homework	Spiral in Do Now	Do Mini-Lesson	Do Now with Mini-Lesson	Spiral in Quizzes or Tests (10 to 15 questions)

Students Of Major Concern	What They Need Most Help With	Instructional Plan—When or How Will They Get Tutored, Supported, Addressed

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How and when will you use small group instruction to re-teach key standards? How will you group students (e.g. shared gaps, paired weak/strong etc.)? What standards will be the focus?

Six-Week Instructional Plan

Please fully integrate the contents of page 3 above into your three-week instructional plan or use the template below.

WEEK ___ : Date _____		WEEK ___ : Date _____		WEEK ___ : Date _____	
Standards for Review	How do the standards for review influence the teaching of new standards?	Standards for Review	How do the standards for review influence the teaching of new standards?	Standards for Review	How do the standards for review influence the teaching of new standards?
New Standards		New Standards		New Standards	

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LPS BENCHMARK CUT-POINTS

Performance band cut-points for benchmark exams are set by comparing benchmark and CST scores from the same school year and for the same group of students. We 1) run correlations and 2) review student-level CST and benchmark scores side by side to identify benchmark *ranges of percent correct earned* (performance bands) most likely to predict CST performance. For new tests for which we lack side-by-side CST/benchmark data, we set the cut-points to produce the school's prior year CST performance distribution. For tests with no corresponding external test, cut-points are custom-set in collaboration with each test-maker.

For established tests with available benchmark/CST data, performance band scores are reasonably predictive of CST performance, particularly of *whether or not a student will be at or above proficient.* Performance band results for new benchmarks and those without a corresponding external measure should be viewed with caution. All performance band cut-points are reviewed and adjusted as needed each August when new CST data become available.

We continue to develop the LPS benchmarks and most importantly their alignment to state tests, college entry tests, and other established measures of mastery. As our tests stabilize and we have a better benchmark/CST data comparison set to work with, predictive strength improves. We may also choose at some point to invest in professional standardization for our internally-built exams.

Course	**Far Below Basic**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
English 1	0-31.99	32-44.99	45-64.99	65-77.99	78-100
English 2	0-30.99	31-48.99	49-68.99	69-79.99	80-100
English 3	0-35.99	36-51.99	52-66.99	67-76.99	77-100
English 4	0-35.99	36-51.99	52-66.99	67-76.99	77-100
Algebra 1	0-24.99	25-42.99	43-64.99	65-79.99	80-100
Geometry	0-29.99	30-49.99	50-64.99	65-84.99	85-100
Algebra 2	0-34.99	35-49.99	50-64.99	65-79.99	80-100
PreCalculus	0-34.99	35-49.99	50-64.99	65-79.99	80-100
Calculus	0-24.99	25-35.99	36-47.99	48-62.99	63-100
Biology	0-27.99	28-49.99	50-72.99	73-84.99	85-100
Chemistry	0-29.99	30-45.99	46-70.99	71-86.99	87-100
Physics* *(please see below)*	0-22.99	23-42.99	43-64.99	65-85.99	86-100
World History	0-24.99	25-44.99	45-64.99	65-84.99	85-100
US History	0-24.99	25-44.99	45-64.99	65-84.99	85-100
Spanish (non AP)	0-59.99	60-69.99	70-79.99	80-89.99	90-100
Spanish Lang AP	0-42.99	43-62.99	63-74.99	75-82.99	83-100
Visual Arts	0-59.99	60-69.99	70-79.99	80-89.99	90-100

** Physics unit tests have different cut-points per test due to significant variation in difficulty:*

PHYSICS UNIT	**Far Below Basic**	**Below Basic**	**Basic**	**Proficient**	**Advanced**
Motion	0-59.99	60-69.99	70-79.99	80-89.99	90-100
Forces	0-22.99	23-42.99	43-64.99	65-85.99	86-100
Energy & Momentum	0-22.99	23-42.99	43-64.99	65-85.99	86-100
Thermodynamics	0-59.99	60-69.99	70-79.99	80-89.99	90-100

Sample of Data Dashboard reporting to Board and for external

LPS EXECUTIVE DATA DASHBOARD

LPS COLLEGE PARK

Review Cycle 3 **2011-2012** February 3, 2012

ACADEMIC INDICATORS

API Academic Per ormance Inde

SCHOOL	Actual 2007	Predicted 2008	Target 2008	Actual 2008	Predicted 2009	Target 2009	Actual 2009	Predicted 2010	Target 2010	Actual 2010	Predicted 2011	Target 2011	Actual 2011
College Park	535	549	*577*	596	608	*631*	554	567	*594*	617	629	653	**60**
Green	Achieved or exceeded LPS target												
Yellow	Achieved predicted growth but did not meet LPS target												
Red	Did not achieve predicted growth or LPS target												

** LPS Targets are 300% of the "predicted" growth based on an analysis of high school API statewide.*

API Local Comparators

	District LPS or Com arator	Low Soc-Ec. Status SES 2011	API 06	API 07	API 08	API 09	API 10	API 11	API Growth '10 to '11
LPS College Park	LPS	93.12%	620	535	596	554	617	**60**	**-12**
CBITS	OUSD	86.21%	526	485	528	529	506	544	38
Leadership Prep	OUSD	89.22%	518	541	523	516	525	584	59
EOSA	OUSD	92.14%	493	521	481	556	533	614	81

** Student qualifies for free/reduced lunch and/or parent not a high school graduate*

CAHSEE Cali ornia High School E it E am

10TH GRADE CENSUS Percent Passed	2007	2008	2009	2010	2011	2011 Entering 9th CAHSEE-Ready
English Language Arts (ELA)	47%	55%	33%	62%	**69**	25%
Math	45%	51%	56%	70%	**6**	9%

Entering 9th CAHSEE-readiness predicted if MAP grade level equivalency 8th or higher

Letter Grades Semester 1 2010-2011 and 2011-2012

LPS College Park SEMESTER ONE	% Students With All As-Bs	% Students With All As-Bs-Cs	% Students with One or More D-F	% Students with Two or More Ds-Fs
2010-2011	19.8%	52.2%	47.8%	32.8%
2011-2012	28.4%	56.5%	43.5%	21.0%

Green indicates improvement and yellow or orange indicate decline in 2011-2012 as compared to 2010-2011.

Feb. 2012 Enrollment: **269** Charter Renewal Date: **June 30 2013**

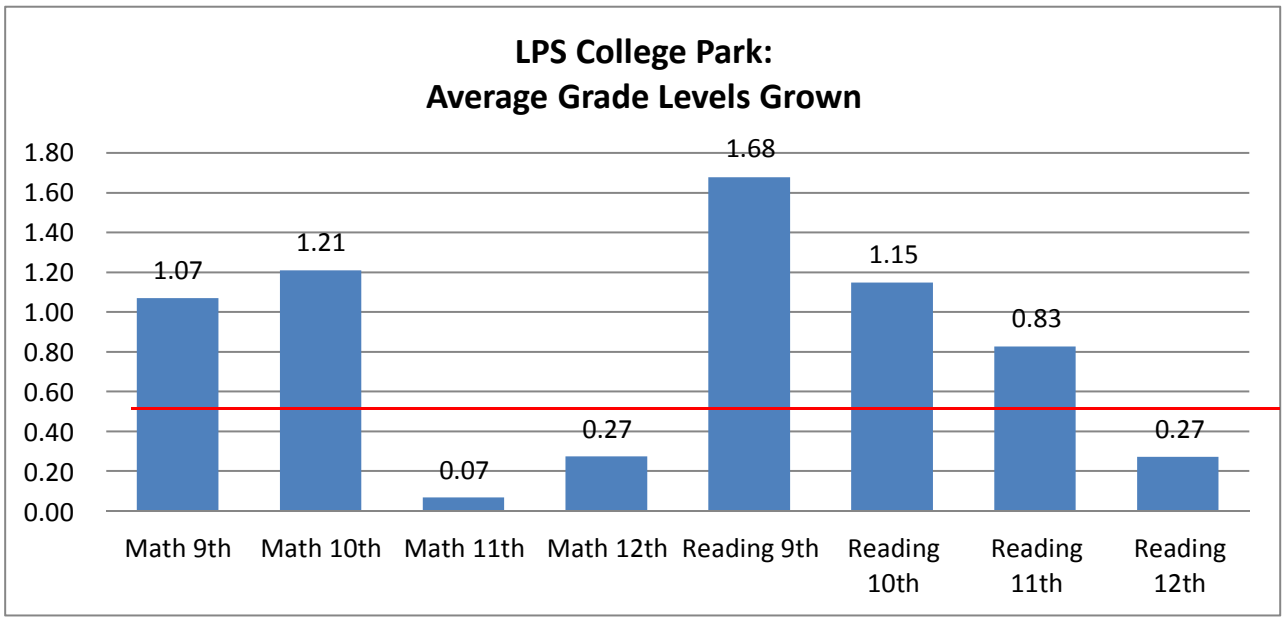
LPS EXECUTIVE DATA DASHBOARD

LPS COLLEGE PARK

Review Cycle 3 **2011-2012** February 3, 2012

MAP Measures o Academic Progress : Winter 2012 Growth Re ort

# Pre-Post Scores READING				# Pre-Post Scores MATH			
9th	*10th*	*11th*	*12th*	*9th*	*10th*	*11th*	*12th*
59	61	46	48	57	62	45	44



The horizontal red line denotes "expected" first semester growth. Results may not fully reflect growth for students achieving at high levels due to lack of MAP norms for 11th-12th grade reading and 12th grade math.

MAP % of Students	Accelerated Growth	At/Above Expected Growth	Below Exp. Growth & High Achievement	Below Exp. Growth & Achievement
Reading	59.81%	61.68%	8.41%	29.91%
Math	57.21%	58.17%	3.85%	37.98%

"Expected" growth = .5 grade level and accelerated growth > .5 grade level semester 1 2011-12.
"High achievement" = at/above grade level winter 2012.

CLIMATE INDICATORS

Enrollment and Attendance	***This Time Last Year***	***February 3, 2012***
ENROLLMENT:	256	**269**
FOR THE TIME PERIOD :	*Sept. 7, 2010 - Feb. 3, 2011*	***Sept. 6 , 2011 - Feb. 3, 2012***
Daily Attendance Rate	93.92%	**93.20**
Period 1 2011 Tardies Rate	12.02%	**.33**

days attended/days enrolled **o eriod 1 or homeroom tardies/ o eriod 1 enrollment**

Feb. 2012 Enrollment: **269** Charter Renewal Date: **June 30 2013**

MAP READING SCORES

February 2012

LPS

Goal Setting & Reflection

Academic Leadership
Hoffpauir, Celeste Block 3(A)

STUDENT: **xxx xxxxxxx**

Grade Level: **9**

	Test Date	Overall RIT Score	*Time Spent on Test*	Word Analysis & Vocab. Develop.	Inform. Struct. & Critique	Compre-hend & Analyze Text	Lit. Response & Analysis
Most Current (Winter 2012) MAP Reading Score	1/18/2012	**226**	28	227	224	223	231
Fall 2011 MAP Reading Score	9/1/2011	**218**	23	221	221	212	217

Extracting the Data & Reflecting

My RIT Reading Score in Fall	
Time I spent on the test	
Level of effort I put into the test (best, medium, minimal)	
Explain the level of effort that you put into the fall test:	
My RIT Reading Score in Winter	
Time I spent on the test	
Level of effort I put into test (best, medium, minimal)	
Explain the level of effort that you put into the winter test:	

My RIT reading score has gone up or down: _____

+/- point change

Graph of Freshman Year MAP Scores

MAP READING SCORES

February 2012

LPS HAYWARD

Goal Setting & Reflection

Academic Leadership
Hoffpauir, Celeste Block 3(A)

What have I been doing as a student in AcLead that may explain the change in my reading score?

1)

2)

3)

What have I been doing as a student in English that may explain the change in my reading score?

1)

2)

3)

How do you feel about the change in your reading score? Explain your feelings.

Brainstorm -- what actions can you take to increase your reading score?

MY GOAL:

What is your reading level now?

How many RIT points would you like to gain?

What number is your RIT score goal?

MY GOAL: What are three actions/behaviors that I want to commit to doing for Quarter 3 to increase my reading level?

1)

2)

3)

Algebra 1 CP
Student Progress Report

12/11/2011

STUDENT: xx xxxxxxx **Period 2(A)**

OVERALL PERFORMANCE

Percent of Skills Mastered as of 12/11/2011	82.22%
# of Skills Mastered	37
# of Skills Taught and Assessed	45
Overall Average	90
Letter Grade	A

SKILLS MASTERY

	Avg % Correct
Homework	80
Participation	98
Evaluating Expressions	100
Exponents	100
Writing One Step Function Rules	100
Writing Two Step Function Rules	100
Is It a Function?	100
Domain and Range	100
The Vertical Line Test	88
Solving One Step Equations	100
Solving Two Step Equations	100
Solving Multi Step Equations	93
Solving With x on Both Sides	100
Solving Absolute Value Equations	100
Combining Like Terms	100
Distributing	100
Simplifying Expressions	93
Word Problems: Writing Algebraic Expressions with Variables 3c 5	83
Plotting Coordinates	88
Testing if Ordered Pairs are Solutions	83
Solving for a Second Variable	100
Determining Slope	100
Graphing from Slope-Intercept Form	100
Converting Equations to Slope Intercept Form	50

Algebra 1 CP
Student Progress Report

12/11/2011

STUDENT: xxx xxxxxxx **Period 2(A)**

SKILLS MASTERY (continued)	Avg % Correct
Finding X-Intercepts and Y-Intercepts	100
Converting Between Tables and Graphs	100
Converting Between Equations and Tables	50
Finding and Equation from Two Points	100
Finding an Equation from a Point and a Slope	100
Solving Systems of Equations	100
Solving Systems Through Graphing	100
Solving Systems through Substitution	100
Solving Systems through Substitution with Isolating a Variable	50
Word Problems: Writing Equations About Unequal Variables (c + 5 = t)	88
Word Problems: Using Coefficients in Alg, Equations (5n + 10d = 200)	100
Finding Parallel Lines	67
Finding Perpendicular Lines	50
Finding Solutions to Inequalities	100
Testing Solutions to Inequalities	100
Graphing Solutions on a Number Line	100
Word Problems: Writing Inequalities	60
Solving Inequalities with Negative Division	100
Graphing Slope Intercept Inequalities	75
Converting Inequalities to Slope Intercept Form	0
Graphing Systems of Inequalities	100

MATH CAHSEE PLANNER

January 2011

Leadership Public Schools

Student: (Student Name)

The 80 questions on the CAHSEE math exam are organized in six math strands:

STRAND	# of Questions	Percent of Test	*# Qs. Right for 55%*
Statistics, Data Analysis, & Probability	12	15%	*7*
Number Sense	14	17.5%	*8*
Algebra & Functions	17	**21.25%**	*9*
Measurement & Geometry	17	**21.25%**	*9*
Algebra 1	12	15%	*7*
Math Reasoning	8	10%	*4*

To pass CAHSEE, you must answer **44 of the 80** questions correctly (55%). You *don't* need to get 55% in each strand - just overall for the whole test. **By focusing your attention in key areas** you can greatly improve your scores!

TEST-TAKING

Think about the experience of taking the practice test. Check the best answer for each question below. This is for your own reflection only - please be as honest as possible.

	Yes	Some	Not Much	No
a. I knew in advance what the test would be like, how long it would be, and where I would be tested.				
b. I maintained a positive attitude through the test.				
c. When I got nervous or distracted, I took a few deep breaths or had another strategy to get my focus back.				
d. The test was really long and that was hard.				
e. I stayed focused on the questions and didn't get distracted.				
f. I looked through the whole test before I started answering questions.				
g. I did the easiest problems first.				
h. I read each question before I looked at the answers.				
i. I crossed-off answers I knew were not right.				
j. I know more math than I could show on the test.				

How could you improve your test taking experience? What can the school do to help?

http://www.testtakingtips.com

MATH CAHSEE PLANNER

January 2011

Leadership Public Schools

Student: (Student Name)

DATA INQUIRY

Below are your scores from the December CAHSEE Math Practice Test.

STRANDS DATA

Ready to Pass?	Total Percent Correct	PERCENT CORRECT BY STRAND				
		Statistics, Data Analysis, & Prob.	Number Sense	Algebra & Functions	Measurement & Geometry	Algebra 1
Not Yet	**45**	60	33	54	32	44

DRAW A BOX around your **highest** strand score above. **Circle** your **three lowest** strand scores above.

This practice test had 92 questions. **You answered 41 questions correctly.**
You need to get 10 more questions correct to score 55% or higher and to pass.

STRAND GOALS

Working with your teacher, write down the 2-6 strands you will work on over the next _____ weeks. For each strand, set a **goal** for the **percent correct** you will achieve, and a **date** by which you will achieve the goal. Give yourself enough time to work on each strand!

	STRANDS TO IMPROVE	% CORRECT GOAL	BY THIS DATE
#1:			
#2:			
#3:			
#4:			
#5:			
#6:			

STUDENT COMMITMENT: I, (student name) sign my name below to certify my commitment to putting forth my best effort and fully participating in classes and tutoring provided:

Signature: _____ Date: _____

MATH CAHSEE PLANNER

January 2011

Leadership Public Schools

Student: (Student Name)

TEST QUESTION DATA

The big table below shows how you answered each of the 92 questions on the practice test.. Your correct scores are marked with an asterisk (*).

Look below at which questions you got right and wrong. Look at the test to see which *kinds* of questions you got right or wrong. Notice which questions you know how to answer correctly all or most of the time. Notice which types of questions most confused you. **Circle questions you got wrong but you feel you were close to getting right.**

Statistics, Data Analysis, & Prob.		Number Sense		Algebra & Functions			Measurement & Geometry		Algebra 1	
Q#	Q#	Q#	Q#	Q#	Q#	Q#	Q#	Q#	Q#	Q#
2 C*	49 C	1 D	29 A	5 C	38 D*	66 C*	8 D	65 A*	15 C	72 A
4 B	50 A	3 C*	31 D	7 A	43 B*	68 A	9 C	69 C*	23 A	80 A*
10 B*	51 D*	6 C	36 D*	14 A	52 D*	76 C	17 B	70 C	25 B*	83 A*
12 B	57 C	11 B*	39 D	20 A	53 C*	79 A*	18 D	73 B*	28 C*	85 D
24 B*	61 D*	13 A	41 C	21 C*	54 B*	81 B	30 D	74 A	59 D*	87 C
45 D*	67 B	16 B	44 B	27 A*	56 C*	82 B	33 D	75 C*	63 B	89 A*
47 A*	90 A*	19 B*	46 A	32 B*	58 B		34 A	77 A	64 C	91 D*
48 C*		22 C*	78 C*	35 B*	60 B*		40 C*	84 A	71 B*	92 C
		26 B	86 B	37 B	62 C		42 D	88 D		
							55 C			

QUESTION GOALS

Working with your teacher, write down 3-6 questions that represent a *kind* of question you will master, and the date by which you will master them.

	QUESTION # from Test	DATE by Which I will Master This Kind of Question
#1:		
#2:		
#3:		
#4:		
#5:		
#6:		

STUDENT COMMITMENT: I, (student name) , sign my name below to certify my commitment to putting forth my best effort and fully participating in classes and tutoring provided:

Signature: _____ Date: _____

LPS COLLEGE PARK
GOALS AND DATA SHEET for (Student Name)
March 23, 2011

ADVISOR: xxx xxxxxxx

This sheet shows your GPA, grades and attendance rate so far this year, plus your CST scores from last year if they are available. This sheet will be updated and shared with you 7 times during the school year, at the end of each marking period. **Please review your data below. If you haven't set goals yet, write them in the far-right column.**

	October 8	November 19 First Quarter	JANUARY 28 FIRST SEMESTER	MARCH 15 THIRD QUARTER	YOUR GOALS FOR THIS SCHOOL YEAR
GPA (includes extra points for AP)	3.25	2.75	3.25	**3.00**	**GPA Goal: 4.00**
COURSE GRADES	Leadership Advisory: P U.S. Government: B Senior Focus: A Spanish 2: C English 4: A	English 4: B Leadership Advisory: P U.S. Government: B Senior Focus: B Spanish 2: C	Senior Focus: B Spanish 2: B English 4: B Leadership Advisory: P U.S. Government: A	**Senior Focus: A (Williams)** **US Government: D (Williams)** **Spanish 2: B (Mathew)** **English 4: A (Creer)**	**Goals for Course Grades** Senior Focus: **P** US Government: **A** Spanish 2: **A** English 4: **A** **A**
% Classes Attended	95.30%	97.92%	93.12%	**92.34%**	**GOAL: % Classes Attended 100%**
% On-Time Attendance	87.65%	97.57%	91.89%	**90.20%**	**GOAL: % Attended On-Time 98%**

Attendance Rate Expectation: ***94% or higher***

CST (California Standards Test) SCORES

If you are a 12th grader, leave CST goals blank.

SCALE:
Advanced
Proficient
Basic
Below Basic
Far Below Basic

	2010	GOAL FOR 2011
English	Basic	
Math	Below Basic	
Science		
History		

LPS COLLEGE PARK
GOALS AND DATA SHEET for xxx xxxxxxx
March 23, 2011

ADVISOR: xxx xxxxxxx

What will you do to achieve your school goals? If needed, go back and set school goals for grades, attendance, and test scores on the first page.

What are some of your life goals? What are some of your plans or dreams for your education, family, career, community and self?

What support will help you achieve your school and life goals? Be specific - who can help, and what would they do to help?

Please mark how much of time you agree with each statement below.	**All of the time**	**Most of the time**	**Sometimes**	**Not Often**	**Never**
I will go to college.					
I feel hopeful about my future.					
I am trying my best in school.					

English 1 CP

McCaffrey, Michael

Essay Writing Data Tracker

10/18/2011

STUDENT: xxx xxxxxxx **Period 1(A)**

Essay: **Richard Cory**

a. Response to Task	b. Support	c. Development	d. Organization	e. Language Usage
4	4	2	4	4
			Overall Holistic Score: 4	

Essay: **Daydreamin'**

a. Response to Task	b. Support	c. Development	d. Organization	e. Language Usage
4	4	4	4	4
			Overall Holistic Score: 4	

1. Circle your lowest scores and draw a square around your highest scores above.

2. What are the most important things for you to focus on in your writing right now?

3. What is your plan for improving your scores?

APPENDIX E:
GOVERNANCE CAPACITY

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	501c3 Determination Letter	E1
2	Articles of Incorporation	E4
3	Bylaws	E7
4	Board of Directors Roster and Bios	E21
5	Brown Act Training Letter	E28
6	Conflict of Interest and Meeting Schedules	E29
7	SSC Planning Process & Calendar	E33
8	School Improvement Planning & Accountability	E34
9	SSC Bylaws	E36

Evidence of
501(c)(3) Nonprofit Organization Status

DEPARTMENT OF THE TREASURY

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

Date: JUN 25 2003

LEADERSHIP PUBLIC SCHOOLS INC
70 CARMEL ST
SAN FRANCISCO, CA 94117-4333

Employer Identification Number:
73-1643646
DLN:
17053281059002
Contact Person:
DIANE M GENTRY
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

ID# 31361

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

LEADERSHIP PUBLIC SCHOOLS INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

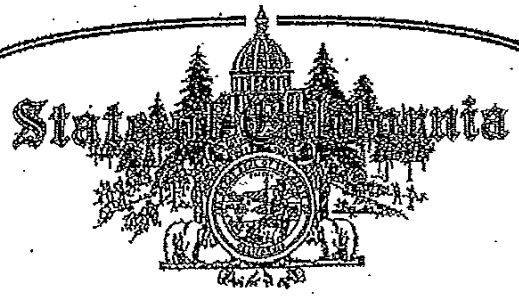
Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosure(s):
Addendum

Letter 947 (DO/CG)

LPS Articles of Incorporation

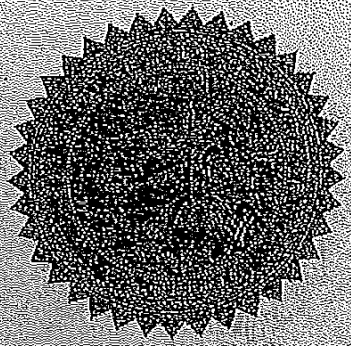
2278050



SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 29 2002

Secretary of State

Articles of Incorporation

2278050

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORN

MAY 29 2002

BILL JONES, SECRETARY OF STA

ARTICLES OF INCORPORATION

OF

LEADERSHIP PUBLIC SCHOOLS, INC.

The undersigned Incorporator hereby executes the following Articles of Incorporation for the purpose of forming a corporation under the General Corporation Law of the State of California:

ARTICLE I

The name of the corporation is: **LEADERSHIP PUBLIC SCHOOLS, INC.**

ARTICLE II

A. 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.

B. The specific purpose of this corporation is to establish and operate schools, including but not limited to public charter schools that provide a free education to students in elementary school, middle school, and high school, and such other educational activities as the Board of Directors may define from time to time.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Mark E. Kushner, Esq.
70 Carmel Street
San Francisco, CA 94117

ARTICLE IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).

B. No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets 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 purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

IN WITNESS WHEREOF, the undersigned Incorporator has executed the foregoing Articles of Incorporation on May 28, 2002.

Mark E. Kushner
Incorporator

OFFICE OF THE SECRETARY OF STATE

LEADERSHIP PUBLIC SCHOOLS, INC.

BYLAWS

(ADOPTED JANUARY 7, 2005)

(REVISED AND ADOPTED OCTOBER 20, 2007)

(REVISED AND ADOPTED JUNE 14, 2009)

(REVISED AND ADOPTED DECEMBER 1, 2011)

BYLAWS

for the regulation, except as otherwise provided
by statute or its Articles of Incorporation,

of

LEADERSHIP PUBLIC SCHOOLS, INC.

a California Nonprofit Public Benefit Corporation

I. MEMBERSHIP/SPECIFIC PURPOSE

The specific purpose of this corporation is to establish and operate public charter schools that provide a free education to students in grade school, middle school and high school.

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter the directors shall be individually be referred to as "Trustees" and collectively as the "Board") of Leadership Public Schools, Inc. (hereinafter "LPS"). For purposes of Corporations Code compliance, "Trustee(s)" shall mean "Director(s)."

II. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees.

2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.

3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable.

5. To carry on a business for profit and apply any profit that results from the business activity to any activity in which the corporation may engage.

6. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.

10. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

B. **Number of Trustees**

The number of Trustees of the corporation shall be neither less than 9 nor more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees**

1. Election. The LPS CEO shall automatically be a Trustee. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the vote of the sole remaining Trustee.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees:

a. A parent or legal guardian of an active LPS student at the time of election, who is designated by the LPS Parents' Association of a rotating LPS school as determined by the CEO to represent the LPS Parents (the "Parent Representative").

b. After 2011, an alumna or alumnus of one of the LPS schools who has been nominated by the CEO to represent the Alumni of LPS (the "Alumni Representative").

c. An LPS teacher of a rotating LPS school as determined by the CEO, selected by the LPS faculty of that school (the "LPS Faculty Representative").

d. An LPS student, selected by the LPS student body of a rotating LPS school as determined by the CEO (the “LPS Student Representative”).

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) 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 Trustee as Trustee; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4 Term of Office

a. The term of office of all members of the Board of Trustees shall be three years, with the following exceptions:

(1) The term of any Trustee who is the Parent/Legal Guardian, Alumni, LPS Faculty or LPS Student Representative shall be one year.

(2) The Board may at its discretion and for good reason elect by majority vote a trustee for a term of less than three years.

b. No Trustee, other than a Trustee serving as a corporate officer may serve for more than six (6) consecutive years, provided however, that the board may at its discretion and for good reason elect a Trustee for one or more additional terms of one year without regard to the number of consecutive years such Trustee has already served.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal of Trustees**

The Board may remove a Trustee without cause as provided by the California Nonprofit Public Benefit Corporation law. Without limiting the Board's right to remove a Trustee without cause, the Board may remove any Trustee:

1. Who has failed to attend two or more of the Board's Regular Meetings in any calendar year;

2. Who has been declared of unsound mind by a final order of court;

3. Who has been convicted of a felony;

4. Who has been found by a final order or judgment of any court to have breached any duty imposed by the California Nonprofit Public Benefit Corporation Law; or

5. For such other reason as the Board may determine.

E. **Resignation by Trustee**

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the California Attorney General.

F. **Vacancy**

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees**

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at 344 Thomas L. Berkley Way, Suite 340, Oakland, CA 94612, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

All meetings of the Board shall be conducted in accordance with the Brown Act (Govt. Code 54950 et seq.).

A. **Place of Meetings**

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. **Annual Meetings**

An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. **Regular Meetings**

Regular Meetings shall be held at various times within the year as the Board determines.

D. **Special Meetings**

A Special Meeting shall be held at any time called by the Chair or by any three (3) Trustees.

E. **Adjournment**

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place is fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

F. **Notices**

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings: At least 72 hours prior to the regular meeting, the Board must post an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session.

2. Special Meetings: Notice of a special meeting along with an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session, must be provided 24 hours in advance of the meeting to all the Board and to all media outlets who have requested notification. The notice must also be posted at least 24 hours prior to the meeting.

V. ACTION BY THE BOARD

A. **Quorum**

A quorum consists of one-third of the fixed number of Trustees.

B. **Action by the Board**

1. Actions Taken at Board Meetings. The actions taken and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or as set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. Actions Without a Meeting. The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.

3. Meeting By Telephone or Other Telecommunications Equipment. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) Whether a person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting or a member of the public entitled to participate during such portions of the meeting that are open to the public.

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code

Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

C. **Committees**

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees.

b. Filling vacancies on the Board or any committee which has the authority of the Board.

c. The amendment or repeal of any Board resolution.

d. The fixing of any compensation for serving on the Board or any committee.

e. The amendment or repeal of Bylaws or the adoption of new Bylaws.

f. The appointment of other committees of the Board, or the members of the committees.

g. The expenditure of corporate funds to support a nominee for Trustee.

h. The approval of any self-dealing transaction, as defined by the California Nonprofit Public Benefit Corporation Law.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. **Standard of Care**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is not subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law (e.g., FERPA, the Confidentiality in Medical Information Act etc.).

F. Participation in Discussions and Voting At Meetings

Every Trustee present at a meeting has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences

Pursuant to the Brown Act, meetings, votes and discussions by the Board and Board committees are open to the public subject to certain limited closed session exceptions. In the case of meetings, votes and discussions conducted in closed session, every Trustee has a duty to maintain the confidentiality of such Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

VI. OFFICERS

A. Officers

The officers of the corporation consist of a Chair, a President, a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings

2. President. The President (who is referred to as CEO or Executive Director) is responsible for the day-to-day operation of the Corporation, including performing the Chair's duties if the Chair is disabled or not present. The President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was annual, regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair or President.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. **Removal and Resignation**

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

VII. NON-LIABILITY OF TRUSTEES

Subject to applicable provisions of the California Nonprofit Public Benefit Corporation law, the Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

The corporation shall indemnify any Trustee, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the California Nonprofit Public Benefit Corporation Law.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law.

X. SELF-DEALING TRANSACTIONS

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. The Board's action of fixing a Trustee's compensation as a Trustee or corporate officer; or

2. A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the corporation in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in the class of persons intended to be benefited by the public or charitable program;

XI. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the President.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank

disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist.

If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract, other transaction or program (other than to present factual information or to respond to questions prior to the discussion). Before authorizing the transaction, the Board shall consider and in good faith decide after reasonable investigation that the Corporation could not obtain a more advantageous agreement with reasonable effort under the circumstances. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,

2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract other transaction or program if he or she has a direct financial interest, is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

To ensure that the Corporation and the Board adhere to the highest ethical standards, and avoid both the existence and the appearance of conflict of interest, the Board may develop and adopt guidelines for itself and the Corporation addressing such issues as: (1) recusal guidelines for Directors and employees; (2) ethics policies; (3) privacy policies; and (4) document retention policies.

F. Interpretation of Charter

Whenever any provision of these Bylaws are in conflict with the provisions of any LPS school’s charter, the provisions of these Bylaws control.

XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

LEADERSHIP PUBLIC SCHOOLS, INC.

Resolution of the Executive Committee of the Board of Trustees

RESOLUTION NO: 2011-32

Resolution Amending Leadership Public Schools, Inc. Bylaws

WHEREAS, LPS management recommends to the Executive Committee that the LPS Bylaws be amended to correctly reflect the new address of the Home Office.

IT IS RESOLVED, the Executive Committee of the LPS Board of Trustees approves amending Section III of the LPS Bylaws to read as follows:

III. PRINCIPAL OFFICE

The corporation's principal office shall be at 344 Thomas L. Berkley Way, Suite 340, Oakland, CA 94612 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ADOPTED by the Executive Committee of the LPS Board of Trustees during a special meeting on December 1, 2011.

JR Matthews, Chair
December 1, 2011

Josefina Alvarado-Mena
Ms. Alvarado-Mena is the Chief Executive Officer of Safe Passages, an Oakland-based non-profit specializing in cross-agency collaboration focusing on improving the health and safety of children and youth. Under Josefina's leadership, Safe Passages established a Joint Powers Agreement between the cities of Oakland and San Lorenzo, Alameda County Departments of Probation, Health and Social Services, and the Oakland and San Lorenzo school districts. Josefina also serves as the CEO of the affiliated Youth Ventures. Their major initiatives include wrap-around intervention programs for middle school, violence prevention curricula K-8, an early childhood program for children exposed to violence, and a young offender intervention program. She is the former Director of the Educational Empowerment Program at Centro Legal de la Raza, a legal aid clinic, in Oakland and the former Executive Director of Student, Family and Community Services for the Oakland Unified School District. Ms. Alvarado-Mena is the recipient of the James Irvine Foundation's Leadership Award with an accompanying grant for Safe Passages. Ms. Alvarado-Mena received her B.A. and J.D. from the University of California at Berkeley.

Adam Cioth
Mr. Cioth has a background in finance and education. He worked as in investment banker for ten years at Goldman Sachs in New York and for five years for Volpe Brown Whelan in San Francisco where he served as Head of the Investment Banking Division before launching his own advisory firm, Rolling Hills Capital, serving early-stage technology companies. For the past ten years Mr. Cioth has served on the board of directors of the French American International School and International High School, including two years as Chair of the Finance Committee and six years as Chair of the Board. Since 2003, Mr. Cioth has served on the Advisory Board of the California HealthCare Foundation’s Leadership Program involved with curriculum development, program marketing and selection of program fellows. Mr. Cioth received a B.A. from Princeton University, studied graduate-level International Economics at the Université François Rabelais in Tours, France, and received an M.B.A. from the Stanford Graduate School of Business.

Larry Cuban
Mr. Cuban is a Professor of Education Emeritus at Stanford University. He taught courses in the methods of teaching social studies, the history of school reform, curriculum, and instruction, and leadership. He has been faculty sponsor of the Stanford/Schools Collaborative and Stanford's Teacher Education Program. Mr. Cuban’s background prior to becoming a professor includes 14 years of teaching high school social studies in inner-city schools, directing a teacher education program that prepared returning Peace Corps volunteers to teach in inner-city schools, and serving seven years as a district superintendent of the Arlington, Virginia Public Schools. Mr. Cuban received a B.A. from the University of Pittsburgh, an M.A. from Cleveland's Case-Western Reserve University and a Ph.D. from Stanford University. His major research interests focus on the history of curriculum and instruction, educational leadership, school reform and the uses of technology in classrooms and have resulted in numerous books and publications.

Sandy Dean
Mr. Dean is a founding member of Sansome Partners, a direct investment firm in San Francisco. With Sansome for ten years, he has been involved with a variety of private and public equity investments. Mr. Dean currently serves as the Chairman of Mendocino Redwood Co LLC, the largest FSC certified operator of redwood timberlands in California. Mr. Dean has a B.A. degree in Electrical Engineering from Duke University, and an M.B.A. from the Stanford Graduate School of Business. Mr. Dean has previously served on the board of the Bay Area Discovery Museum.

Marsha Dugan
Ms. Dugan is a former businessperson, now active in civic affairs and caring for her family. Ms. Dugan's business background includes 12 years in the oil and gas exploration business, time in Prague with the MBA Enterprise Corps, and work in branding with Prophen. She is active with the St. James Church, serving on the vestry, and co-chairing their program for homeless meals. Ms. Dugan holds a B.A. from Randolph Macon Women's College and an M.B.A. from UNC Chapel Hill.

D'Lonra Ellis
Ms. Ellis is Associate Corporate Counsel with Gap, Inc., where she specializes in intellectual property matters. Previously, she was an associate with Howard Rice Nemerovski Canady Falk &Rabkin's Litigation Department where she worked on a wide variety of cases, ranging from employment litigation matters to trademark litigation matters. She also represented Leadership Public Schools on a pro bono basis. Ms. Ellis grew up in Richmond, California. She currently sits on the Board of Lighthouse Community Charter School in Oakland, California.

Karen Eulloqui, student representative, LPS San Jose
Karen is a sophomore at LPS San Jose.

Mutiu Fagbayi
Mr. Fagbayi is Founder, President and CEO of Performance Fact, an educational consulting firm that specializes in educational reform. He has an extensive background in facilitating and coaching educational leaders and their teams at the national, state and local levels. His areas of focus include strategic planning and school improvement; creating and sustaining high-performing learning organizations; implementing accountability systems; developing leadership at all levels; and building trust.

David Finke
David Finke is Managing Director of Russell Reynolds Associates, a member of Russell Reynolds Associates' Technology Sector and co-leads the Hardware and Electronics Practice. Based in Menlo Park, David conducts CEO, board director and senior-level executive assignments for semiconductor, systems, software and cleantech companies. Additionally, he specializes in operations and supply chain searches, often helping clients to recruit world-class talent from outside their industry or region. David's clients include global public companies as well as private equity-backed emerging growth and turn-around businesses. David has held senior management positions with public and private companies in the software, business services, computer systems and consumer electronics industries. David received his B.A., *summa*

cum laude, in East Asian studies from Yale University and his M.B.A., with high distinction, from Harvard Business School. He is fluent in English and Japanese.

Karene Gray, Parent Representative, LPS College Park
Pastor Karene Gray is a native of Oakland. For the past 20 years, she has devoted her life to her ministry, serving poor communities in East Oakland and San Francisco. Pastor Gray is the CEO of Executek, a multi-service nonprofit organization that helps formerly incarcerated men and women in East Oakland take charge of their lives and transition successfully into the community. As Chaplin and Self Esteem Workshop facilitator for the Epiphany House of San Francisco, Pastor Gray creates a safe haven for women who healing from the chains of substance abuse, physical abuse and loneliness. Pastor Gray is a loving mother and grandmother. She and her husband are raising six of their nine grandchildren, two of whom attend LPS College Park. These two grandchildren went from barely passing to making the honor roll and being involved in many community activities.

Heather Hiles
Ms. Hiles is CEO of RippleSend, Inc. Prior to joining RippleSend, she was Founder and CEO of the Hiles Group, a firm that provided strategic and operational support to a wide range of foundations, family enterprises, corporations, public agencies and nonprofit organizations. She has 20 years of experience in K-adult education, ranging from direct service, to policy development and grant-making. Ms. Hiles was the first CEO of San Francisco Works, a nationally recognized public-private workforce development intermediary, and a cofounder of EARN, a city-wide asset accumulation and economic development program for low-income families. Prior to SFWorks, she created and ran the Affluent Market Practice for Spectrem Group, a financial services consulting firm. Her early career was spent in direct service and program management with educational programs serving low-income teens and families in the Bay Area. Ms. Hiles served as a Commissioner of the San Francisco Board of Education and a member of the San Francisco Workforce Investment Board. In 2003, she was Communications Director for the Gavin Newsom for Mayor Campaign. She holds a M.B.A. with emphasis in Finance and Strategic Planning from Yale University School of Management, and a B.A., with honors in Development Studies from the University of California at Berkeley. She is a Coro Fellow.

Mark Kushner
Mr. Kushner is CEO of Flex Public Schools, a nonprofit operating California's first fulltime hybrid schools, combining the best of online education with traditional education in partnership with K12, Inc., where he also serves as a VP for School Partnerships. Mr. Kushner founded and was the initial CEO of Leadership Public Schools from 2002-2008. A former attorney, high school English teacher and Principal, he previously founded the first urban startup charter high school in California, which has one of the highest graduation rates for African Americans and Latinos in the state. He founded and continues to serve as a member of the California Advisory Commission on Charter Schools, which advises the California State Board of Education on all charter matters. He teaches a course on School Choice at Stanford University's Graduate School of Business and School of Education, and serves on a number of nonprofit boards, including the boards of San Francisco University High School and the Town School for Boys. Education honors include the Harvard Club of San Francisco's Secondary School Educator of the Year and

the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California. Mr. Kushner received a B.A. from Wesleyan University and completed graduate work in literature, law and educational administration at the Center for Medieval and Renaissance Studies (affiliated with Keble College, Oxford University), University of San Francisco (J.D.) and Harvard University (Ed.M.). He is married with two children.

JR Matthews, Board Chair
Mr. Matthews is a Managing Director of Tregaron Capital, a Palo Alto based private investment firm. He is a current member of the Alliance of Chief Executives. He currently sits on the Boards of Pump It Up (PIU Management) and EMSI. His previous work experience includes ten years as Chief Executive Officer of a group of wholesale, retail and real estate companies with more than 300 employees. Mr. Matthews received a BSE in Electrical Engineering from Duke University with Distinction and an M.B.A. from Harvard Business School.

Stu McLaughlin, Board Treasurer
Mr. McLaughlin is a partner at Sansome Partners, a San Francisco-based investment firm. Previously, he worked in venture capital and as a management consultant. Mr. McLaughlin was on the Board of The Breakthrough Collaborative, where he served as treasurer. He holds an M.B.A. from Stanford and a B.A. from Williams College.

Ana Olazava-Broadbent, School Staff Representative, LPS San Jose
Ms. Olazava-Broadbent is the Academic & College Counselor at LPS-San Jose. She previously worked a number of years with the University of California, providing outreach and resources to under-represented high school students for college preparation and eligibility. She also has worked with Adolescent Counseling services working with foster and at-risk youth in group homes. Ms. Broadbent holds a B.A. in Psychology/Legal Studies from the University of California, Santa Cruz, and a M.A. in Education with a P.P.S credential from San Jose State University.

John R. Selby
Mr. Selby co-founded Clarium Capital Management, a macro hedge fund based in San Francisco. He was previously a company Director and Senior Vice President at PayPal, Inc. and Vice President at GFTA Analytics GmbH, a Düsseldorf-based financial consulting company. Mr. Selby earned a B.A. degree in Economics from Hamilton College.

Nicole Sheehan
Ms. Sheehan is involved in fundraising for Stanford University, Sidwell Friends School and Lick-Wilmerding High School. She recently completed six years of service on the Board of The Bay Area Discovery Museum, serving three years on the executive committee. Ms. Sheehan has an extensive work history, including investment banking and portfolio management, most recently at AT Symphony Asset Management. Ms. Sheehan received a B.A. from Stanford University and an M.B.A. from Harvard Business School.

Alex Terman, Board Vice Chair
Mr. Terman is co-founder and CEO of Digital Parent, an online parent education service. He also serves on the board of Rocketship Education, a non-profit charter management organization. Previously, Mr. Terman served as Chief Business Officer of the Stupski Foundation, an operating foundation focused on transforming urban school districts, and as a founding staff member and Chief Operating Officer of Leadership Public Schools. Prior to joining LPS, Alex worked at America Online, Bain & Company and as a John Gardner Fellow in the Office of the United States Trade Representative. He also completed the Broad Residency in Urban Education, which prepares participants for leadership positions within public education. Alex has a B.A. degree in History from the University of California at Berkeley and an M.B.A. from the Stanford Graduate School of Business.

Ricardo Toyloy
Mr. Toyloy has 20+ years of business experience designing and developing technology strategies, including technically qualifying customers and assisting sales teams by interfacing with technical decision makers. Additionally, he has worked with customers and business partners at various companies prototyping and implementing corporate products and service solutions. His current position is in IT Vendor Management for Citigroup's Strategic Infrastructure Services. He also worked many years at Raychem Corporation, now known as Tyco Electronics, where he designed and implemented the infrastructure solution for the manufacturing division. While at Raychem he served on the SAP core team implementing the new corporate solutions worldwide. He has volunteered his entire career helping children and young adults achieve their full potential. Mr. Toyloy graduated with a business degree in Information Technology at the University of Phoenix.

Dr. Louise Bay Waters, Board President
Dr. Louise Bay Waters is the Superintendent and CEO of Leadership Public Schools. Dr. Waters comes to LPS from the Stupski Foundation where she headed research on districts that have accelerated the performance of students of color and poverty. Her work at Stupski built off of her experience in the Oakland Unified School District. As Associate Superintendent of Student Achievement in Oakland, Dr. Waters led the instructional reforms from 2001 – 2004 that resulted in district achievement gains that out-paced the State. She was also responsible for Oakland's exit from two long-standing Office of Civil Rights oversight decrees related to bilingual education and disparate academic opportunities for African American students. As a principal in the New Haven district (Union City), she designed award-winning assessment and extended day programs. Prior to her career in district administration, Dr. Waters led the state's first new teacher program, a partnership between Oakland and the California State University, East Bay. As a professor of Teacher Education at the university, she was head of a number of urban teacher preparation programs.

2011-12 LPS Board of Directors Roster

Contact Information for LPS Board Members:

Leadership Public Schools
344 Thomas L. Berkley Way, Ste. 340
Oakland, CA 94612
phone: 510.830.3780

	Name	Email	Start of Member's Term	End of Member's Term	Board Role	Start of Officer's Term	End of Officer's Term
1	Josefina Alvarado-Mena	LPSBoard@leadps.org	7/1/2009	Term I: 6/30/2012	Member: Education, Student Support ad hoc working groups		
2	Adam Cioth	LPSBoard@leadps.org	7/1/2011	Term I: 6/30/2014	Member: Executive Committee; Chair, Committee on Trustees		
3	Larry Cuban	LPSBoard@leadps.org	7/1/2010	Term I: 6/30/2013	Member: Education ad hoc working group		
4	Sandy Dean	LPSBoard@leadps.org	7/1/2006	Term II: 6/30/2012	Member: Executive Committee, Finance Committee		
5	Marsha Dugan	LPSBoard@leadps.org	7/1/2009	Term I: 6/30/2012	Member: Executive Committee; Chair, Student Support ad hoc working group		
6	D'Lonra Ellis	LPSBoard@leadps.org	7/1/2010	Term I: 6/30/2013	Member: Finance Committee, Special Assignment: legal support		
7	Karen Eulloqui	LPSBoard@leadps.org	7/1/2011	Term I: 6/30/2012	Student Representative: LPS San Jose		
8	Mutiu Fagbayi	LPSBoard@leadps.org	7/1/2008	Term II: 6/30/2014	Member: Education ad hoc working group		
9	David Finke	LPSBoard@leadps.org	12/1/2011	Term I: 11/30/2014	Member: Committee on Trustees		
10	Karene Gray	LPSBoard@leadps.org	7/1/2011	Term II: 6/30/12	Parent Representative: LPS College Park		

11	Heather Hiles	LPSBoard@leadps.org	7/1/2006	Term II: 6/30/2012	Board Secretary: Executive Committee, Member, Technology ad hoc working group	7/1/2011	6/30/2012
12	Mark Kushner	LPSBoard@leadps.org	7/1/2008	Term II: 6/30/2014	Member: Technology ad hoc working group		
13	JR Matthews	LPSBoard@leadps.org	7/1/2007	Term II: 6/30/2013	Board Chair: Executive Committee, Co-Chair, Development Committee, Member: Finance Committee, Committee on Trustees, Technology ad hoc working group	7/1/2011	6/30/2012
14	Stu McLaughlin	LPSBoard@leadps.org	7/1/2009	Term I: 6/30/2012	Board Treasurer: Executive Committee. Chair, Finance Committee	7/1/2011	6/30/2012
15	Ana Olazava Broadbent	LPSBoard@leadps.org	7/1/2011	Term I: 6/30/12	Teacher Representative: LPS San Jose		
16	John Selby	LPSBoard@leadps.org	7/1/2007	Term II: 6/30/2013	Member: Finance Committee		
17	Nicole Sheehan	LPSBoard@leadps.org	7/1/2011	Term I: 6/30/2014	Co-chair, Development Committee		
18	Alex Terman	LPSBoard@leadps.org	12/1/2008	Term II: 12/01/2014	Board Vice Chair: Executive Committee, Member: Education ad hoc working group	7/1/2011	6/30/2012
19	Ricardo Toyloy	LPSBoard@leadps.org	7/1/2011	Term I: 6/30/2014	Member: Finance Committee, Technology ad hoc working group		
20	Louise Waters	LPSBoard@leadps.org	7/1/2008	Term: N/A	Board President: CEO & Superintendent, Member, Executive Committee, Ex officio member of all committees	7/1/2008	6/30/2012

LEARN. LEAD. SUCCEED.
LEADERSHIP PUBLIC SCHOOLS

344 Thomas L. Berkley Way, Suite 340
Oakland, CA 94612

Tel: 510.830.3780
Fax: 510.225.2575 HR Fax: 510.225.2550
Email: info@leadps.org Web: www.leadps.org

Leadership Public Schools, Inc.

Brown Act Verification
December 2, 2011

The undersigned CEO of Leadership Public Schools, Inc. ("LPS"), a California nonprofit public benefit corporation, hereby verifies the following to the Leadership Public Schools' charter authorizer and attendance area school district:

1. The undersigned acknowledges that LPS complies with all applicable State and Federal laws;

2. LPS voluntarily makes reasonable efforts to comply with laws which generally apply to public agencies such as the Brown Act (Cal. Gov. Code §§ 54950 *et seq*.); and

3. LPS Administration and LPS Board of Trustees received Brown Act Training on August 2, 2011 and October 6, 2011.

Louise Bay Waters

_____

Louise Bay Waters, CEO
Leadership Public Schools, Inc

LEADERSHIP PUBLIC SCHOOLS, INC.
Board of Trustees Resolution

RESOLUTION NO: 2011-19

Resolution setting the meeting schedule of the regular meetings for the Leadership Public Schools, Inc. Board of Trustees

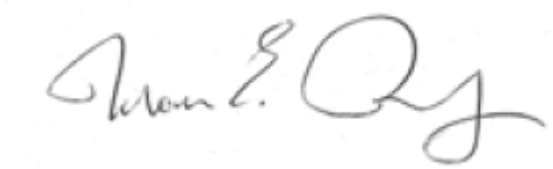
WHEREAS; the Leadership Public Schools, Inc. is a Public Benefit Not-For-Profit Corporation, and

WHEREAS; Leadership Public Schools, Inc. desires to publish the calendar of regular meetings of the Board of Trustees for the Academic year 2011-2012 so that the public can be informed that such meetings are scheduled and will occur, and

WHEREAS; regular meetings of the Board of Trustees are now scheduled for the first Thursday of the month for the months of October 2011, December 2011, March 2012, and the last Thursday of the month for the month of May 2012.

IT IS RESOLVED, the LPS Board of Trustees hereby approves this calendar schedule for the regular meetings of the Board of Trustees and will publish these dates accordingly.

ADOPTED by the Board of Trustees of Leadership Public Schools on October 6, 2011.



JR Matthews, Board Chair
October 6, 2011

LEADERSHIP PUBLIC SCHOOLS, INC.
Board of Trustees Resolution

RESOLUTION NO: 2009-18

Resolution Regarding Conflict of Interests for Trustees and Officers of LPS

Based on the recommendation of the Committee on Trustees (the "COT")

WHEREAS, Leadership Public Schools. Inc. has a Standing Conflict of Interest Policy in conformance with the letter and intent of law, and

WHEREAS, that policy states that:

> *Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.*

And,:

WHEREAS, Additional clarification of specific conflicts and actions may be helpful to trustees and officers,

THEREFORE, BE IT RESOLVED that the attached **Leadership Public Schools: Recusal Guide (6/14/09)** be approved.

ADOPTED by the LPS Board of Trustees during a regular meeting on June 14, 2009.

Scott Pearson
Board Chair
June 14, 2009

Leadership Public Schools: Recusal Guide (6/14/09)

Issue	**Recommended Action for Board Member who is…**				
	Not LPS Affiliated	**CEO**	**Other LPS Employee***	**Parent Board Representative**	**Student Representative**
Compensation and/or benefits programs, policies, and practices	No restrictions	**Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes	**Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes	No restrictions	No restrictions
Employment programs, policies, and practices	No restrictions	If it directly concerns the CEO: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If it relates to the employee or his/her workgroup: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	No restrictions	No restrictions
Personnel actions and student discipline actions	No restrictions	If it relates to the CEO or a direct report: **Vote:** No **Discussion:** No **In Room:** No **Prior Comments:** Yes Otherwise no restrictions	For personnel actions: **Vote:** No **Discussion:** No **In Room:** Yes (except if it relates to teacher in the same school) **Prior Comments:** Yes No restrictions for student discipline actions	No restrictions unless it relates to the Parent Representative's own child, in which case: **Vote:** No **Discussion:** No **Prior Comments:** Yes	**Vote:** No **Discussion:** No **In Room:** No **Prior Comments:** Yes
Budget	No restrictions	No restrictions	If the budget voted on affects the employee's workgroup: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If the budget voted on affects the school of the parent's child: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If the budget voted on affects the student's school: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions

Issue	Recommended Action for Board Member who is…				
	Not LPS Affiliated	**CEO**	**Other LPS Employee***	**Parent Board Representative**	**Student Representative**
General conflict of interest (applies to all board members and their immediate families)	The bylaws also state that "Any Trustee…having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. "				

- "Prior submission" is a presentation, in person or in writing, delivered to the Board prior to the Board beginning its discussion
- "In Room" applies whether in open or closed session
- Any element of this guide may be overturned by majority vote in a manner consistent with Board bylaws
- Nothing in this guide should be construed as being in conflict with the Brown Act, LPS bylaws, or applicable laws

* For the purpose of the conflict of interest policy, "Employee" also includes any Board member who has a family member that is an employee

LPS Oakland R & D Campus

SCHOOL SITE COUNCIL - School Improvement Planning Process and Calendar

Access, Equity, Notification, Involvement, Proper Use of Funds = Accountability for Student Achievement

SSC Planning and Calendar

August / September	**Review disaggregated CST / CAHSEE data with staff and adjust school plan and for WASC Task 3 (yr 2)** **Design initial interventions based on CST, CAHSEE and GPA data** **Review Student Data Rosters by Teacher for instructional planning and differentiation (EL, SPED, etc.)** **Provide parent and student handbooks with mandated notifications**
September / October	**Review Data with Parents** (CST, CAHSEE, API, CELDT, demographic), share any program changes being implemented and get approval of any proposed changes in Title I, Title III, or HPSG funding use. Align with WASC Task 1-3) **Send out NCLB Parent Credential Notification Letters** ***Sept SSC – review data, announce SSC elections, By-Laws, Parent Compact, decide meeting calendar*** ***Oct SSC – review major initiatives, Title I annual meeting, work session on an initiative, SSC orientation, officer election***
November / December	**Continue planning, PD, intervention, SSC, etc. and collect documentation** **Review attendance, discipline, benchmark and progress report data for second round of intervention and WASC** **Review new CAHSEE data for CAHSEE intervention** ***Nov SSC – revise parent and student surveys, work session related to initiative***
January / February	**Collect data for subsequent year planning and WASC Task 3 & 4.** Collect staff, parent and student satisfaction surveys. Do school-wide classroom observations against rubric. Look at student work in writing, history and other areas. Review semester grades and attendance. New CELDT data. Review after school / enrichment program data (offerings, attendance, interest), advisory data, and partnerships ***Jan SSC – review / revise parent and student satisfaction surveys, discuss getting SpEd and EL parent input, review SpEd program*** ***Feb SSC –review EL data, discuss EL program***
February / March	**Get input for school plan and WASC Action Plan / Task 5.** Collect parent and teacher planning input (target and priorities) based on data analysis. Finalize enrollment projections. Get network planning and budget parameters. ***March SSC – review data and get input for school plan***
March / April	**Prepare School Plan draft, initial master schedule, and initial hiring needs.** Circulate plan for review.
April / May	***May SSC - review and approve Title I, Title III and HPSG budgets.***
May / June	**Get board approval of School Plan**.

LPS Oakland R & D Campus

SCHOOL IMPROVEMENT PROCESS: Planning and Accountability

Access, Equity, Notification, Involvement, Proper Use of Funds = Accountability for Student Achievement

Collaboration & Training
Access & Equity

- Review student achievement data and student work to adjust instruction
- Analyze student progress (EL, SpEd, low performing) to adjust placements & interventions
- Analyze school data (achievement, instruction, enrichment/ after school / advisory, climate, satisfaction,) for school plan
- Participate in professional development:

1. Implementation of Standards
2. Learning Environment (discipline, attendance, drug & tobacco-use prevention)
3. ELD
4. Differentiated Instruction
5. College Readiness

Student Success Team:

- Establish and monitor intervention programs
- Review list of under-performing students and interventions offered
- Review data on intervention effectiveness

Evidence:

- Agendas, sign-in sheets, meeting notes
- Site plan includes strategies to address the above

Highly Qualified Teachers

Evidence: Documentation of NCLB Highly Qualified status

Parent Communication
Notification & Involvement

- Notifications in applicable languages:

1. Standards **
2. Sexual Harassment **
3. Uniform Complaint Procedures **
4. Drug, Alcohol, Smoking Policies *
5. Nondiscrimination Policy *
6. Discipline Rules and Policies **
7. School Calendar*
8. SARC
9. School Progress toward accountability targets
10. District Parent Involvement Policy
11. School-Parent Compact
12. EL Parent Notification Letter
13. NCLB Credential Notification Letters
14. Student Rights & Responsibilities **
15. Information about a-g requirements **
16. Individual student progress reports

Evidence:

- Copies of notification
- Copies of Parent Newsletters

* should also be posted
** should be provided to staff and secondary students

Mandated Parent Committees/Council
Access, Equity, Involvement, Funds

- Agendize items under "Parent Communication"
- Review data/program for all and multifunded students (Spec. Ed., EL, Title 1)
- Hold parent education activities
- Participate in the review, modification and evaluation of the site plan with Title 1 and other specified categorical budgets
- Participate in parent education/involvement survey
- Discuss safe schools (prevention of drugs, alcohol and violence)

Evidence:

- Documentation of Establishment of SSC
- Documentation of SSC Meetings (flyer, agenda, sign-in sheet, minutes)
- Back-to-School Meeting Documentation (flyer, agenda)
- Title 1 Annual Meeting
- Involvement of parents of students in the SpEd, EL and/or Title 1 program (Committee/Council membership list(s) and meeting sign-in sheets)

IEP Reviews

- Timely, complete reviews of IEPs

Evidence:

- Monthly log of IEPs

LPS Oakland R & D Campus

SCHOOL IMPROVEMENT PROCESS: Planning and Accountability

Access, Equity, Notification, Involvement, Proper Use of Funds = Accountability for Student Achievement

Evidence Collection – Titles for
Bins and Folders / Binders and Dividers

Data

- **Data Presentations**
  presentations to staff, SSC etc.
- **CST Data & Protocols**
- **CAHSEE Data & Protocols**
- **Benchmark Data & Protocols**
  only need one set of Benchmark data – include assessment calendar
- **CELDT Data & Protocols**
- **Attendance Data and Protocols**
  Only need one set – include sample advisory period attendance report
- **Discipline Data**
- **Other**

Intervention

- **Placements**
  Fall and re-placements for OHI / tutoring / mentoring etc
- **Schedules**
- **Program descriptions**

Assessments

- **Benchmark**
  One set of benchmarks
- **Writing**
  Sample writing assessments and sample scoring
- **DBQ**
  Sample DBQ assessments and sample scoring
- **Other**

Professional Development

- **Whole Faculty PD**
  PD Agendas and Handouts
  Faculty meeting Agendas and Handouts
- **Departments**
  - English
  - History
  - Etc.

SST

- **SST meetings**
  Meeting agenda and logs

Parent & Student Communication

- **Student Handbook**
  Be sure to include needed notifications from list
- **Application and Registration Packet**
- **Student Handouts**
  Discipline rules
- **Parent Notification Letters**
  Sample parent notification letters (NCLB, EL, suspension, etc)

SSC

- **Documents**
  By-laws, School-Parent Compact, Parent Involvement Policy, Ballot, Officers
- **Monthly Tabs / Folders**
  Fliers, agendas, handouts, sign-ins, minutes

SpEd

- **IEP log**
  Student, due date, date held, attendees,

LPS OAKLAND R & D CAMPUS
SCHOOL SITE COUNCIL
BY-LAWS

ARTICLE I – NAME

The name of this organization shall be the LPS Oakland R & D Campus School Site Council (SSC).

ARTICLE II – PURPOSE (OBJECTIVES)

The purposes of this council shall be to:

1. Provide input to the development of the Single Plan for Student Achievement ("site plan").
2. Annually review the completed site plan, including a site budget that is consistent with the needs of the students.
3. Approve the site plan budget for state and federal categorical or grant monies requiring SSC authorization.
4. Take other actions as required by the school and organizational policy such as:
   - Assist in securing the support and services of parents, teachers, staff, and students.
   - Promote a better understanding of the school's educational programs.

ARTICLE III – MEMBERSHIP

SECTION I

The council shall be composed of the principal and other school personnel, teacher and parent representatives elected by their peers, and pupils attending the school.

COMPOSITION:

- Teaching faculty: Up to 4 teachers
- Other School Personnel, 1 of which is the Principal
- Parents: Up to 3 parents/guardians of students attending LPS Oakland R & D Campus
- Students: Up to 2 students selected by the Student Council
- The number of school representatives (teachers and other school personnel) must be equal to the number of parents / guardians and students. SSC representatives should reflect, to the degree possible, the composition of the student population.

SECTION 2

Council members representing parents and other community members shall not be employees of the school site.

SECTION 3

Resignation will be accepted only upon written notice to the Council President.

SECTION 4

All members of the council shall serve a 2-year term. In the first term, half of the council members will serve only one year in order to establish membership continuity from one year to the next.

SECTION 5

Election of new members shall take place during early fall of each year. Notices and nomination forms in the major languages represented at the school will be sent to all parents via mail, and to all teachers, staff, and students on site, to solicit nominations, including self-nominations, for available vacancies. Nomination forms will also be available in the school office. Oral and written announcements detailing the SSC nomination and election process, the role of the SSC, and site plan development will be distributed in a four-week period before the end of September to notify

the entire school community prior to the election. The principal shall schedule a public meeting prior to the election to explain the role and responsibilities of the SSC

One election ballot per parent or legal guardian will be made available on site during a week-long polling time on campus. Parent voters will be considered registered and eligible to vote when they are matched to a class roster of students. In a similar manner, all staff members and students will receive one ballot to elect their representatives. Nominees will be elected in descending order according to the criteria of highest number of votes. A run-off vote will be taken as soon as feasible to break any ties. The results shall be recorded in the SSC minutes and the ballots retained as a record in the event of a dispute.

SECTION 6

Membership will be terminated when a member is absent from three regular meetings within any one school year. Membership will be automatically terminated when he or she no longer meets the membership requirements under which he or she was elected. The council by majority vote can suspend or expel a member.

SECTION 7

Membership vacancies in any category shall be filled by alternates selected during the regular election. If the unexpired term is for another full year thereafter, the term for that next year shall be filled by the regular selection process. Membership in the council is not transferable or assignable.

SECTION 8

Each elected member of the SSC shall adhere to this code of conduct:

- Attend announced meetings regularly.
- Follow state law and guidance and LPS Board policy in the development of the site plan.
- Follow the site SSC bylaws.
- Assess consensus of the people who elected them with a method that has been discussed at a SSC meeting in the development of the site plan.
- Conduct all SSC business in a courteous, professional manner.

ARTICLE IV - MEETINGS AND QUORUM

SECTION 1

Meetings shall be September through May at a time designated by the council. No meeting will be held in December or the month of spring vacation. Written translated agendas of all regular meetings shall be posted in the office window for view by the public at least 72 hours in advance of the meetings. These meetings shall be open to the public and public announcement of them will contain date, time, and location.

SECTION 2

A quorum shall consist of 51% or more members, with a minimum of 1 representative from each group (parent, student, faculty & other) present to approve council business. If a quorum is not present then the meeting will be postponed by one week (or to the next week that school is in session if the meeting would otherwise fall over a school holiday).

SECTION 3

Special meetings may be called by the Council President or by a quorum of the council members.

ARTICLE V – OFFICERS

SECTION 1

The officers of the LPS Oakland R & D Campus Site Council shall be a President, Vice-President, Secretary, and other officers as the council may deem necessary.

SECTION 2

The officers of the council shall be elected every two years in the Fall of each school year by the SSC members.

SECTION 3

No officer shall hold the same office more than two years in succession, except the Secretary.

SECTION 4

Should an officer resign before new elections are held, the President shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy will be filled in the same manner as in Section 2 above. If the President resigns, then the Vice President shall assume the office until the next regular meeting when the vacancy will be filled in the same manner as in section 2 above.

ARTICLE VI – DUTIES OF OFFICERS

SECTION 1

It shall be the duty of the President to preside at all meetings; in the absence of the President, the Vice President will preside.

SECTION 2

The President shall be responsible for signing a completed annual program plan, upon approval and acceptance by the majority of the LPS Oakland R & D Campus Site Council.

SECTION 3

The President shall be responsible for providing assurance of the formation, meeting dates, list of officers, and assurance of compliance with the provisions of Chapter 894, Statues of California, 1977.

SECTION 4

The Vice President shall be responsible for carrying out assignments as designated by the President and shall perform the duties of the President in the absence of the latter.

SECTION 5

The Secretary shall keep the minutes of the meetings, both regular and special, and shall provide or mail these within ten (10) school days after each meeting to each of the members, and to such other persons as designated by the council. Copies of these minutes are to be kept on file in the school office, which includes a register of the address and telephone number of each member of the LPS Oakland R & D Campus Site Council. The Secretary shall include a roll of the members in attendance in the minutes.

ARTICLE VII – COMMITTEES

SECTION 1

The President shall maintain a list of all ad hoc and standing committees, along with a description of their funding where applicable.

ARTICLE VIII – VOTING RIGHTS AND DECISIONS

SECTION 1

Voting on all issues before the LPS Oakland R & D Campus Site Council shall be on the basis of one vote per elected member. No absentee ballots shall be included. In all cases, voting shall be by the council as a whole.

SECTION 2

The SSC members as elected representatives will use the following process in their decision-making:

- The SSC shall determine each fall how each representative group (parents, teachers, students & other staff) will assess the consensus of the people who elected them on matters of significant impact to the school community. The principal shall assist representatives to develop and implement their plan to assess their constituency.

- In the event of conflict that appears irresolvable through regular meeting management techniques, the SSC, with the guidance of the principal, shall request assistance in obtaining a neutral facilitator from the appropriate LPS administrator at the earliest possible time to prevent prolonged or unnecessary conflict.

ARTICLE IX – PARLIAMENTARY PROCEDURES

LPS Oakland R & D Campus Site Council meetings shall be governed by these by-laws and any disputes will be settled by Robert's Rules of Order.

ARTICLE X – LIMITATIONS

SECTION 1

Only LPS Oakland R & D Campus Site Council Members may take part in the meeting except those requested by the council to make a presentation. Interested persons may address the chair and request permission to give their views to the council on any agenda item. Time allotments during open discussion may be assigned to assure broad-based community participation.

SECTION 2

The council shall not sponsor or become involved in money raising activities.

ARTICLE XI – BYLAWS

SECTION 1

These by-laws may be amended by proposal at any regular meeting. The proposed by-law changes are to be mailed or provided to all members of the council within ten (10) school days after proposal. Final action may not be taken before the next regularly scheduled meeting. A two-thirds affirmative vote by members present is necessary to amend. Adherence to all District policies regulating SSC's shall be in operation in the governance of all council meetings.

SECTION 2

By-laws shall be translated for accessibility to the major language groups represented in the LPS Oakland R & D Campus community. They shall be available at every SSC meeting to members of the public and posted on the school's web site. They shall be reviewed for new members and consulted in matters where state law policy and guidance and local board policy are silent.

APPENDIX F:
MANAGEMENT, ENROLLMENT, and OPERATING PROCEDURES

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3	Enrollment Forms	F22
4	Preliminary Enrollment Application (English)	F24
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LPS Oakland R&D Enrollment Guide

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COMMUNITY OUTREACH PLAN **1**

Enrollment Strategy
Leadership Public Schools Oakland

OVERVIEW

This plan overviews the goals and activities in order to have the enrollment and admissions process at LPS Oakland take place in the most efficient manner possible from year to year. Knowing what deadlines and critical milestones lay ahead will enable the Oakland team to have a successful and fluid process. The plan that is put in place for this year will be compressed due to the lateness in the year of the charter approval and will build off of the enrollment efforts to date of LPS College Park. This guide will begin laying out the overall plan for LPS Oakland which is meant to be a guideline for future years. This will be followed by a more specific plan that will explain how LPS Oakland will build off of LPS College Park's enrollment efforts and how the enrollment process will be compressed and adjusted to meet the enrollment goals of the new charter.

As indicated in our charter, LPS Oakland is committed to maintaining a diverse student body, including a racially and economically diverse student population with traditionally underserved students. The foundation of our community-based student recruitment strategy is based on extensive outreach focused on developing genuine student and parent interest in our program.

At LPS Oakland, enrollment is viewed as a team effort that will be led by the Principal, who is ultimately responsible for meeting and maintaining enrollment goals, but will require the input and resources of an enrollment team put together by the Principal.

We will reach the following targets through this effort that has been historically successful at our sister schools in Richmond, San Jose, and Hayward. We intend to employ all of our recruitment and enrollment strategies simultaneously to maximize the number of families and students who are aware of the resources LPS Oakland provides students in Oakland and beyond.

Plan Highlights

- Enrollment Information sessions held primarily from October- February.
- Year round outreach and support efforts to: Public Officials, Parks and Recreation, Schools, Churches, and Community Based Organizations.
- Parents, students, and staff playing integral parts of the enrollment process.
- Various SBA's (School Based Activities) such as: Tours, Shadow Days, and Open Houses.
- Acceptance and enrollment of students completed prior to the end of the school year to facilitate master scheduling and hiring of staff.
- Enrollment schedule for first year of charter operation will be adjusted to align with anticipated charter approval timeline.

GOALS

Enrollment Targets by Grade Level

The enrollment goal for LPS Oakland is 128 students each in 9th and 10th grade, with a 10% attrition adjustment in 11th and 12th grades. This planning will also take into account a 5% attrition rate throughout the academic year. Goals also include a waitlist of 25% at 9th and 10% at 10th grade to ensure achievement of enrollment goals and steady enrollment throughout the year.

The following table includes enrollment targets for LPS Oakland:

	2012-2013		2013-2014		2014-2015		2015-2016	
	Target	Waitlist	Target	Waitlist	Target	Waitlist	Target	Waitlist
9th	120*	*	128	42	128	42	128	42
10th			128	13	128	13	128	13
11th					115		115	
12th							104	
TOTAL	120	*	256	55	371	55	475	55

* For the first year of enrollment (2012-13), LPS Oakland's enrollment goal will be dialed back to achieve an enrollment of 120 9th graders with no expectation of a waitlist. This is due to the transistion of the enrollment efforts from LPS College Park to LPS Oakland in the Spring and the newness of the program.

Enrollment Targets by Race/Ethnicity

The enrollment and recruitment team at LPS Oakland also seeks to recruit a diverse student population reflective of the surrounding community, paying special attention to under-represented groups.

The following table lists the racial/ethnic distribution of District high schools in East Oakland. Recruitment goals from year to year will aim to reflect these demographic ratios and the racial/ethnic composition of the surrounding community:

OUSD High Schools	FRL%	Latino	Black	Asian	White	Other/ DTS
Castlemont	73.00%	42%	49%	6%	1%	2%
Fremont Federation	81.40%	54%	32%	13%	1%	1%
Target Population	**80%**	**51%**	**38%**	**8%**	**1%**	**1%**

Enrollment Goals by Week

A key time for enrollment is converting the prospective students that have demonstrated interest by completing Enrollment Interest Forms into applicants to the school. Below is a weekly progress chart that will help monitor progress towards the goal of obtaining 170 applicants.

BIWEEKLY PROGRESS - COMPLETED APPS	**9th Grade Actual**	**Goal**
Through Oct 15		15 (15)
Oct 31		15 (30)
Nov 15		15 (45)
Nov 30		15 (60)
Dec 15		20 (80)
Jan 15		30 (110)
Feb 1		**20 (130)**
Feb 15		20 (150)
March 1		20 (170)
TOTAL COMPLETED APPLICATIONS		170

If targets are not met from week to week, the enrollment team will look at its practices and implement additional strategies to reach out to potential students and their families. Students and their families should be contacted through letters and phone calls but should also see brochures and flyers at community events or members of the enrollment team speaking at houses of worship, and conducting home visits. Best practice shows that students/families need to hear about LPS from a variety of sources in order to create interest in attendance.

ROLES

Principal Involvement

The Principal will play an integral role in enrollment activities at the school as he/she is ultimately responsible for the school's overall enrollment. The Principal will designate and lead the enrollment team.

Enrollment and Recruitment Team

At the beginning of the school year, the Principal will form an enrollment team that will work cooperatively with him or her in achieving the school's aforementioned enrollment goals. This team should include (but not be limited to) teachers, parents, students, administrative staff, and office staff. In addition, the team should include people of various ethnicities and/or language skills so that the school can reach out to as wide an audience as possible. The enrollment team, under the leadership and direction of the Principal, will lead the enrollment effort and work with

members of the school community in organizing recruitment events, information sessions, and outreach into the community. For the first year of enrollment, prior to the start of the school's first year of operation, the Principal will coordinate closely with LPS College Park's school community, staff and enrollment efforts. More detail of this specific plan will be discussed later in the Guide.

Teacher Involvement

For prospective parents and students, meeting the team at LPS Oakland is as important as meeting the Principal. Because parents and families form the most direct connections with their students' teachers, it is critical for members of the teaching team to be directly involved in the recruitment process. This will occur in a variety of ways, including but not limited to teacher panels during information sessions as well as teacher accessibility during recruitment events.

Parental and Student Involvement

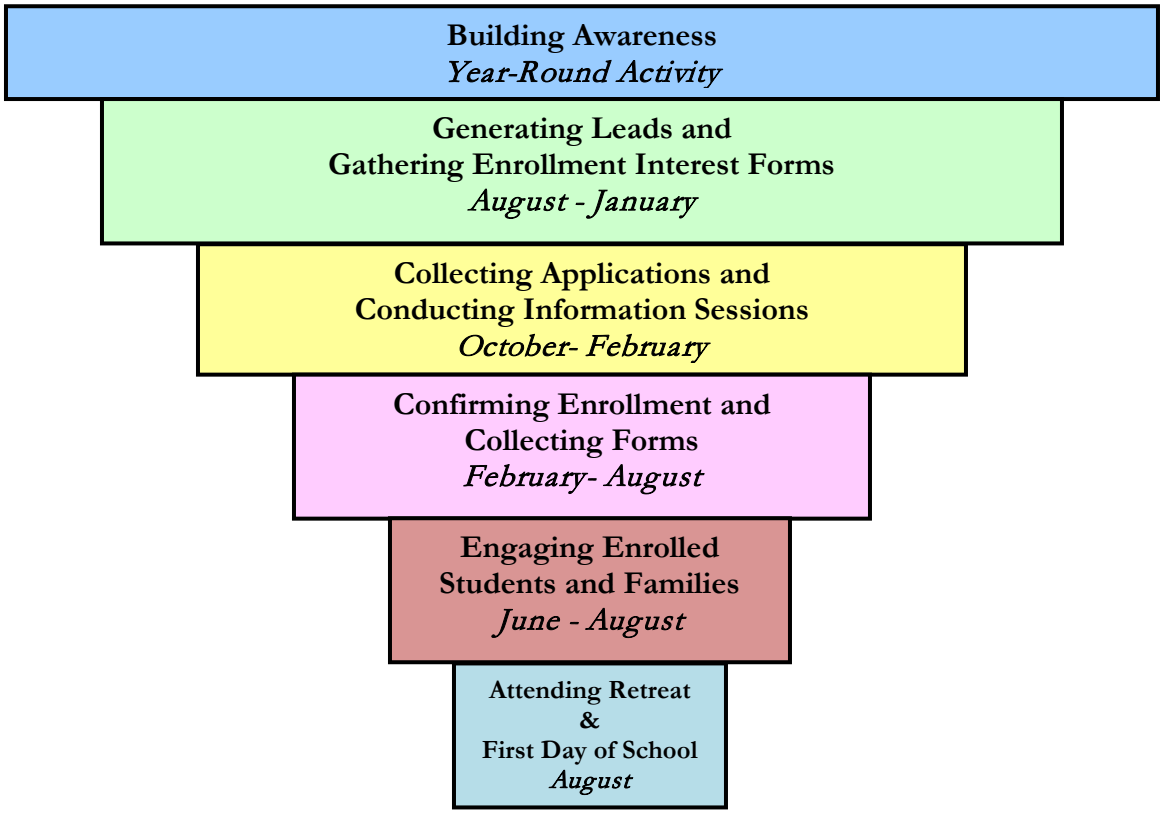
In addition to enrollment presentations, parents and students will be invited to participate in the recruitment process by making phone calls, producing mailings, and organizing school-based events. The Principal (or her/his designee) will organize an enrollment committee, including families from the Parent-Guardian Association, to work on these assignments.

Current students will also be invited to participate in the recruitment and enrollment process by connecting with prospective students at information sessions, and handing out flyers at various venues. Students will also be encouraged to complete their yearly community service hours by participating in recruitment and enrollment events. Students who are interested in volunteering their time towards enrollment will be organized by the Principal (or her/his designee).

Both parent and student enrollment groups will be organized at the beginning of the school year. The Principal or his/her designee will coordinate these groups and keep them well informed about and involved in upcoming events and activities. Forms to track student and parent volunteer hours will also be completed and tracked.

ENROLLMENT PROCESS

At LPS Oakland, recruitment and enrollment is viewed as a year-long process. The following diagram illustrates the different events that will take place throughout the year to ensure enrollment targets are met in a timely fashion.



Stage	Target	Timeline	Notes
Stage 1 Building Awareness	300 enrollment contacts	Year-round	Beginning in the fall, the enrollment team will reach out to neighboring communities and generate a list of at least 300 contacts, including prospective families and community resources.
Stage 2 Gathering EIFs	240 EIFs/ Contacts	Aug - Jan	In order to get to end goal of 128 9th grade students attending on first day of school, enrollment should be in contact with at least 240 interested families.
Stage 3 Info Sessions	170 complete applications	Oct - Feb	By the first week in February, 170 students should have completed the application process, participated in the lottery and be ready to be accepted/waitlisted into school.
Stage 4 Confirming Enrollment	140 to accept LPS	Feb – Aug	Although the target for 9th grade will be 128 students, 140 will receive acceptance letters to account for attrition. Students who have *accepted* LPS must complete acceptance packet and return it to school to be officially enrolled.
Stage 5 Engaging Enrollees	128 students + waiting list to participate	June – Aug	Accepted students and families will be invited to different school-based events (Parent-Guardian Association meetings, accepted student barbeques, and Summer Bridge) to ensure commitment throughout the summer months.
Stage 6 First Day of School	128 + waiting list to attend retreat	August	To account for attrition, all accepted students along with students on the waitlist, will be invited to attend the 9th grade Leadership Retreat.

Building Awareness and Generating Leads
(Year-Round Activity)

Building awareness takes place throughout the year but is especially critical during the months prior to collecting applications and holding information sessions. The enrollment coordinator will research area middle schools and community organizations and develop contacts that will allow school representatives to visit the school or organization to recruit students. If for any reason the schools do not allow representatives to present to 8th grade students, brochures will be dropped off at the school, and the enrollment coordinator will continue to contact representatives at the school for other recruitment opportunities. The enrollment coordinator will also contact community organizations and after school programs to further community relationships.

The awareness campaign may also include the following strategies:

- Advertising on community access channels and local/weekly/ethnic papers.
- Having a presence at community events such as farmers markets and street fairs.
- Presenting to parishioners at local houses of worship; including but not limited to: Center of Hope, Peoples Missionary Baptist, Love Center, East Oakland Deliverance Center, Glad Tidings (Hayward), and Acts Full Gospel.
- Posting flyers at local businesses, libraries, schools, bus stops, and other public locations.
- Tabling at community centers in East Oakland.
- Meeting with principals of middle schools.
- Meeting with locally elected officials to promote awareness and support of LPS Oakland.
- Mailing brochures and flyers to families via bulk mailers that include fliers about information sessions and applications to neighboring zip codes.
- Posting fliers in neighboring communities and apartment complexes with a large concentration of families with school-age students.
- Passing out fliers at food distribution events.
- Partnering with attendance area middle schools, within a three-mile radius, with FRL populations of 70% or more.

Collecting Applications and Holding Information Sessions
(October - February)

The second phase of collecting applications and conducting information sessions is critical to recruitment and enrollment at LPS Oakland. By this point in the process, a list of interested students is developed via the collection of Enrollment Interest Forms, tabling and presentations in middle schools, neighborhood associations, churches, and other locations. In addition, mailings will have been sent out and parent calls will have been made. All of this is done to inform families about LPS, and to encourage them to attend an information session and complete an application.

Purpose of Information Sessions
In order to give students and parents a better understanding of charter schools, the mission and focus of LPS, academics, and student life, the enrollment and recruitment team at LPS Oakland

will hold regular information sessions. Information sessions will serve as an opportunity to provide information about the school as well as a collection point for preliminary applications. Information sessions will be comprised of the following:

- Staff introduction
- Explanation of school mission
- Academic program overview
- Technology demonstration
- Overview of extra-curricular activities available
- Question and answer period
- Clarification of/assistance with enrollment application

To maximize student and family buy-in, information sessions will be conducted in English but also translated to Spanish, and any other target language as need is demonstrated.

Conducting Information Sessions

Information sessions can be led by any member of the enrollment team but should be attended by students, parents and teachers. Best practice shows that having the Principal appear at the information session maximizes the yield of attendees that turn in preliminary applications. In addition, a member of the enrollment team who can translate for non English speaking families should be present.

Ensuring Maximum Attendance at Information Sessions

Interested families will be reminded of their invitation to information sessions via phone call at least three days prior to the event. Follow-up phone calls will also be made the day before the information session to ensure maximum attendance. If a family indicates they cannot attend an upcoming session, they will be provided with additional dates. If those dates are not feasible for any particular family, all attempts will be made to schedule a home visit. If families commit to attending an information session but do not attend, they will receive a follow-up phone call to determine interest and to possibly schedule a home visit.

Materials Needed to Conduct Information Sessions

The following items:

- Sign in sheet
- Enrollment Calendar and Handout
- Preliminary applications
- Brochures
- Presentation materials
- Enrollment Interest Forms

Where Information Sessions Will Be Held

Information sessions will primarily be held at LPS Oakland to give families an opportunity to visit the campus before enrolling. Information sessions will also be held at local elementary and middle schools, as well as local libraries and community centers that are accessible to families. To facilitate attendance, sessions will be held on weekday evenings and Saturday mornings if necessary. Student, staff, and parent presenters will also be identified prior to the information sessions to include different perspectives for prospective families.

Deliverables After Information Sessions
The following information will be collected and reviewed after every information session to ensure the maximum number of interest forms can be collected:

- Family attendance and contact information
- Data from preliminary applications
- Number of applications to assess whether team is on track to meet enrollment goals

Public Enrollment Lottery Held
(February)

The application period begins in October and ends in February. A lottery is held in February for students and acceptance letters are mailed. If enrollment goals are not met by the date of the lottery, recruitment will continue and rolling lotteries will be held on a regular and scheduled basis until full enrollment is achieved and a waiting list is established.

As indicated in our charter and required by law, the school will hold a lottery if the number of students interested in attending the school exceeds the school's capacity by the lottery date. The lottery will be administered by the school's enrollment and recruitment team. Families and students will be given adequate notice of the upcoming lottery and will be invited to attend if they desire. If a lottery is held, the enrollment team will draw individual student names in random order by grade level to identify accepted students and the order of the waitlist.

As indicated previously, the school will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

Confirming Enrollment and Collecting Forms
(February - August)

All students selected for enrollment will be mailed an acceptance letter and introductory packet containing all necessary forms. The school will schedule workshops to assist parents with completing the required forms. The introductory packet will contain the following forms and information and must be completed and returned within 30 days of acceptance to LPS Oakland:

- Cover letter welcoming the student and explaining the contents of the packet and outline of the dates for assistance workshops
- Transcript Release Form
- Student Internet Permission Agreement
- Retreat Information and Waiver
- Field Trip Permission Slip
- New Student Registration Form
- Medical Consent/ Emergency Contact Form
- Request for Immunizations Record

- Free/Reduced Lunch Form
- Non-Acceptance Form
- Ropes Course Permission Form

Note: The non-acceptance form requests that students NOT interested in attending LPS Oakland return it to confirm their intent not to attend. If a student does not return this form, it is assumed that the student will be enrolling at LPS Oakland the following school year.

Engaging Enrolled Students and Families
(June - August)

The period between acceptance and attending the school is a fragile one in the enrollment process and one where families could potentially change their minds. To maintain student and family interest in LPS Oakland, the enrollment and recruitment team will hold events such as beautification days, shadow days, open houses, and a freshman picnic to create an inviting atmosphere for families.

The Principal will also hold special meetings where families can learn about the school, retreat, dress code, curriculum, and other elements of the school community. These events will be geared to provide families more personalized contact with the school. Events held by the Principal will also allow families the opportunity to bring in the aforementioned forms for collection and get help in completing them if they need assistance.

ADMISSIONS CRITERIA, PREFERENCES, AND OPEN ENROLLMENT POLICY

LPS has an open admissions policy for equity reasons. There are no subjective selection or admissions criteria for students; the only requirements are filling out a preliminary enrollment application (with appropriate attachments), attending an information session or home visit, and submitting required enrollment packet forms. There are only two exceptions to the LPS open enrollment policy:

1. Students must be 19 or under when enrolling for the first time in an LPS school. Students over 19 years of age can remain enrolled if they continue to make satisfactory progress towards their high school diploma.
2. Students who have been expelled from their school district may be denied admission, depending on the circumstances of their expulsion. School enrollment staff should forward the applications of previously expelled students to the LPS Home Office for review. The CEO will make the final decision on their enrollment status.

For equity reasons, LPS limits admissions preferences to a bare minimum. LPS allows admissions preferences only for the following groups of students (in descending order of preference):

1. Siblings of enrolled students, of both LPS Oakland and LPS College Park (so long as their schools are co-located in the same facility).
2. Children of LPS staff.
3. Students who reside within the Oakland Unified School District.

Any students not currently enrolled at LPS Oakland are entered into the general enrollment lottery. Students are admitted in the order of preference described above. Students who desire to transfer from one LPS campus to another must participate in the normal enrollment process, but will be considered an existing student for purposes of admissions preferences.

For equity reasons, LPS does not allow enrollment preferences for "founding families", a common practice in other charter schools, but one that tends to favor more affluent families. Founding families are families who volunteer a significant amount of their time during the beginning stage of the school.

LPS is not subject to the promotion or graduation policies of surrounding school districts; for example, a student who has failed 8th grade may still enroll in 9th grade at LPS if the parent decides that is in the best interest of the child. When applying for admission to LPS, the parent makes a preliminary decision regarding the student's grade placement. <u>After the student is admitted</u>, LPS may place the student in a different grade based on review of the student's transcripts and/or placement test results.

Application Deadlines

The application deadline for LPS Oakland is in March, with a lottery held the Thursday after Presidents Day. Should the school not meet its enrollment goal of 128 students for the 9th grade (plus a waitlist), the enrollment team will continue to accept applications and hold additional lotteries until the goal is met. For the first year of enrollment, prior to the start of the school's operation, the lottery will be held at the beginning of April.

Lottery and Waitlist Policy

All students must be admitted through a lottery process, as required by law. While counter-intuitive, this requirement still applies even if the school is not yet over-subscribed. LPS schools may not admit students on a rolling basis.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. The order of the waitlist shall be established at the time of the lottery through the continuation of the public random drawing process.

Backfilling

Principals may make space available in 10th – 12th grade at their discretion in order to backfill vacancies due to attrition to maintain targeted enrollment. However, open spaces must be filled using the same open admissions and lottery process as described above. A separate lottery should be conducted for each grade level, with waitlists established by lottery in the event of oversubscription.

ENROLLMENT PROCESS INITIAL YEAR

In the initial enrollment year, LPS Oakland will build off the enrollment efforts of LPS College Park. LPS intentionally held off on enrolling for LPS Oakland R&D until after LPS' new educational model was presented to both school stakeholders and the Directors of the Oakland Unified School Board for initial responses and feedback. Upon positive reception, LPS intends to aggressively enroll for LPS Oakland beginning in February.

Building Awareness and Reconnecting with Leads
(Year-Round Activity beginning in February)

LPS College Park has made many contacts throughout the community to build the awareness of Leadership Public Schools and will continue these efforts throughout the year introducing the new educational program of LPS Oakland beginning in February. LPS will host a series of community engagement meetings with the existing and incoming school community. The enrollment team will reconnect with all former enrollment contacts and families who filled out EIFs but declined to fill out an enrollment application. The enrollment team will continue to make presentations but with an LPS Oakland program focus in targeted communities.

The first group of stakeholders LPS will engage aggressively is the existing school community of LPS College Park. Though there have been many discussions over the years with the community about finding a new facility, the actual planning to relocate a school community mid-year requires much community input. In addition the concept of transitioning in the new educational model of LPS Oakalnd, co-locating the two schools, while also winding down the existing LPS College Park program, must be discussed in detail, broken down by the impacts to each grade level, and allowing for stakeholder feedback. There are also a multitude of areas where the school community can have a dramatic impact inshaping aspects of the curriculum. The new facility opens up a wide range of opportunities that will have significant impacts on the physical education, experiential learning and internship pieces of the curriculum. Throughout the start-up year and the first year of operation, the school will work closely with the school community to elicit feedback on the development of these new programs.

The second group of stakeholders, the enrollment team, will engage are the families who have filled out an enrollment application for LPS College Park and confirm each family's interest in enrolling their student in LPS Oakland. LPS strongly believes that the new innovative education program of LPS Oakland will be compelling and well aligned to the interests of our targeted population. It continues many of the positive aspects of LPS College Park and strengthens those efforts with an emphasis on technology and best practices gathered from the network of LPS schools. Committing to LPS Oakland at this early stage allows families the opportunity to shape the educational program of their students.

Thirdly, LPS will reconnect with families who filled out EIFs but declined to fill out an enrollment application with LPS College Park. It has been noted that the predominant reason for declining to apply to LPS College Park is due to the location of the existing school facility. Approximately 100 families who filled out EIFs decided not to apply to LPS College Park due to concerns with the location: safety concerns, lack of outdoor space and PE program, as well as distance of commute.

The enrollment team also recognizes the imbalance of the current African American population of LPS College Park in relation to its Latino population- approximately only 20% of the current LPS College Park school community is African American whereas traditionally these demographics are more evenly split at the District high schools in East Oakland. Accordingly, the enrollment team intends to aggressively target its enrollment outreach efforts to the African American communities in East Oakland.

The team will begin with incorporating the feedback received from prior enrollment efforts as to what the African American community prioritizes in a school environment. To date, several challenges identified with the LPS College Park program will be remedied by the LPS Oakland program and new facility. Athletics, a fitness program, and the incorporation of healthy living practices are high priorities for the African American communities, which is plagued with growing health concerns of obesity and diabetes. Statistics show that African American women have the highest rate of obesity of any demographic and that African Americans are twice as likely to be diagnosed for diabetes than any other ethnicity. These health concerns are not exclusive to this community and LPS firmly believes the entire school community will benefit from incorporating more opportunities for physical activity and increasing the importance of

healthy living. The new facility has ample outdoor space that will allow the school to operate a vigorous PE program, develop a robust Community Garden, participate in league sports, and host all school family meetings and performances.

The enrollment team will also survey the African American Community to identify how LPS Oakland can better tailor its program to align with the prioities and needs of the community. The existing administration, enrollment team, and parent leaders have many ties to the churches of East Oakland which play a large role in the educational decisions of their congregational families. The school's experience has proven that interested families are often more responsive and likelier to apply, if they are approached and connect with a school representative of similar ethnicity. The enrollment team will strategically build the capacity of its African American families and staff to help support the enrollment efforts of the school. Information sessions will be hosted and will showcase the diversity of the school's staff composition.

LPS anticipates that the new facility and location by the Airport Business Park will help drive an increase in enrollment. The new facility has ample outdoor space that will allow the school to operate a comprehensive PE program, develop a robust Community Garden, participate in league sports, and host all school family meetings and outdoor performances. In addition, the location of the new facility has a markedly lower crime rate and lends itself more easily to operating a closed and controlled campus. The enrollment coordinator will map out the EIFs and prioritize the outreach strategy in order of proximity to the school.

Collecting Applications and Holding Information Sessions
(February-April)

The second phase of collecting applications and conducting information sessions is critical to recruitment and enrollment at LPS Oakland. By this point in the process, a list of interested students is developed via the collection of Enrollment Interest Forms, tabling and presentations in middle schools, churches, and other locations. In addition, mailings will have been sent out and parent calls will have been made. All of this is done to inform families about LPS, and to encourage them to attend an information session and complete an application.

Information sessions will shift to focus on the innovative LPS Oakland R&D program. Information sessions will serve as an opportunity to provide information about the school as well as a collection point for preliminary applications. Information sessions and community engagement meetings should be held twice a week on a bi-weekly basis until enrollment targets are met.

Information sessions will be comprised of the following:

- Staff introduction showcasing diversity
- Explanation of school mission
- R&D Academic program overview
- Technology demonstration
- Overview of extra-curricular activities and introduction of fitness program and athletic teams and offer to engage in program design

- Introduction to College Launch program and current pilot students and offer to engage in program design
- Instroduction to vision for career-linked programs in technology and language translation and invitation to help in program design
- Presentation of new facility and relocation timeline
- Question and answer period
- Clarification of/assistance with enrollment application

To maximize student and family buy-in, information sessions will be conducted in English but also translated to Spanish, and any other target language as need is demonstrated.

Conducting Information Sessions
Information sessions can be led by any member of the enrollment team but should be attended by diverse group of students, parents and teachers. Best practice shows that having the Principal appear at the information session maximizes the yield of attendees that turn in preliminary applications. In addition, a member of the enrollment team who can translate for non English speaking families should be present.

Ensuring Maximum Attendance at Information Sessions
Interested families will be reminded of their invitation to information sessions via phone call at least three days prior to the event. Follow-up phone calls will also be made the day before the information session to ensure maximum attendance. If a family indicates they cannot attend an upcoming session, they will be provided with additional dates. If those dates are not feasible for any particular family, all attempts will be made to schedule a home visit. If families commit to attending an information session but do not attend, they will receive a follow-up phone call to determine interest and to possibly schedule a home visit.

Where Information Sessions Will Be Held
Information sessions will primarily be held at LPS College Park. Information sessions will also be held at local elementary and middle schools, as well as local libraries, churches and community centers that are accessible to families. To facilitate attendance, sessions will be held on weekday evenings and Saturday mornings if necessary. Student, staff, and parent presenters will also be identified prior to the information sessions to include different perspectives for prospective families. Information sessions and community engagement meetings should be held twice a week on a bi-weekly basis until enrollment targets are met.

Deliverables After Information Sessions
The following information will be collected and reviewed after every information session to ensure the maximum number of interest forms can be collected:
- Family attendance and contact information
- Data from preliminary applications
- Number of applications to assess whether team is on track to meet enrollment goals

Public Enrollment Lottery Held
(April 13, 2012)

Due to the expected date of charter approval, March 28, 2012, the enrollment lottery will be held April 13, 2012. If there are more applicants than there are seats, a public random lottery will be held to determine which applicants will be accepted and the order of the waitlist. Within a week acceptance letters are mailed with an enrollment packet. If enrollment goals are not met by the date of the lottery, recruitment will continue and rolling lotteries will be held on a regular and scheduled basis until full enrollment is achieved and a waitlist is established.

As indicated in our charter and required by law, the school will hold a lottery if the number of students interested in attending the school exceeds the school's capacity by the lottery date. The lottery will be administered by the school's enrollment and recruitment team. Families and students will be given adequate notice of the upcoming lottery and will be invited to attend if they desire. If a lottery is held, the enrollment team will draw individual student names in random order by grade level to identify accepted students and the order of the waitlist.

Confirming Enrollment and Collecting Forms
(April - August)

All students selected for enrollment will be mailed an acceptance letter and introductory packet containing all necessary forms. The school will schedule workshops to assist parents with completing the required forms. The introductory packet will contain the following forms and information and must be completed and returned within 30 days of acceptance to LPS Oakland:

- Cover letter welcoming the student and explaining the contents of the packet and outline of the dates for assistance workshops
- Transcript Release Form
- Student Internet Permission Agreement
- Retreat Information and Waiver
- Field Trip Permission Slip
- New Student Registration Form
- Medical Consent/ Emergency Contact Form
- Request for Immunizations Record
- Free/Reduced Lunch Form
- Non-Acceptance Form
- Ropes Course Permission Form

Note: The non-acceptance form requests that students NOT interested in attending LPS Oakland return it to confirm their intent not to attend. If a student does not return this form, it is assumed that the student will be enrolling at LPS Oakland the following school year.

Engaging Enrolled Students and Families
(June - August)

The period between acceptance and attending the school is a fragile one in the enrollment process and one where families could potentially change their minds. To maintain student and family interest in LPS Oakland, the enrollment and recruitment team will hold events such as beautification days, shadow days, open houses, and a freshman picnic to create an inviting atmosphere for families.

The Principal will also hold special meetings where families can learn about the school, retreat, dress code, curriculum, and other elements of the school community. These events will be geared to provide families more personalized contact with the school. Events held by the Principal will also allow families the opportunity to bring in the aforementioned forms for collection and get help in completing them if they need assistance.

COMMUNITY OUTREACH PLAN

Community Outreach Plan for 2012	
Feb- March	College Park 2012-13 Applications: • Contact LPS College Park applicants to discuss new R&D program and confirm continuing interest • Request referrals from existing applicants for African American families to engage
	College Park Enrollment Interest Forms: • Reengage families who chose not to apply to LPS College Park due to facility concerns- approx. 100 families • Map prospective EIFs by location and prioritize engagement by proximity to new facility- approx. 120 families
	Information Sessions: • Switch focus of information sessions to LPS R&D program; explain mid-year facility relocation strategy • Advertise/ Present information sessions with technology and entreprenuer focused programs/ communities o Charter Schools and Parochial Schools (St. Jarlath, St. Lawrence, St. Philip Neri, St. Leander) o Youth Development programs o Church Education Centers • Advertise/ Present information sessions with large African American base o Reems Academy, Frick, Acts Full Gospel School o Churches-Acts Full Gospel, Allen Temple, Center of Hope, Peoples Missionary Baptist, Love Center, East Oakland Deliverance Center, Glad Tidings o Tongan community- St. Bernard Catholic Church
	Community Engagement Sessions • Connect with LPS College Park Community on Facility relocation concerns- refine transition plan • Connect with African American community on facility and program priorities
	Highlight LPS CP and R&D Programs- Two Schools in a New Facility • R&D Technology demonstrations • LPS CP Musical Presentations • LPS R&D Internship/ Linked Learning program and College Launch • LPS R&D CP Athletic Teams and fitness program Collect Intent to Return Forms from existing LPS CP students

Community Outreach Plan for 2012	
April	Public enrollment lottery, April 13, 2012- rolling lottery date every 2 months if available seats remain
	Mail out full enrollment packets/ returning student packets
	Continue Spring enrollment and outreach efforts until full enrollment achieved
Summer	Confirm enrollment
	Continue Community Engagement and Outreach
	Continue to work with LPS CP to refine transition plan
	Engage incoming students
	Host Leadership Retreat
Fall	Host Monthly School Community Updates on new facility and transition plan
	Begin Enrollment and Outreach efforts for 2013-14 school year
December	Host School Community Meeting at new facility
	Host School Beutification Day at new facility
	School Relocation Plan Meetings

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LPS Oakland R&D Campus
ENROLLMENT INTEREST FORM
FOR STUDENTS ENTERING THE 9th GRADE FOR 2012

- LPS Oakland is a new charter high school founded in Spring 2012.
- As a free, public charter school, we do not charge tuition and enrollment is open to all students (we will use a lottery if there are more applicants than spaces).
- We offer a college preparatory curriculum in a safe and secure environment, small class sizes, personalized attention and support, a unique leadership development program and partnerships with Community College programs

By signing below, you are indicating that you are a student (or a parent of a student) meaningfully interested in enrolling at LPS Oakland in the fall of 2012.

By signing, there is no obligation to enroll, nor can we guarantee that we will have space available. We will add you to our mailing list and inform you when enrollment information sessions will be held, at which time you will be asked to submit an enrollment application.

If you would like more information, please call (510) 633-0750 ext 600, or visit our website at www.leadps.org.

Student or Parent Signature: _____ Date: _____
(Circle one)

Student Name (please print clearly):_____

Student or Parent Email Address: _____
(Circle one)

Student's Current School: _____ **Current Grade:**_____

Name of Parent/Guardian (please print clearly): _____

Phone number (area code first): ( ) - _____ Preferred Language: _____

Alternate phone number: ( ) - _____

Address: _____
Number Street Apt.

_____
City State Zip

How did you find out about LPS Oakland? _____

LPS Oakland R&D Campus
ADMISSIONS POLICY
2012-2013 School Year

FREQUENTLY ASKED QUESTIONS

Question: Are there selection criteria for admission?
No, LPS Oakland will offer admission to any child applying for 9th grade for Fall 2012 up to 128 students. In the event there are more applications than available spots, we will hold a public random lottery to determine which applicants are offered admission as well as the order of the waitlist.

Question: Does the school have any preferences in the lottery?
For equity reasons, LPS limits admissions preferences to a bare minimum. LPS allows admissions preferences only for the following groups of students (in descending order of preference):

1. Siblings of enrolled students, of both LPS Oakland and LPS College Park (so long as their schools are co-located in the same facility).
2. Children of LPS staff.
3. Students who reside within the Oakland Unified School District.

Any students not currently enrolled at LPS Oakland are entered into the general enrollment lottery. Students are admitted in the order of preference described above. Students who desire to transfer from one LPS campus to another must participate in the normal enrollment process, but will be considered an existing student for purposes of admissions preferences.

Question: If siblings are exempt, what happens if one of my children is selected in the lottery and I have multiple children applying for admission?
The siblings will be offered admission as well.

Question: Is LPS Oakland an option I can select through the OUSD options process?
No. LPS Oakland runs its own enrollment processes separate from the Oakland Unified School District. You must apply directly to LPS Oakland for admission.

Question: What does the "co-location" of LPS College Park and LPS Oakland mean and how does this affect admission?
Since the LPS Oakland facility will not be ready at the start of the Fall 2012 semester, its students will start their studies at the current LPS College Park facility on the Castlemont campus. Once the new facility is ready for occupancy (slated to open by December 2012), students from both the LPS College Park and LPS Oakland schools will relocate to the new site. Each school will operate a unique academic program while sharing administrative staff and facilities.

As long as the two schools are lo-located on the same campus, siblings of existing LPS College Park students will not have to participate in the enrollment lottery, but will be granted preference and automatically accepted to the school.

LPS Oakland R&D Campus
LOTTERY APPLICATION FORM
2012-2013 School Year

OVERVIEW AND INSTRUCTIONS

LPS Oakland will be a public charter school open to all students entering grade 9 in August 2012. Our charter is under review by the Oakland Unified School District, and we will know whether the charter has been approved by March 28, 2012 . Meanwhile, we are inviting parents to apply for our enrollment lottery. LPS Oakland is open to any students who are eligible California residents; priority is given to the residents of Oakland Unified School District.

LOTTERY WILL BE HELD ON April 13, 2012 AT 6:00 PM
ALL ARE INVITED TO ATTEND; THE EVENT IS OPEN TO THE PUBLIC.
ATTENDANCE AT THE LOTTERY IS NOT REQUIRED FOR SELECTION.

Location:
LPS College Park
8601 MacArthur Blvd.; Bldg 100
Oakland, CA 94505
Please check our website for details, http://www.leadps.org/our-schools/college-park/
The school can also be contacted for more information at this number: (510) 633-0750

- Admissions are conducted by lottery. All students who have submitted an application will be grouped by grade, and assigned a lottery number. A public random drawing of each grade will be held, and all those selected will be offered the option to enroll in LPS.
- No tuition is charged.
- To enter the LPS enrollment lottery, attend an information session and submit a completed application by the enrollment deadline, April 11, 2012.
- A separate application must be submitted for EACH CHILD you are entering in the lottery.
- If your child is offered a spot at LPS as a result of the lottery process, you will be informed by Friday, April 20, 2012; we will expect your response within 30 days, or your spot may be offered to another student.
- After the lottery, to register your child for LPS, you will be required to provide proof of residence, the results of a physical exam within the last six months, and documentation of required immunizations.
- Our campus has not yet been finalized, but we are targeting locations in East Oakland. No final location can be selected until the charter has been approved. We anticipate the school year will commence at the current LPS College Park facility.
- We offer two ways to submit your application for the lottery:

MAIL (application must be postmarked by April 12, 2012):
LPS College Park
8601 MacArthur Blvd.; Bldg 100
Oakland, CA 94505

HAND-DELIVERY (application must be in box by 3pm, Wednesday, April 13, 2012)
Monday - Friday, 9am to 4pm, to the box provided in the office at LPS College Park

For further information or questions, visit www.leadps.org or contact Enrollment Coordinator Leeset Torres at ltorres@leadps.org.

LPS Oakland R&D Campus
PRELIMINARY ENROLLMENT APPLICATION

Thank you for your interest in LPS Oakland R&D! Our vision is that all students – regardless of background, ethnicity, or neighborhood receive an excellent education that prepares them to succeed in college and improve their community.

LPS conducts an enrollment lottery to select students (by law, charter schools must use a lottery if the school has more applicants than spaces). There are two requirements to participate in the enrollment lottery:

1. Each student and at least one parent/guardian must attend an Information Session. (Dates and times are available by calling the school at 510-633-0750.)

2. Each student must submit this completed and signed preliminary application.

    a. A completed application for an incoming 9th grader contains:

        i. The signature of both parent/guardian and student
        ii. An explanation of expulsions, if applicable

    b. A completed application for transfer students contains:

        i. The signature of both parent/guardian and student
        ii. An explanation of expulsions, if applicable
        iii. A copy of the student's most recent high school transcript

Your application will be considered incomplete without the necessary information and will not be processed in a timely fashion.

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LPS OAKLAND R&D
APPLICANT INFORMATION FORM

Name of Student: _____
First Middle Last

Gender: (please circle one): Female Male

Student's Primary Address: _____Phone: (____)_____

City: _____ State: _____ Zip: _____

If student's mailing address is different than what is listed above, please indicate:

Mailing Address: _____

City: _____ State: _____ Zip: _____

Student E-Mail Address: _____

Birth Date: _____ Place of Birth: _____

Present School:_____Current Grade Level: _____

Student ID# _____

What is your assigned High School? _____

Language Spoken at Home:_____

Ethnicity: (Optional)

- ☐ American Indian or Alaska Native
- ☐ Pacific Islander
- ☐ Hispanic or Latina
- ☐ White
- ☐ Asian
- ☐ Filipino
- ☐ African American
- ☐ Multiple

PARENT/GUARDIAN INFORMATION:

Name of Parent/Guardian #1: _____
First Last Relationship to Student

Address of Parent/Guardian: _____

Home Phone: (____)_____ Work Phone: (____)_____

City: _____ State: _____ Zip_____

E-Mail Address: _____

Name of Parent/Guardian #2: _____
First Last Relationship to Student

Address of Parent/Guardian: _____

Home Phone: (____)_____ Work Phone: (____)_____

City: _____ State: _____ Zip_____

E-Mail Address: _____

Student lives with: ☐ Mother ☐ Father ☐ Guardian ☐ Other:_____

Would you like correspondence to be sent to an address in addition to the student's primary address listed above? If yes, please fill out the following:

Name/Relationship: _____

Address: _____

City: _____ State: _____ Zip: _____

IMPORTANT QUESTION FOR PARENT/GUARDIAN:

Was your child expelled from school during the last two years? Yes No

(Circle correct answer. If "Yes", the student must write an explanation for each occurrence and it must be attached.)

How did you hear about Leadership Public Schools?

- ☐ Newspaper Advertisement
- ☐ Newspaper/Magazine Article
- ☐ Website
- ☐ Current LPS Student/Parent
- ☐ Friend, currently enrolled at LPS
- ☐ Friend, not currently enrolled at LPS
- ☐ School District
- ☐ Billboard
- ☐ Flyer
- ☐ Other _____

For Office Use ONLY		
SY 10-11 11-12 12-13	Info Session attended: _____	Trans Y N Rec'd _____
App Rec'd _____	IEP Y N Rec'd _____	Susp Y N Rec'd _____
Exp Y N Rec'd _____	App Completed _____	Reviewed by: _____

Parent/Guardian Preliminary Application Agreement

I understand that adult support is critical to the success of students in school. I will make sure that my child adheres to the LPS Oakland rules. I will ensure that my child arrives at school punctually and attends *all classes* unless he or she is ill. I will also pledge 20 hours a year of my own time to volunteer at the school or assist with school events.

Leadership Public Schools may release directory information that is contained in a student's education record to the general public, and to school districts, unless notified not to in writing. Leadership Public Schools has defined *Directory Information* as information that would not generally be considered harmful or an invasion of privacy if released. Directory information includes the following: name, local and permanent addresses, date of birth, telephone numbers, participation in officially recognized sports, dates of attendance, enrollment status, degrees, certificates, and awards received. Students may request that Leadership Public Schools not release directory information by sending written notice to the address listed below.

In addition, I understand that LPS Oakland is a public charter school and I agree to follow its charter and dispute resolution process. For example, this means that the school follows its own policy, instead of the Oakland Unified School District, and that all concerns and complaints should be directed first to the charter school rather than the Oakland Unified School District.

Lastly, I am aware that all students who are accepted to the school are required to attend the Freshman Leadership Retreat requiring an overnight stay on a college campus the week before the start of the school year. Attendance of the retreat is mandatory and if a student does not attend, their spot in the school may be given up to another student on the waitlist.

Required Parent/Guardian Signature: _____Date: _____

Student Preliminary Application Agreement

I want to attend LPS Oakland. I understand that I need to be interested and focused on academics and leadership activities. I will follow the required dress code, arrive at school punctually and attend all classes unless I am ill. I agree to follow school rules and understand that my failure to do so may result in a suspension and/or expulsion. My signature below indicates that all of the information contained in my application is complete and true to the best of my knowledge. I understand that falsification of information could result in the withdrawal of an offer to attend LPS Oakland.

Required Applicant's Signature: _____ Date: _____

Please return this application to the campus, mail it to the address below, or fax it to (510) 291-9783.

LPS Oakland
Attn: Enrollment Coordinator
8601 MacArthur Blvd: Building 100
Oakland, CA 94605

If you have any questions regarding our enrollment process, please call (510) 633-0750.

LEADERSHIP PUBLIC SCHOOLS
SUSPENSION - EXPULSION PROCEDURES AND PARENT/STUDENT DUE PROCESS RIGHTS

Introduction

Leadership Public Schools ("LPS") believes that one of the major functions of education is the preparation of youth for responsible citizenship. LPS shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, LPS shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

In order to maintain an environment that will prepare LPS students for responsible citizenship, LPS has developed and adopted the policies and procedures set forth in this document. This document is designed to guide LPS schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or involuntarily transferred will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Student Due Process
The LPS Board of Trustees shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation.

Suspension

Definition: Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. It can include an in-school suspension at the discretion of the school, assuming adequate space and supervision. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school.

2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any LPS voluntary activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or his/her designee may extend a student's suspension pending final decision by the LPS Disciplinary Review Committee or Hearing Officer (as authorized by the LPS Board of Trustees) on a recommendation for expulsion (involuntarily transferred). This Committee may consist of the Director of Student Services, his/her designee(s), other LPS administrators, and other LPS school personnel (Counselors, Deans, etc.).

4. A Special Education student being considered for Expulsion may be suspended for ten (10) consecutive days pending the outcome of the Manifestation Determination IEP procedure in accordance with the Individuals With Disability Act (IDEA). (See section: Suspension and Expulsion of students with disabilities).

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CEO or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds.

2. While going to or coming from school.

3. During the lunch period whether on or off the campus.

4. During, or while going to or coming from, a school sponsored activity.

A pupil may also be suspended or expelled for engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.

Grounds for Suspension and Expulsion

The following information is designed to provide uniformity within LPS in matters of student misconduct requiring disciplinary action.

The following offenses constitute grounds for suspension and expulsion and may require police notification:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. Notification to police at the discretion of school officials.

- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Notification to police required.

- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Notification to police required.

- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Notification to police at the discretion of school officials.

- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. Notification to police at the discretion of school officials.

- **Damage to Property:** Caused or attempted to cause damage to school property or private property. Notification to police at the discretion of school officials

- **Theft of Property:** Stole or attempted to steal school property or private property Notification to police at the discretion of school officials.

- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products with the consent of a school official.

- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Notification to police at the discretion of school officials.

- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. Notification to police at the discretion of school officials.

- **Received Stolen Property:** Knowingly received stolen school property or private property. Notification to police at the discretion of school officials.

- **Imitation Firearm:** Possessed an imitation firearm. *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. Notification to police at the discretion of school officials
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. Notification to police required.
  Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
  Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse (Penal Code 243.4).

- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Notification to police at the discretion of school officials.

- **Sexual Harassment:** Committed sexual harassment.
  Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment.
  Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation. Notification to police at the discretion of school officials

- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
  Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation." Notification to police at the discretion of school officials

- **Intentional Harassment:** Created a hostile educational environment.
  Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, <u>and</u> invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both.
  Definition of Terroristic Threat: includes 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 ($1,000.00), 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, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family. Notification to police at the discretion of school officials

- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace.

- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
  Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section

53069.5 of the Government Code. Notification to police at the discretion of school officials

If a student is expelled for one of the above reasons, the school should provide this information to the district of residence.

Procedures in Cases Requiring Suspension

Step One: The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two: The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. In the case of a teacher initiated classroom suspension, the teacher will make contact with the student's parent to explain the reason for the suspension.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. ***At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone.*** In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the LPS home office and placed in the student's cumulative file at the school site.

Step Five: School site administrator determines whether the offense warrants a police report. State law requires that LPS report certain offenses to law enforcement authorities. If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury.

- A non-accidentally inflicted physical injury upon a minor student by another student, which requires medical attention beyond the level of school-applied first aid.
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency.
- An attack or assault on, or the menacing of, any school employee by a student.
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel.
- Acts of school misconduct in violation of court imposed conditions on probation.
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence, and only transmitted to teachers and supervisory personnel.

Appeals Process:

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to LPS and should be directed to the CEO or the CEO's designee for resolution with a written response within fifteen (15) school days.

After appeal at the LPS administrative level, if further review is desired, the appeal may be forwarded to the LPS Disciplinary Review Committee or Hearing Officer for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsions (Involuntary Transfers)

Definition: Expulsion is the involuntary removal of a student from all schools and programs of LPS for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, Expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

In the event that a student is recommended for Expulsion from LPS, he or she is entitled to a hearing, advance written notice of the rights and responsibilities set forth in the LPS Suspension and Expulsion Policies and Procedures. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing.

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. LPS will follow all due process procedures for Special Education students included in this document and in accordance with the Individuals with Disabilities Education Improvement Act (IDEA).

While under Expulsion from Leadership Public Schools, a student may not enroll in another California school district without the permission of the district of residence or the receiving district. The district of residence shall be notified upon the decision to expel a student from Leadership Public Schools.

The LPS Disciplinary Review Committee or Hearing Officer, upon reaching the decision to recommend expulsion, may suspend the enforcement of the Expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the LPS Disciplinary Review Committee or Hearing Officer’s determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Expulsion Offenses include:

Category I - Mandatory Expulsion
Under the mandatory provisions, a student who has committed one or more of the following acts **must be recommended for Expulsion** and the LPS Board of Trustees Sub-Committee**must Expel** the student.

- Possessing, selling or otherwise furnishing a firearm when an LPS employee verified firearm possession;

- Brandishing a knife at another person (note that simply possessing a knife does not result in a mandatory involuntary transfer although an involuntary transfer is not precluded).
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code; or
- Committing or attempting to commit a sexual assault or committing sexual battery.

A Mandatory Expulsion should be reported to the school district of residence and this communication should be documented in writing. A copy of the letter sent to the district or a written memo to the file regarding conversations with the district on this matter are acceptable.

Category I - Mandatory Recommendation for Expulsion
Under the mandatory provision, a student who has committed one of the following acts of misconduct must be **recommended for Expulsion**unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion; or
- Assault or battery upon a school employee.

Category II - Expulsion May Be Recommended
In accordance with the LPS Suspension and Expulsion Procedures and by direction of the California Board of Education, a student may be considered for Expulsion for committing any act not listed in Category I or II.

Note: The LPS Disciplinary Review Committee or Hearing Officer's decision to expel a student for violations included in Categories I and II must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion

Step One: School site administrator investigates an incident and determines whether the offense results in a recommendation for Expulsion. If so, the administrator follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardians are invited to attend this meeting with the Director of Student Services of LPS or his/her designee. School site administrators or teachers may also be present.

At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the Director or his/her designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory Expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from LPS is sent to the student and parent or guardian regarding the Expulsion hearing. This letter notifies the student and parent or guardian when and where the Expulsion hearing will take place and the rights of the student with respect to the hearing as provided in the LPS Suspension and Expulsion Procedures and Parent's Rights.

The Expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardians request a postponement.

Step Four: The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions, a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

Step Five: The student and his/her advocate, may prepare their presentation to the LPS Disciplinary Review Committee or Hearing Officer and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the Expulsion hearing.

Step Six: An Expulsion hearing is held. The hearing will follow the procedures identified in the Suspension and Expulsion Procedures and Parent Right for LPS Students. This hearing cannot be held within less than ten days from when the letter in Step Three is provided in order to give the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice.

The LPS Disciplinary Review Committee or Hearing Officer will conduct the Expulsion hearing. A record of the hearing will be made and, if necessary, a translator will be present at the hearing.

Step Seven: TheLPS Disciplinary Review Committee or Hearing Officer shall determine whether to recommend the Expulsion of the pupil to the LPS Board Disciplinary Sub-Committee.

If the LPS Disciplinary Review Committee or Hearing Officer recommends expulsion, findings of facts in support of the recommendation shall be prepared and submitted to the LPS Board Disciplinary Sub-Committee. All findings and recommendations shall be based solely on the evidence introduced at the hearing.

The decision of the LPS Disciplinary Review Committee or Hearing Officer to recommend expulsion, shall be based on substantial evidence relevant to the charges introduced at the Expulsion hearing or hearings. If the LPS Disciplinary Review Committee or Hearing Officer decides not to recommend the expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to school. The decision not to recommend expulsion shall be final.

Step Eight: Within ten days after the Expulsion Hearing, the final decision to expel will be made by the LPS Board Disciplinary Sub-Committee and the decision communicated to the parents.

Leadership Public Schools will provide the expelled student with all the assistance necessary to enroll in his/her local school district.

Step Nine: The decision to expel a student may be appealed to the Board of Trustees of Leadership Public Schools or their designee (Superintendent's Board Panel). Any appeal must be made in writing, within 15 days of the decision to expel.

Step Ten: The parents or guardians of an expelled student will be invited to submit their appeal in person at a meeting with the Superintendent's Board Panel. A representative of the Disciplinary Review Committee will attend the meeting to present the case.

Step Eleven: Within three school days after the hearing, the Superintendent's Board Panel will determine the disposition of the appeal and communicate the decision to the parents in writing.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the LPS Student Code of Conduct, may assert any of the protections under IDEA only if the district *had knowledge* that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

Leadership Public Schools shall be deemed to *have knowledge* that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534):

1. The parent/guardian has expressed concern to LPS supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

Leadership Public Schools would be deemed to *not have knowledge* that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, LPS would be deemed to *not have knowledge* if LPS conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When LPS is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension of a Student With Disabilities:
The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)
The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

Manifestation Determination

The following procedural safeguards shall apply when a student with disabilities is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the LPS Student code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications) (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, LPS School Officials, the student's parent/guardian, and relevant members of the IEP team (as determined by LPS and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. AR 5144.2(d)

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

1. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

QUESTIONING AND APPREHENSION

Law enforcement officers have the right to interview and question students on school premises. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview or question the student immediately, the principal or designee shall accommodate the process in a way that causes the least possible disruption to the school, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

At the law officer's discretion and with the student's approval, the principal or designee may be present during the interview.

If the law officer finds it necessary to remove the student from school, the principal or designee shall first ascertain the reason for such action. Upon releasing the student, the principal or designee shall immediately attempt to inform the student's parent/guardian.

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

Subpoenas

Although subpoenas may legally be served at school, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. In these situations, steps should be taken to ensure a minimum of embarrassment or loss of class time for the student.

SEARCH AND SEIZURE

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or LPS property under their control, and may seize illegal, unsafe and prohibited items. The Board of Trustees requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property and LPS property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other LPS rules or the school's code of conduct.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two LPS employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Student Lockers/Desks

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Because lockers and desks are under the joint control of the student and LPS, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

FREEDOM OF SPEECH/EXPRESSION

The LPS Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. *(cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)*

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected.

Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off- campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

“ELECTRONIC ACT”

As used in this section, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, video, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

A pupil may also be suspended or expelled for engaging in any “Electronic Act” or activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.

LEADERSHIP PUBLIC SCHOOLS – UNIFORM COMPLAINT PROCEDURES
COMPLAINTS CONCERNING LPS EMPLOYEES

The Governing Board recognizes that Leadership Public Schools ("LPS") has primary responsibility for ensuring that it complies with the applicable state and federal laws and regulations governing educational programs. LPS shall investigate and seek to resolve complaints against employees and school resource officers at the local level.

LPS shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:
Unlawful discrimination based on race, ancestry, national origin, ethnic group identification, religion, age, gender, actual or perceived sex, sexual orientation, color or physical or mental disability, a person's association with a person or group with one or more of these actual or perceived characteristics, or failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, child nutrition programs, and special education programs.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis. Complainants will be protected from retaliation.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent or designee shall ensure that the meditation results are consistent with state and federal laws and regulations.

COMPLIANCE OFFICER
The Governing Board designates the following compliance officer to receive and investigate complaints and ensure LPS's compliance with the law:

Joe Pacheco
Director of Special Education and Student Services
Leadership Public Schools
344 Thomas L Berkley Way, Suite 340
Oakland, California 94612
Phone: (408) 829-6872
Fax: (510) 225-2575, HR Fax: (510) 225-2559

Copies of the LPS complaint procedures shall be available free of charge.

NOTIFICATIONS
Uniform Complaint Procedures are distributed to every student and family in the Student – Family Handbooks that are sent home every year. Procedures are distributed at parent-teacher meetings, PGA meetings, and to new students as part of the enrollment process. Procedures and forms are available at every LPS school site and the LPS Home Office. UCP are distributed to classified and certificated employees at the beginning of each school year. UCP are distributed in different languages to students of school where 15% or more students speak a primary language other than English.

LPS will provide an opportunity for complainants and/or representatives to present relevant information to an investigator. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. [T5CCR 4631]

PROCEDURES

LPS is to provide the investigator with access to records and/or other information related to the allegation in the complaint. To otherwise fail to refuse or cooperate in the investigation or engage 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. [T5CCR 4631]

The following procedures shall be used to address all complaints that allege a violation of federal or state laws or regulations governing educational programs. The compliance officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

1. FILING OF A COMPLAINT

Any individual, parent, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging discrimination must be initiated no later than 6 months from the date the alleged discrimination occurred or when knowledge was first obtained. Written complaints are filed with the compliance officer.

2. INFORMAL PROCESS

Most complaints can be resolved by informal discussion between the complainant and the employee or the employee's principal/supervisor. Within 15 days of the receipt of the complaint, the principal/department head will conduct a meeting with all parties. The purpose of the meeting is discussion and resolution with the compliance officer/designee acting as an impartial chairperson. If resolution is not reached at this level, the compliance officer will proceed with formal investigation of the complaint.

3. FORMAL PROCESS

The formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted. The formal complaint must be filed within 10 days of an unsuccessful resolution through the informal process, at which time the compliance officer shall hold an investigative meeting with all parties and their representatives with the compliance officer/designee acting as impartial chairperson.

4. LPS'S WRITTEN RESPONSE

The compliance officer will prepare a written report of the finding and decision within 60 days of receiving the complaint unless the complainant agrees in writing to extend the timeline.

If the complainant does not accept the decision, he/she may request a review by the Governing Board within 5 days of receiving the written response. The Board may, at its own discretion, consider the request. If the Board chooses not to hear the appeal, the compliance officer's decision will be considered final. LPS has 60 days to process a formal complaint.

LPS's decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint. The report will contain the following elements: [T5CCR 4631(e)]

a) The findings of fact based on the evidence gathered.
b) Conclusion of law
c) Disposition of the complaint
d) The rationale for such a disposition.
e) Corrective actions, if any are warranted.

f) Notice of the complainant's right to appeal the LEA's Decision to CDE.
g) Procedures to be followed for initiating an appeal to CDE.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION
The complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving LPS's response. The appeal to the CDE must include a copy of the locally filed complaint and a copy of the LPS's decision.

CIVIL LAW REMEDIES
Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of LPS's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if LPS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

The complainants are protected from retaliation and that the identity of a complainant alleging discrimination will remain confidential as appropriate. [T5CCR4621]

For assistance you may contact:
American Civil Liberties Union
Contra Costa Legal Services
NAACP Legal Defense Fund

The following information is listed neither to encourage nor discourage the filing of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal complaint proceeding:

I understand that the school or LPS may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as the complainant, I may also be required to testify and be subject to cross-examination.

I understand that while my requested resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations, the information contained in this complaint may be used among other things as a basis for termination of an employee.

If the complaint is directed toward actions of an employee, I understand that LPS will give a copy of this complaint to the individual(s) about whom I have complained. The person will be given the opportunity to respond to this complaint. I will be provided with a copy of any written response.

If this matter is not informally resolved, I understand that a hearing may, at some point, be held before the Governing Board. That hearing shall be held in Executive Session in accordance with the provisions of the Brown Act. At that hearing, the person against whom I have complained has the right to be present. He/she may also have the right to be represented, to call witnesses, to introduce evidence, and to cross-examine me as well as other adverse witnesses. A record of the meeting will be kept.

I understand that I may request to withdraw this complaint at any time. However, in the event that LPS views the matters raised in this complaint as being sufficiently serious, LPS may pursue this matter despite my desire not to proceed. I also understand that if any judicial proceedings arise from the matters, which I have raised in this complaint, both the person I have complained about, and I, would be entitled to all rights and protections available in such judicial proceedings.

LEADERSHIP PUBLIC SCHOOLS – UNIFORM COMPLAINT PROCEDURE FORM
COMPLAINTS CONCERNING LPS EMPLOYEES

Date of Complaint: _____

Last Name _____ First Name_____
Street Address/Apt. # _____
City _____ Zip_____
Home Phone_____ Message/Work Phone _____

School / Office of Alleged Violation_____

Who is your complaint against? Please check the item(s) that appropriately refers to your complaint:

__ Athletics

__Special Education

__ Bilingual / ELD

__ Urgent Facilities Conditions

__ Food Service

__ Unlawful Discrimination (based on ethnicity, religion, age, gender, color, sexual orientation, physical or mental disability, medical condition, or political belief or affiliation)

__ Other Department / Position: _____

_____

Has this issue been discussed with him/her? Y _____ N _____ Date: _____

Has the complaint been discussed with the principal or supervisor? Y _____ N _____ Date: _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

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What remedy or action do you suggest?

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Joe Pacheco
Director of Special Education and Student Services
Leadership Public Schools
344 Thomas L Berkley Way, Suite 340
Oakland, California 94612
Phone: (408) 829-6872
Fax: (510) 225-2575, HR Fax: (510) 225-2559

****

OFFICE USE ONLY

Date Received: _____ by: _____
School/Department

_____ Informal Complaint Date of Informal Resolution_____
_____ Formal Complaint Date of Formal Resolution_____
_____ Not Resolved

344 Thomas L. Berkley Way
Suite 340
Oakland, CA 94612

Tel: 510.830.3780
Fax: 510.225.2575 HR Fax: 510.225.2550
Email: info@leadps.org Web: www.leadps.org

MODEL ANTI-BULLYING POLICY

Leadership Public Schools prohibits acts of harassment or bullying. The Board of Trustees of Leadership Public Schools has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Bullying” is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The Board of Trustees of Leadership Public Schools expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board of Trustees of Leadership Public Schools believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The Board of Trustees of Leadership Public Schools believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students’ abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Board of Trustees of Leadership Public Schools requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying.

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with each school's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school- wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

Admonishment - Temporary removal from the classroom - Loss of privileges - Classroom or administrative detention - Referral to administration - In-school suspension during the school week or the weekend - Out-of-school suspension - Legal action - Expulsion

Examples of Remedial Measures

Personal
Restitution and restoration - Transformative conferencing/restorative justice - Peer support group - Corrective instruction or other relevant learning or service experience - Supportive discipline to increase accountability for the bullying offense - Supportive interventions, including participation of an Intervention andReferral Services team, peer mediation, etc. - Behavioral assessment or evaluation, including, but not limited to, areferral to a Child Study Team, as appropriate - Behavioral management plan.

Environmental (Classroom, School Building, or School District)
School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change - School climate improvement - Adoption of research-based, systemic bullying prevention programs - General

professional development programs for certificated and non-certificated staff - Parent conferences - Referral to Family counseling - Involvement of community-based organizations - Law enforcement involvement (e.g., school resource officer, juvenile officers).

The Board of Trustees of Leadership Public Schools requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Board of Trustees of Leadership Public Schools requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Board of Trustees of Leadership Public Schools requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school shall incorporate information regarding the policy against harassment or bullying into each school's student handbook.

Adopted:

BOARD POLICY

LEADERSHIP PUBLIC SCHOOLS

School Safety Board Policy #___

Conditions for Classroom and School Visitation and Removal Policy

While the Leadership Public Schools encourages parents/guardians and interested members of the community to visit the Leadership Public Schools and view the educational program, the Leadership Public Schoolsalso endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents/guardians and other visitors, including children who are not students at a Leadership Public School, shall not loiter on the school premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business. Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must follow the listed procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq.:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least 24 hours 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 visitor if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the

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 that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Superintendent (or their designee) 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 the Superintendent(or their designee) within five days after the denial or revocation. The Principal or Superintendent(or designee) 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 shall be held within seven days after the Principal receives the request. A hearing before the Superintendent(or their designee) shall be held within 14 days after the Superintendent 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 each school campus, 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. Electronic listening or recording device may not be used by students or visitors in a classroom without the teacher and Principal's written permission.

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 School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Adopted:

Amended:

LEARN. LEAD. SUCCEED.

LEADERSHIP
PUBLIC SCHOOLS

Student and Family Handbook

(Template)

Leadership Public Schools Student and Family Handbook
Updated December 2011

www.leadps.org

LEADERSHIP PUBLIC SCHOOLS
STUDENT AND FAMILY HANDBOOK

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INTRODUCTION

Welcome to Leadership Public Schools (LPS), and thank you for joining our dynamic learning community. We hope that your time at LPS will be satisfying and productive, both academically and personally, and prepare you well for the opportunities and challenges you will face throughout your life.

This handbook is designed to be a handy reference guide for your routine questions about school procedures and about what LPS expects of you during your high school career. This guide may be revised as needed. Please share this with your parents or guardians. It will answer many of their questions as well.

Good luck in the years ahead!

THE LEADERSHIP WAY: VISION, MISSION, AND LEADERSHIP VALUES

THE LPS VISION

LPS's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

THE LPS MISSION

LPS's mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools in which we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

The LPSMission
100% of our students will apply, be accepted to, and complete college.

OUR LEADERSHIP VALUES

COMMITMENT

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts by going to the "source" (the person involved) rather than complaining to others, and
- Supporting each other when needed.

RESPONSIBILITY

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

ACADEMIC PROGRAM

STUDENT PLANNERS

Leadership recommends that all students use a student planner. The planner is an important tool to assist students with their organization and planning skills. It allows students to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments. We will provide appropriate planners for students at the beginning of the school year.

SOME HELPFUL TIPS FOR STUDENTS

- As soon as you are given an assignment, record it. Include the due date and the time you will study in your planner.
- Prioritize each assignment as you receive it, and cross it out as you complete it.
- Call your attention to test dates by writing it out with a capital T on the test date and circling it. Plan how you will study for tests and write it in your planner.
- Use your student planner to record after school activities or meetings for extracurricular activities.

STUDENT OUTCOMES AND PREPARATION FOR COLLEGE

It is through our vision, hope and work that all graduates of Leadership Public Schools will be lifelong learners and leaders. Our graduates will represent the diversity of cities where our students live, and will be able to take responsibility for their actions as they relate to their own lives, the lives of those close to them, or the life of their larger community. We strive for every student to have the opportunity to attend college (where they choose) and to be prepared to succeed in college both academically and socially as a student leader.

In order to demonstrate readiness for college, our graduates must develop their skills and demonstrate that they are:

- Effective Communicators;
- Critical Thinkers;
- Personally Responsible; and
- Socially Responsible.

Leadership Public Schools will endeavor to provides the tools, support and coaching for students to master these outcomes. Before graduation, students will learn the presentation skills and should be able to communicate to others who they are, how they have grown, and what they have accomplished. Ultimately students will be expected to exhibit their achievement. Students will pursue opportunities to be leaders in this community, and also provide us with much needed information to serve our future student leaders who will follow in their footsteps.

The Leadership Public Schools Promotion Policy, Grading Policy, and Graduation Requirements will be attached as appendices.

GRADUATION REQUIREMENTS

English (40 credits)

- English I
- English II
- English III
- English IV

Laboratory Science (30 credits)

- Biology
- Chemistry
- Physics

Mathematics (40 credits)

(Students beginning 9th grade year with Geometry must receive a "C" or higher in Geometry to validate Algebra I orthey must enter with 8th grade Algebra I credit)

- Algebra I
- Geometry
- Algebra II
- Pre Calculus
- AP Calculus

History/Social Sciences (30 credits)

- World History
- United States History
- Civics/Economics

Visual/Performing Arts (10 credits)

- Art I

Advisory (10 credits)

- Leadership Advisory 9 (2.5 cr)
- Leadership Advisory 10 (2.5 cr)
- Leadership Advisory 11 (2.5 cr)
- Leadership Advisory 12 (2.5 cr)

Foreign Language (30/20* credits)

Must be three continuous years in the same language

*Students enrolled in ELD or Read 180 classes must complete 20 credits

- Spanish 1, 2, for non-native speakers
- Spanish Native Speaker 1 & 2 for native speakers
- Spanish Language AP and Spanish Literature AP for native speakers

Electives (20/30* credits)

* Students enrolled in ELD or Read 180 classes must complete 30 elective credits.

- Academic Leadership, Academic Numeracy, Art II, Read 180, &/or ELD classes.

MINIMUM TOTAL CREDITS TO GRADUATE FROM LPS: 210

Students must complete and make a "C" or higher in <u>six classes each year</u> so they can graduate in four years. Students who need to make up credits can do so in summer school and/or at the local community colleges.

- LPS offers the following Advanced Placement (AP) classes for eligible students:
  - AP US History (11th grade)
  - AP Spanish Language 11th or 12th grade
  - AP English Language and Composition (12th grade)
  - AP Spanish Literature (12th grade)
  - AP Calculus (12th grade)

- These graduation requirements follow the A-G graduation requirements set by the University of California (UC) system and the California State University (CSU) system. Classes must be passed with a "C" or higher. "Ds" are not passing.

- All students applying to a UC school must maintain at least a 3.0 GPA each year.

- All students applying to a CSU school must maintain at least a 2.0 GPA each year.

- All students must complete 35 hours of community service each year. Students will not be allowed to graduate unless they complete a minimum of 140 hours of service.

- All 9th graders must complete one Typing class.

- All 9th graders must complete <u>two</u> sessions in the After School Program in order to graduate.

COMMUNITY SERVICE

At Leadership Public Schools students are required to complete 35 hours of Community Service as part of graduation requirements per academic year, for a total of 140 hours. Community Service must be performed outside of school hours.

GRADING POLICIES

LPS sends home semester grades and quarterly progress reports to enable families to monitor and support their students. **LPS students do not receive credit for Ds or Fs** and those in danger of receiving either grade will be provided additional academic support.

ACADEMIC HONESTY

Cheating or plagiarism or other acts of academic dishonesty are defined as a situation in which a student turns in the work of any other individual while presenting it as his or her own work. This includes copying or paraphrasing published work, information from the internet, or the work of another student or a parent. Tests in class or out of class must be the student's own work, unless students are instructed otherwise by their teacher. Copying or sharing such tests constitutes cheating and will result in a failure on that test for the student(s) involved. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. This can occur if a student copies all or part of a paper directly from another student, a book, or computer

network. If it is determined a student has plagiarized a piece of work, the student will not receive credit for the work. **Students are encouraged to ask teachers ahead of time whenever they have questions regarding plagiarism**. After a first offense, the teacher will inform the advisor and the Principal and a conference will take place.

ACADEMIC SUPPORT

All students need extra help at times in order to be successful. We currently offer several types of academic support to our students. LPS teachers respond to our students' needs through their curriculum and instructional strategies, and are available to help students individually outside of class time during Office Hours. The Advisory system provides an advocate for each student, as well as individual academic counseling and coaching. Targeted academic support is also provided for individual students during Sustained Silent Reading (SSR), in tutorials during Enrichment period and afterschool in the Homework Center. If a student would like to opt-out of the afterschool Enrichment programs offered at LPS, they must first consult with the Principal.

ACADEMIC ADVISING AND ADVISORS

"Making students' education more personal is the base on which all the common principles of Essential schooling stand; and in many schools like these, advisory groupings are emerging as one way to work toward this aim. If even one teacher in a school knows a student well and cares what happens to her, the theory goes, chances increase dramatically for that student's success. More, advisory groups can promote the principles of unanxious expectation, trust, and decency in students' relations with their teachers and others, both in school and outside it." --- HORACE, Volume7, Number 1, September 1990

Upon entering Leadership Public Schools, students are assigned an advisor and enrolled in classes called Leadership Advisory. The Leadership Advisory class is required each year. The advisor serves as the first point of contact for his or her advisees when students need advice, counsel or guidance. Advisors are asked to know their advisees well enough to recognize when concerns arise, and when necessary, to call upon other adults to assist the advisor in helping advisees.

Advisors assist advisees in areas of concern, offer counsel and support, and review all course reports to monitor a student's progress. Advisors call the parents/guardians during the school year and are the first contact for parents/guardians with questions or concerns about their child's progress at LPS. If a student is having issues around academics, behavior or attendance, teachers will notify the advisor who will watch for patterns and arrange a follow-up conference.

The advisor has four main roles:

1. Teach the Leadership Advisory Curriculum;
2. Serve as Academic Advisor to monitor all graduation requirements (i.e. credits, community service, etc.);
3. Serve as central advocate for her/his advisees;
4. Build community within her/his advisory and between her/his advisory and the school.

Ultimately, the advisor must know her/ his advisees well by maintaining a line of communication with each advisee, his or her teachers and parents.

COLLEGE COUNSELING SERVICES

As college preparedness is central to the mission and vision of LPS, Advisors will begin providing personal support and college guidance, while answering questions concerning class schedules, grades, credits and similar topics. These discussions will increase as students move toward their senior year. The College Counselor facilitates use of

the *College Knowledge* curriculum in Advisory and is available to work with all grade levels, particularly students during their junior and senior years.

Through the Leadership Advisory class and other venues, Advisors provide all students with information and eventually with assistance with college planning, including:

- appropriate high school course selection
- college admissions test preparation & registration
- the college admissions process
- financial aid information & application assistance
- college information nights for students and parents
- campus visits from college admissions & financial aid professionals

Students whose future goals include alternative education programs, career exploration, and travel plans may meet with their advisors to develop a post-high school plan.

COUNSELING SERVICES

LPS Counselors offer crisis counselingto students and their families. LPS Counselorsprimarily work to partner a student in need with a community program and/or services to support our students' achievement and personal growth. When students have significant needs requiring more ongoing or involved support, our Counselors may refer them to professionals outside the School. In these instances, the Counselors stay involved in the student's progress.

Confidentiality is maintained with the exception of information that suggests danger to the student's well-being or the well-being of another. Parents are not automatically notified when students meet with a counselor.

RESOURCE SPECIALISTS

Leadership has IDEA-compliant guidelines for the assessment and implementation of Individual Education Plans for students with disabilities. The plans can bedeveloped after an assessment process, which may confirm a disability that affects a student's academic success. Students, parents or staff can refer a student for assessment based on the valid possibility of a disability. The RSP teacher will focus on supporting those identifiedstudents within their general education classes. Additional supports may include, but are not limited to, student and staff consultations on specific classroom accommodations, guided academic support groups during the day or after school and certain modified graduation requirements.

If a general education student is experiencing ongoing academic difficulty, the student, his/her parent/guardian, or any member of the teaching or support staff may request a Student Study meeting. During that meeting the student, parent/guardian and LPS staff discuss the student's strengths, present levels of performance and areas of academic concerns (as noted on the Student Intervention Form). The "Student Study Team" may recommend specific academic intervention to address the concerns (intervention plan).

As part of the Student Study Team process, the student's progress will be followed and adjustments made to the intervention plan as necessary. If the interventions fail to address the areas of concern, a Response to Interventions (RTI) meeting will be held and additional recommendations or interventions attempted. If the interventions lead to improved academic achievement, staff will monitor the student's progress periodically. If the student continues to demonstrate academic concerns, a referral for Special Education Testing may be initiated.

SPECIAL EDUCATION AND SECTION 504

Leadership Public Schools ensures that all students with exceptional needs are provided a free and appropriate public education and related services in the least restrictive environment, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. Leadership Public Schools coordinates with the El Dorado County Charter SELPA to provide a continuum of services for students with special needs who are of high school age.

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education including the requirements of 334 CFR 300.1-300.818; include appropriate services for school-aged children K-12; and are provided in conformity with the student's individualized education program (IEP).

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students.

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities.

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with disabilities, whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students.

SECTION 504, AMERICANS WITH DISABILITIES ACT

It is the intent of LPS to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

LPS will provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

Who is an "individual with a disability"?
As defined by federal law: "An individual with a disability means any person who: a) has a mental or physical impairment that substantially limits one or more major life activity; b) has a record of such an impairment; or c) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

What is an"impairment" as used under the Section 504 definition?
An impairment as used in Section 504 may include any disability, long-term illness, or various disorders that substantially reduces or lessens a student's ability to access learning in the educational setting. It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities.

CONFIDENTIALITY

LPS fosters close relationships between students and staff; however, in some circumstances the confidentiality between a student and teacher is not protected. The following are instances in which teachers/staff members are legally bound to inform a parent and/or the authorities about information given during a confidential conversation or counseling session. 1) when a student indicates that he or she is going to physically harm himself or herself or jeopardize his or her life: 2) when a student indicates he or she is going to physically harm or jeopardize the life of another or has knowledge that another's well-being is threatened: 3) when a student indicates he or she is being sexually, physically, or emotionally abused or subjected to neglect or dangerous situations.

BEHAVIOR SUPPORT PLAN

Sometimes a student's behavior can interfere with her/his ability or opportunity to achieve. For this reason, we have the Behavior Support Plan (BSP). The four steps of the BSP have been put into place to address student behavior needs that are beyond the capacity and expectations of individual teachers. Throughout the four Steps (steps can be revisited numerous times), the student progressively meets and discusses strategies with key adult figures including her/his referring teacher, advisor, all her/his teachers, and her/his Parent/ Guardian. During these meetings, the behavior in question is reviewed along with attempted strategies to address the behavior and the affects of the behavior on the larger learning environment. The student is a participant at every step of the process.

The BSP is intended to address specifically those behaviors that:

- Have been identified as a pattern;
- Have been addressed using normal behavior management strategies (i.e., classroom management, school wide referral structures, family contact, etc.);
- Have documentation supporting the above two criteria.

Behavior Support Plan Process				
Step	***Process***	***Purpose***	***Who***	***Timeline***
I.	Initial Conference: Documented meeting to identify and address the problem of the observed behavior pattern.	After normal behavior management strategies have been attempted, documented, and ineffective – BSP Step I informs student and advocates, and problem solves behavior pattern that is disruptive to student's own or others' educational experience.	**Teacher**, Student, Advisor (Teachers, Parent/Guardian and Dean of Student Life informed)	Change should be gradual but also immediate. If no change, move to Step II within quarter. Step I can be repeated as needed.
II.	Follow-Up Conference: Documented meeting to follow up on continued behavior.	After behavior pattern continues despite BSP Initial Conference – problem solving increases with support of advisor and teacher feedback.	**Advisor,** Student, Teacher, Teacher Feedback, (Family Member and Principal informed in advance)	Change should be gradual but also immediate. If no change, move to Step III within quarter. Step II can be repeated as needed.
III.	Formal Conference: Meeting to develop behavior contract and timeline.	After behavior pattern continues despite BSP Follow-Up Conference – problem solving increases with support and input of all teachers, Principal and Parent/ Guardian.	**Advisor,** Student, Teachers (attend or give feedback), Family Member, Principal (or designee)	Change should align with expectations as set in contract. If no change, move to Step IV within quarter.
IV.	Evaluation Conference: Documented meeting to review behavior contract and timeline. Prior to meeting, advisor elicits feedback from teachers.	After BSP Step III and documented breach of contract. Possible consequences of Evaluation: Contract Improvement Contract Extension Student Transfer	**Principal (or designee),** Student, Advisor, Family Member, Teacher feedback (Principal informed)	Consequences should be immediate.

*Person who is primarily responsible for documentation and follow-through is listed in **bold**.

SUSPENSION AND EXPULSION PROCEDURES

Please refer to the SUSPENSION AND EXPULSION PROCEDURES AND PARENT/STUDENT DUE PROCESS RIGHTSlocated in the Appendix of this Handbook.

SCHOOL POLICIES AND PROCEDURES

LPS teachers and administration believe that all students have the potential to achieve greatness. Thus, the job of every LPS student is to strive to reach this potential in all that s/he does each day at school. To support students in reaching this goal, the teachers and administration expect the following school-wide policies to be followed by all students.

DRESS CODE

All students must remain in dress code throughout the school day. The only time students are allowed to be out of dress code is during lunch, when some choose to take their dress code shirts off in order to play sports. Students who are out of dress code will receive demerit points. Teachers are not expected to enforce the dress code, as this will be done by the administration.

Dress code applies before, during, and after school for as long as the student remains on campus, or as long as the student is participating in a school-related activity that requires dress code adherence. The only exception to this rule is when the administration has announced a free dress day or for special events.

SHIRTS, SWEATERS, SWEATSHIRTS, VESTS, JACKETS, and COATS

- Students must wear a collared shirt that is a SOLID COLOR other than red or blue. No shades of red or blue are allowed either, including maroon, burgundy, baby blue, royal blue, or navy blue. No stripes, large logos or other designs are allowed on the collared shirts. LPS designed shirts and college shirts of any color may be worn as well.
- The collared shirt must be worn on top of any other layers of shirts, and the shirts underneath may not hang below the collared shirt. Plaid shirts are not allowed.
- No large logos, embroidery or other large designs are allowed on collared shirts.
- All shirts must have sleeves (except vests worn over a shirt with sleeves) and must be long enough to cover the midriff.

PANTS, SHORTS, SKIRTS, or CAPRIS

- Must be solid black or khaki. No other colors are acceptable.
- No logos, stripes, embroidery, large name brand markers, or other designs.
- No sag and drag, baggy pants. Wear a belt; pants must sit at waist.
- No jeans, material that looks like jeans, denim, stretch pants/leggings, nylon, spandex, or sweat pants allowed. These items may not be worn at any time, not even showing under your other pants or layers of clothing.
- Shorts must also be solid black or khaki. They should be of appropriate length for school – neither too long nor too short. Shorts must be no shorter than mid-thigh.

ACCESSORIES

- No hats, scarves, bandanas, doo rags, hoods, or head coverings are allowed in the office or in classrooms.
- No decorative teeth covering or grills.
- No predominately red or blue accessories.

Dress Code Violations Consequences
Students who are out of dress code when they enter school will be sent home to change. Dress code violations during the school day will result in a demerit and a detention. See the "Demerit System" section of this document for more information

Hats in Class
Hats and head coverings are not allowed to be worn in class. Teachers are expected to enforce this rule as students enter their classroom. If you are required to wear headwear for extraordinary reasons, i.e. health reasons or religious reasons, please see the Principal. Headwear that is in accordance with the dress code may be worn as outerwear when walking outside.

Free Dress Friday and The Free Dress Friday Rubric
Students have a chance to earn Free Dress Friday each week based on their performance on our Free Dress Rubric. Students are assessed in four categories – Attendance, Timeliness, School Cleanliness, and Classroom Performance. The results are posted each day on the Free Dress Board in the breezeway, and if they achieve their goals on 80% of the rubric, they earn Free Dress Friday.

The "Yes for Free Dress" Rubric
In an effort to regularly and clearly communicate the extent to which LPS students are meeting their teachers' academic and behavioral expectations, all teachers are expected to complete the "Yes for Free Dress" rubric with their students throughout the day. This reflective process will take place in the last 2 minutes of every class except Advisory, SSR, and Enrichment.

LPS Academic Standards
"Yes for Free Dress"
1. Students begin work without prompting, stay on task 100% of the time, and complete work without redirection.
2. 100% of students arrive in class on time fully prepared with completed homework and organized academic materials.
3. Students only use academic and encouraging language, supporting each other in building ideas and collaborating in solving problems.
4. Students hold themselves to high expectations, including persevering through challenges and seeking help or clarification in order to reach their goals.
5. Students achieve the lesson objective according to their teacher's high standards for achievement.

Teachers' "Yes for Free Dress" Vote
Each day at 2:45pm, all teachers will receive an email which asks, "Based on your students' performance today, do you vote yes for free dress?" Teachers will then click on a link that will take them to a form where they can respond to the question. Based on how each teacher's students have performed on their "Yes for Free Dress Rubric" in each of their classes throughout the day, each teacher will then make a decision whether or not, overall, their students deserve a vote of "Yes for free dress." The answers are then used for our Free Dress rubric, which determines whether or not students will earn free dress on Friday.

Free Dress Friday Announcement
Every Thursday with 4 minutes remaining in 5th period, the principal will make her Free Dress Announcement, giving the students feedback on their week and letting them know whether or not they have earned Free Dress Friday. A photograph of the Free Dress Rubric will be emailed out during 5th period so that teachers can project the rubric during the principal's announcement.

ANTI-BULLYING POLICY

LPS prohibits acts of harassment or bullying. LPS has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

LPS expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

LPS believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

LPS believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self- discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

LPS requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying.

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

For additional information on the LPS Anti-Bullying policy, please refer to the MODEL ANTI-BULLYING POLICY located in the Appendix of this Handbook.

OTHER SCHOOL POLICIES

Bathroom Use/Hall Passes

Each teacher has 1 clipboard hall pass. Only one student at a time may be out of any one teacher's class. Any student who is out of class must have their teacher's clipboard hall pass with them, or s/he will be sent back to class.

All students receive 3 bathroom passes each month. A bathroom pass is needed in order to leave during class time to go to the bathroom or get a drink of water. If a student asks to go the bathroom during class, the teacher will first decide if s/he will allow the student to go the bathroom, as this is the teacher's decision. If the teacher does allow the student to leave class, s/he asks for a signed and dated bathroom pass, and then collects the pass in exchange for the teacher's clipboard hall pass.

Restrooms are to be protected, maintained and used appropriately by students. A restroom pass is required for all students using the restrooms from the beginning until the end of the school day (including after school program) except during passing period or lunch time.

- Use of the restroom during class is discouraged unless it is an emergency.
- While students have the right to request to use the bathroom during class, it is the teacher's decision whether or not to let the student go.
- Students are given three bathroom passes each month. Any passes not used will become invalid.
- Students must write the date and time on the bathroom pass and hand it to the teacher when requesting permission. Lost tickets will not be replaced.
- The students must then take the clipboard containing the out of class pass with them.

Cell Phones, iPods and Other Electronics

The main job of LPS each school day is to focus on their class work. Because of this, we want to eliminate distractions that can affect their ability to focus.

- Cell phones, iPods, and other electronics are not to be used, heard, nor seen from the moment students step onto campus until the bell rings to end the school day.
- LPS is not responsible for the loss or theft of these devices.

Teachers are expected to confiscate electronics that are used, seen, or heard in their classrooms. All confiscated electronics should either be personally delivered to the office or the office should be notified to come and pick up the

item. A Powerschool log entry (see below) must be written when an electronic device is confiscated. Teachers are expected to tell the Dean of Students if they see a student using an electronic device outside of the classroom, and the Dean will deal with it from there.

Consequences for Cell Phone, iPod, and Other Electronics Use

- Cell phones, iPods and other electronics that are in plain sight, ring, vibrate, or are used during school hours will be confiscated. Failure to comply with an adult requesting a cell phone or other electronics is considered to be defiance, and is punishable by suspension.
    - The first offense will result in a demerit and the confiscation of the device until the end of the school day. The phone may be picked up from the Dean at the end of the school day.
    - The second offense will result in a demerit and confiscation until the end of school day. A parent will be notified and may pick up the phone at the end of the school day.
    - The third offense will result in a demerit and confiscation until the end of the semester.

If an emergency arises, students must use the phone in the main office. If a family member needs to contact their student in the case of an emergency, they should call the main office at (510) 235-4522.

Powerschool Log Entries

Powerschool log entries are the main means for teachers to document and communicate the details of student misbehavior. A Powerschool log entry generates an automatic email to the Dean of Students, notifying him of a student's misbehavior. If a student is asked to leave class, the teacher will enter a log entry detailing the incident. If a teacher confiscates a cell phone, s/he will write a log entry. This is the means by which all student misbehaviors should be reported.

The Bells

Bells ring with tone A to start and end each period. Additionally, there is a "2-Minute Bell" that rings with tone B 2 minutes prior to each class beginning. A third bell signals teachers to release students to detention and read the announcements. Finally, on Thursdays with 4 minutes remaining in the day, a bell rings with tone D to signal students to listen to "The Free Dress Announcement" from the principal.

Timeliness

Students are expected to be on time to all of their classes. Any student who arrives in your class after the bell – even 1 second after the bell – is late. Any student who is late to class must present a late pass which proves that s/he was recorded as late in the office. If a student arrives to class late and does not have a late pass, s/he must be sent to the office immediately for a pass. Any student who is late to a class will serve a lunchtime detention. If a student is late prior to lunch, s/he will serve the detention that day. If a student is late after lunch, s/he will serve the detention the next day.

Detention

Detention takes place everyday during the first 20 minutes of lunch. At the outset of advisory, all advisors will receive a detention list of students. The Detention/Announcements bell will ring 5 minutes before the end of advisory, signaling all advisors to send students on their detention list to the detention room. On Fridays, when there is no advisory, there is 5 minutes added on to 3rd period and the bell will ring with 5 minutes remaining.

Announcements

At the outset of Advisory, advisors will receive a copy of the daily announcements. When the detention/announcements bell rings with 5 minutes remaining in Advisory, advisors will send students on the detention list out of the room, and then they will read the announcements to their students. On Fridays, when there is no advisory, there is 5 minutes added on to 3rd period, the bell will ring with 5minutes remaining, and all 3rd period

teachers are expected to read the announcements. It is essential that the announcements are read everyday, as this is the main way that school-wide information is communicated to students. If you would like to have an announcement read, there is a link on your desktop for the announcements form.

Advisory

Advisory occurs Monday-Thursday in a 20-minute period prior to lunch. There is a college prep curriculum that serves as the main component of Advisory. Additionally, advisors support their students in multiple ways in order to be successful at LPS

Sustained Silent Reading (SSR)

SSR occurs Monday-Thursday immediately following lunch. This year, SSR is a separate 25-minute class.

Enrichment

Enrichment occurs Mon-Wed during the final period of the day. During Enrichment, students will either be assigned to Study Hall, Targeted Intervention, Small Group Intervention, or an Earned Elective.

Homework Center

Homework Center takes place everyday immediately after school for 1 hour. Any student who has not completed a homework assignment the night before can be assigned to HW Center. To assign a student to HW Center, click on the link in your daily HW Center reminder email. All HW Center entries must be made by 2pm each day. Towards the end of the Enrichment period, any students in your Enrichment class who have earned HW Center will be picked up and escorted to the HW Center room. On Thursdays, students who have earned HW Center will be picked-up towards the end of their 5th period class, and on Fridays, Homework Center students will be collected at the end of Family Meeting (read below).

Family Meeting

Each Friday at the end of the day, the entire LPS community gathers on the main quad in order to celebrate our week. During this time, we honor students, present information, have performances, and announce our Outstanding Students of The Week.

ATTENDANCE POLICY AND PROCEDURES

SCHOOL ATTENDANCE POLICIES

Absences

Absenteeism seriously affects student work as the primary work at LPS takes place at school. The student's record of absences and tardiness is part of a student's permanent file. Medical and dental appointments should not be made during school hours. However, if an appointment during the school day is unavoidable, the student must bring a signed note from the doctor to the school secretary the day of his/her return to school.

Valid Excused Absences (excused by law)

Verification of student absences is accepted only from parents or guardians.

1. Illness – A doctor's note is required for extended illness.
2. Quarantine – directed by the local Department of Health.
3. Medical, dental optometry or chiropractic appointments or treatments. Parents/guardians are discouraged from making medical and dental appointments during the school day. However, if an appointment during the school day is unavoidable, the student must bring a signed note from the doctor to the school secretary.
4. Attending the funeral service of an immediate family member. Absence for bereavement is not excused for more than three days unless the funeral service is conducted outside of California.
5. Exclusion from school to obtain required immunization.
6. Approved participation in a school co-curricular activity, in which the student represents the school, including athletic events, fine arts and/or vocational exhibits or performances, academic competitions, and school approved conferences.
7. Personal or family emergency requiring the student's absence. These absences must be verified by a parent/guardian through a written note and approved at the discretion of the Principal
1. Observation of a religious holiday or ceremony of a student's family.
2. Administrative summons or when detained by other school personnel.
3. Court appearances either as a defendant or as a subpoenaed witness.

Unexcused Absences / Tardiness

The California Education Code states parents and guardians are required to compel the attendance of the student at school. Unexcused absences are those absences that are not verified by a student's parent or guardian or have not followed the proper attendance reporting procedure – including any of the unexcused absences listed below. Unexcused absences are reviewed by the Principal and disciplinary measures will be taken if the absence is determined to be unauthorized (class/school day "cut"). Unexcused absences are recorded on a student's permanent attendance record and count towards a student's semester absence total. When a student is absent more than three days without a valid excuse, the student can be declared a habitual truant. In the event of a school sponsored event such as a field trip or community service project, students are required to attend, and will be marked absent accordingly.

Unexcused Absences

1. The missing of class without an excused or approved reason, whether the absence is student or parent initiated (e.g., for shopping, babysitting, oversleeping, and the like).
2. Absences for which advanced approval is necessary and approval was not obtained before the absence
3. Unless approved in advance the failure of a student to be in class on time. Students who arrive more than 15 minutes late to class (without an excuse) will be marked as absent.

When a student receives 2 or more unexcused absences, the student will have to attend Saturday School. Parents/guardians will receive a phone call home informing them their student was not in class. (Individual course instructional absence policies vary and some have stricter absence policies than the school's general policy. Teachers who have individual attendance policies for their courses will send the information to parents. Individual course instructional policies should be carefully reviewed by students and parents/guardians at the beginning of the semester.)

When a student receives 3 or more unexcused absences, a letter will be sent home informing parents/guardians. If a student has 5 or more unexcused absences, the parent/guardian will be called in for a conference. If a student has 10 unexcused absences a conference will be scheduled, and an attendance contract will be set. More than ten absences the student will be referred to the Santa Clara County Assistant Superintendent for Pupil Services and may be transferred out of LPS.

Homework When Absent

Absent students are responsible for completing all classroom assignments and homework while they are absent. Absent students are expected to get her/his work from the instructors of the classes they have missed or from a fellow student. Students have one day for each absence to make up work. Work originally due on day of absence is due the first day back.

Attendance and Extracurricular Participation

A student who is absent from school on a given day is ineligible to participate in extracurricular and after school activities for that day.

LEADERSHIP PUBLIC SCHOOLS ATTENDANCE PROCEDURES

Procedure if a student is absent:

Parent/guardian is to call school on day of absence to excuse student.

If parent/guardian does not call in on day of absence:

Within 2 days of returning to school, the student must bring a note to the school office. The note must be legible and signed by the parent/guardian. Please include the following:

- Student's name
- Grade
- Date
- Reason and the length of the absence. (Include actual dates of absence.)

- If student was absent for part of a day, the note must include the time the student left campus and, if applicable, the time of his/her return.
- Include a phone number where you can be contacted.

Failure to bring a note to the office will result in an unexcused absence recorded for the classes missed.

Vacations

Leadership Public Schools has vacations built into its school calendar. Vacations should be planned around this. Students who take additional vacation time are not assured make up work or credit.

Tardiness

If a student arrives late to school, he or she must sign in at the office before proceeding to class.

If a student is tardy to class, this equals an unexcused absence unless the reason for the tardy is excused.

Leaving School During the Day

It is expected that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian that includes the reason for the partial absence, the time of departure from school and the estimated time of the student's return to school. If the student has a doctor's appointment the student must bring in a note from the doctor upon return. Students who become ill at school must check in at the office and remain at school until a parent or guardian arrives at the school to sign out and pick up the student. No student will be allowed to leave campus unless he/she is picked up by a parent or guardian. Under no circumstances may a student go home without the permission of a parent or guardian. Leadership Public Schools have closed campuses.

ATTENDANCE EXPECTATIONS

LPS students are expected to be in class for every period of every school day. The administration and teachers of LPS firmly believe that consistent attendance is crucial for our college-bound students.

Students are required to excuse all of their absences. Parents/Guardians may excuse 5 absences per class, per semester. After that, an official note from a doctor, dentist, licensed counselor, social worker, or a bereavement notice is required in order to excuse an absence.

Class work or homework missed due to unexcused absences CANNOT be made up and will be scored as a zero in teachers' grade books.

Any student who is showing a consistent pattern of lateness will need to attend our first attendance meeting at the end of September with his/her family. S/he will then be placed on a strict attendance contract.

Lateness

LPS students are expected to be on-time to class for every period of every school day. The administration and teachers of LPS firmly believe that timeliness is crucial for our college-bound students.

- Students are required to attend classes on time.
- Students must be inside their classroom before the start of class time in order to be considered on time.

- Students who are late must have a note from a doctor, dentist, licensed counselor, or social worker in order to be excused.
- If the student was meeting with a teacher or administrator, s/he is responsible for issuing a late slip to the student.

Lateness Consequences

- When a student is tardy to school or to a class, s/he will receive a mandatory twenty-minute lunchtime detention. If the student is late to a class after lunch, s/he will serve the detention the next day.
- Students who are more than thirty minutes late to class without a valid excused slip will be considered absent from the class.
- Any student who is showing a consistent pattern of lateness will need to attend our first tardy meeting at the end of September with his/her family. S/he will then be placed on a strict tardy contract.

EMERGENCY PROCEDURES REQUIRE ALL STUDENTS TO SIGN OUT AND TO SIGN IN UPON RETURN WHEN THEY LEAVE CAMPUS FOR ANY REASON DURING THE ACADEMIC DAY. STUDENTS MUST SIGN IN AND OUT AT THE OFFICE.

ATHLETIC PROGRAM

Leadership Public Schools will have student initiated sports teams and fields, boys' soccer and girls' volleyball in the fall, boys' and girls' basketball in the winter and girls' soccer and boys' baseball in the spring. If students are interested in initiating teams in other sports, they should speak to the Principal or the Athletic Director.

Students will be notified of tryouts for each sport and each player must earn her/his position based on ability and attitude. Students who participate in a LPS team will receive one semester of Physical Education credit per season. Team sports allow students to set aside individual goals and accept roles as part of a team. The athlete must accept the coach's decisions and be ready to participate when called upon.

SPORTS ELIGIBILITY

Students must be both Academically and Athletically Eligible to participate on sports teams.

Each student-athlete will consult their Advisor and the Dean of Student Life as to their academic eligibility for participation in interscholastic sports. Each student is expected to:

- Maintain a 2.0 GPA in order to participate in team sports. Students who fall below this GPA will be suspended from participation until they bring their grades up.
- Complete and submit all homework assignments on time.
- Obtain any and all assignments missed due to participation in athletic events.
- Communicate immediately with your coach, teacher and parents if you should fall behind in your studies.
- Students participating on an LPS athletic team will receive one semester of Physical Education credit per season.

LPSis a participant in the Bay Area Charter Schools Athletic Conference (BACSAC).

COMPORTMENT AND SPORTSMANSHIP

All student-athletes are expected to display a respectful and courteous attitude toward peers, teachers, coaches, opponents, visitors, officials and administrators on or off campus. Any infractions of this will be treated as an individual case and judged on its own merit. The seriousness of the offense, conditions under which it occurred and the students past record will be considered. Consequences range from a two (2) week suspension to expulsion from the team. Severe incidents may result in suspension or transfer from the school.

All student-athletes, while on or off campus or participating in a school or non-school function may not use, sell, distribute or be in possession of any illegal drugs, alcohol, steroids or tobacco products.

CONDUCT DURING ATHLETIC EVENTS

All athletes, spectators, and guests are expected to exhibit the ideals of good sportsmanship, ethical conduct and fair play. LPS urges all sports participants be they players or fans, to show cordial courtesy to visiting teams and officials. Please respect the integrity and judgment of sports officials. Any athlete who displays unsportsmanlike conduct will be removed from the event immediately, referred to the Principal for conduct review and consequence. Student spectators who display unsportsmanlike conduct will be asked to leave the event immediately, and will be referred to the Dean of Student Life and/or Principal for consequences. All members of the LPS community are responsible for the conduct of any guest he or she invites to a school event.

STUDENT-ATHLETE ATTENDANCE

All student-athletes are expected to be in attendance all periods of the day while participating in a practice or athletic event scheduled for that day. The Principal may excuse a student-athlete for appropriate reasons. If a student-athlete violates this rule, he/she will be suspended from participation in practice and games for a total period of two (2) weeks.

APPEALS

Appeals of suspension or dismissal from participation in athletic events may be made through the Leadership Public Schools' Principal. There will be no appeal if you are found to be guilty of using, selling, distributing or in possession of illegal drugs, alcohol, steroids, or tobacco products.

EQUIPMENT

In some sports, athletes may be required to purchase all or a portion of the uniform or practice uniforms: these purchases are the athlete's property. School-issued uniforms and equipment are to be worn only for contests and practice, and athletes are responsible for their maintenance. Parents/guardians/students will be charged a replacement fee for all school uniforms and equipment not returned in good condition at the end of the season.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

The primary purpose of Leadership Public Schools' (LPS) electronic communications network is to support and enhance learning and teaching that prepares students for success. Providing access to the LPS network is an investment in the future of both our students and staff.

Leadership believes that electronic communication is a tool for life-long learning, and that access to the LPS network is a resource that promotes educational and organizational excellence. We believe the responsible use of the LPS network will propel our schools into the information age allowing students and staff to significantly expand their knowledge by accessing and using information resources, and by analyzing, collaborating and publishing information.

1. Students and staff should use the LPS network in a responsible, efficient, ethical, and legal manner in accordance with our mission. The use of the LPS network is a privilege, not a right, which may be revoked at any time for inappropriate behavior. Users assume responsibility for understanding the policy and guidelines as a condition of using the LPS network. Staff members are accountable to teach and use the LPS network responsibly. Use of the LPS network that is inconsistent with this policy may result in loss of access as well as other disciplinary or legal action.

2. Each student must have a completed *Student Internet Permission Agreement* on file, stating whether or not he/she will abide by Leadership's Acceptable Use Policy and rules regarding technology resources. Signatures of students and parents/guardians indicate an agreement to comply with Leadership's standards and honor the agreement they have signed.

3. Internet Access entails responsibility and is only for educational and school business purposes. Students are *individually* responsible for their behavior when using Leadership's technology resources. General Leadership rules and policies for behavior apply. Students may not engage in inappropriate behavior when using Leadership resources. Examples of inappropriate behavior include:

   - Using technology resources without appropriate permission or access rights
   - Intentionally damaging, degrading or wasting any technology resource
   - Using technology resources to harass, insult or attack others
   - Sharing or copying another's work without his/her consent
   - Altering or using another user's account, password, folders, files, etc. without the other user's express permission
   - Copying material from the Internet or LPS's computer systems and representing it as your or another's own work or violating copyright laws
   - Using technology resources to create, find, share or download offensive, obscene language and/or images or child pornography or any other visual depictions that are harmful to minors
   - Accessing or participating in real-time chatting (e.g. chat rooms, instant messaging) without the express consent of LPS personnel
   - Disclosing your or someone else's home address, phone number or other personal information
   - Providing credit card or other financial information or conducting financial transactions over the Internet (except by staff members pursuant to school business)
   - Knowingly participating in any way in the transmission of computer viruses or the spread of other harmful computer programs
   - Modifying or altering LPS's computer systems (e.g. downloading or installing software on the computer system or attaching peripheral hardware such as disk drives, printers, etc.) without permission

- "Hacking," *i.e.,* gaining or attempting to gain unauthorized access to computer systems, unauthorized viewing, copying, downloading, locking or otherwise altering of Leadership's computer systems. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed on a regular basis
- Using the LPS network for personal financial gain or in a manner otherwise inconsistent with our pedagogy, mission and goals
- Using the LPS network for political activity

The following activities, in particular, are not permitted:

- Using network resources to commit plagiarism
- Unauthorized use, copying, or forwarding of copyrighted material
- Unauthorized installation, use, storage, or distribution of copyrighted software
- Using the LPS network tech resources for any illegal purpose

4. LPS reserves the right to access student work, files, folders, accounts, passwords, etc. and other server-based information, and to modify and/or delete those items in the interests of security, maintenance or other legitimate purposes.

5. LPS cannot control information from the Internet, it and its employees will not be held accountable for any claims, liabilities, demands, causes of action, costs, expenses or obligations of any kind, known or unknown, arising out of or in any way relating to your own or your child's use of the Internet

LPS network and E-mail Access
LPS network E-mail users are expected to observe well-established rules of *Netiquette*.

The following individuals are authorized to use e-mail on LPS network:
Leadership employees and school board members may be issued an individual e-mail account. All Leadership employees have network access accounts to the LPS network.

Students, with written consent from their parents/guardian, have the ability to communicate online with their personal email accounts. All Leadership students are issued network access accounts to the LPS network for the purpose of file sharing and collaboration with students and teachers.

Acceptable Internet Use Guidelines

Staff members are expected to teach responsible use to students when students are accessing the Internet, as well as to provide guidance and supervision of students using the Internet in the following ways:

- Teachers and other supervising adults will discuss the acceptable use of the LPS network and the Internet with their students, monitor their use, and intervene if the resource is not being used appropriately.
- Teachers and other supervising adults will provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber-bullying awareness and response.
- Computers that allow access to the Internet should only be placed in areas where adults are present.
- Internet users are encouraged to develop uses that meet their individual learning and teaching needs and to take advantage of the network's many useful functions.

It is possible that students may find material on the Internet that parents consider objectionable. Although students may be supervised when they use the Internet, this does not guarantee that students will never access inappropriate

materials. Leadership's guidelines for accessing the Internet prohibit access to material that is inappropriate in the school environment. Students should promptly report inappropriate access of material to a teacher or staff member. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school as well as from home.

Privacy

Staff and student users of the LPS network must be aware that information accessed, created, sent, received or stored on the network is not private. It is subject to review by network system administrators. System administrators may investigate complaints regarding e-mail that may contain inappropriate or illegal material.

Web Content
The content on the Leadership website shall be consistent with its purpose of supporting and enhancing learning and teaching that prepares students for success, enhances lifelong learning and promotes respect for one another.

Staff who publish pages on the LPS network should use criteria appropriate to selecting material that enriches the learning environment.

Internet Guidelines Committee and CIPA

It is the policy of Leadership Public Schools to fully comply with the Children's Internet Protection Act [CIPA]. In addition to the formal adoption of this Acceptable Use Policy, the following actions have been taken, or will promptly be undertaken, at each LPS school site, to ensure CIPA compliance:

- An open meeting with the community has been or will be held to discuss Internet benefits and risks, and to discuss the Acceptable Use Policy and Student Internet Permission Agreement. Students and their parent/guardian are expected to execute the associated Agreement to indicate their understanding of and agreement to comply with the AUP, prior to gaining access to technology resources.
- Teachers and other supervising adults will provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.
- Leadership Public Schools shall use a Firewalled approach to *block access* to Internet web sites deemed inappropriate for children by the school administration, faculty and community. This will involve a commercial Firewall Web Blocking technology combined with block list subscription that is managed and updated by the school technology team. Nevertheless, it is not technically possible to guarantee that all inappropriate sites on the Internet will be blocked.
- LPS shall *actively monitor* student Internet usage; through a *combination* of *human supervision* and technology (e.g., *review of log files*).
- LPS has taken further steps, such as implementation of *spam filtering and intrusion detection* software, to protect users of the LPS network.

After reading these guidelines please sign and return the STUDENT ACCEPTABLE USE POLICY FOR TECHNOLOGY AGREEMENTlocated in the Appendix of this document.

GENERAL INFORMATION

LEADERSHIP PUBLIC SCHOOLS VISITORS POLICY

While Leadership Public Schools encourages parents/guardians and interested members of the community to visit the Leadership Public Schools and view the educational program, Leadership Public Schoolsalso endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents/guardians and other visitors, including children who are not students at a Leadership Public Schools, shall not loiter on the school premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business. Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school.

In addition, students who do not attend LPS are not to be on the LPS campus during the school day unless they have a pre-arranged appointment and only by permission of the LPS Principal. They must be sponsored by a student or staff member and must have permission from the school Principal, Vice Principal, or Dean from the school they attend.Former students who were transferred out or expelled due to disciplinary reasons are not allowed back on campus. If a student visitor is coming to meet an LPS student after school they must wait outside the campus gates. Smoking or use of any tobacco-related products is prohibited on campus, in close proximity to LPS, or at any school-related activities.

If a parent or guardian wishes to visit the school to view the educational program, the visitor must follow the listed procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq.:

1. Visits during school hours should first be arranged with the teacher and Principal at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least 24 hours 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. Parents who are visiting classrooms are asked to check in with teachers ahead of time in case of testing, preset fieldtrips, or student presentations.

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 Principalmay refuse to register an visitor if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the 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 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 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 that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Superintendent (or their designee) on the propriety of the denial or revocation.

7. The Principal shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to each school campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. Electronic listening or recording device may not be used by students or visitors in a classroom without the teacher and Principal's written permission.

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 School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

DANCE POLICY RULES

1. Attendance at a Leadership Public Schools dance is a privilege. All Leadership Public Schools rules apply.
2. Students who miss school for legitimate reasons (illness or appointment excused with a note from a physician) must be in attendance for half the day in order to attend the dance.
3. If a student is on suspension from Leadership Public Schools, that student is not allowed to attend the dance.
4. Students who formerly attended LPS and were expelled or transferred out of LPS due to disciplinary reasons are not allowed to attend any LPS dances.
5. Certain LPS dances will be for LPS students only. If guests are allowed at a dance, all guests must be accompanied by the LPS student who invited him/her. No student may have more than one guest. All guests must have a signed permission slip submitted 2 days prior to the dance in order to attend. All guests must have a student ID or permission to attend by the Principal. Guests must also follow our school rules. LPS students are responsible for their guests.
6. After students enter the dance, they may not leave and come in again.
7. Doors close at 9:30pm.
8. The Leadership Public Schools Dress Code must be followed unless the dance is a theme dance and exceptions to the dress code are specifically stated.

HEALTHAND MEDICATION POLICIES

If students are taking any prescription medicine, they must have a parent's permission and physician authorization form on file in the office. The form is available from the school secretary. **Students should NOT carry medication**. Any student who needs to take medication should have their parent/guardian drop the medication off in the main office in the original bottle. The school secretary will keep all medications in a locked area and students will get their medications from him/her.In emergency situations, the school will administer Tylenol, Advil, and Pepto-Bismol with signed parent/guardian consent only.Students who are in regular need of these items or other over the counter remedies such as cough drops, should bring their own supply and give them to the school secretary.

Students who are ill or are injured during the school day should go to the school office immediately. The School will see to it that the student receives proper medical care. The School will contact the person(s) listed on the student emergency card. A student will not be allowed to leave school during the academic day without being picked up by a parent or guardian.

WORK PERMITS

Students ages 14 through 17 are required by law to possess a Work Permit in order for them to be employed. Students may pick up an application for a work permit from the school secretary.

MESSAGES AND TELEPHONES

School telephones are available for student use when students must contact a family member regarding a school concern or if there is an emergency. Students are not allowed to use their cellular telephones at school during the school day.

PARENT INVOLVEMENT

THE ROLE OF PARENTS AND GUARDIANS AT LPS

Parents and guardians are an important part of a child's success so parent participation is encouraged at LPS. The school, through teachers, advisors, and administrators, will work with parents to assure the academic success of each individual student. Parents are welcome to visit the school but we recommend that Parent/guardians call ahead to make sure there are no special field trips or presentations.Parents are also encouraged to become active in the Parent Guardian Association. Parents can communicate using phone trees that list contact numbers for all of the students in their child's Advisory. Parents should inform the school if they do not wish to have their phone numbers distributed.

PARENT AND GUARDIAN ASSOCIATION

All LPS parents and guardians are automatically members of the LPS Parent / Guardian Association. **There are no dues.** Meetings are usually held on the First Monday of the month, every other month, at 6pm. Members plan and discuss upcoming events, learn about school policies and procedures.***Please refer to the Appendix for a SAMPLE LPS ACADEMIC CALENDAR.***

The primary purpose of the Association is to support the educational activities of LPS, and to provide a meaningful forum for parents and guardians to participate in the life of the school. The LPS Parent / Guardian Association works to accomplish these aims through activities that include, but are not limited to:

- Support and assist LPS in providing enriched and effective curriculum.
- Support and assist LPS to ensure all students succeed academically.
- Support and assist LPS in its goal to develop strong leadership qualities in each student.
- Provide assistance and operational support in organizing school spirit building activities such as dances and special events.
- Fundraising activities to support activities not covered in LPS's operating budget.
- Facilitate communications between LPS and student families through a regular newsletter, monthly meetings, and otherwise.
- Work with LPS to match Parent/Guardian volunteers with student and teacher needs.

VOLUNTEERING AT THE SCHOOL

Parents are required to perform at least 30 hours of volunteer work per year. This can be conducted in a variety of ways including assisting with enrollment, attending meetings, planning fund-raising functions, chaperoning field trips or school dances, or even helping with difficult homework assignments. Schools typically grant 5 hours of volunteer credit for each new student referred by an LPS parent.

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event, or chaperoning. Principals should provide orientation, direction, and supervision for volunteers to make their time with us as enjoyable for them and as helpful for the school as possible.

Any volunteers that have contact with students are required to undergo a background check through the LPS LiveScan account, and must provide evidence of a recent negative TB test. Confirmation of background check and TB test clearance must be secured before any volunteer work with students begins.

LPS BOARD OF DIRECTOR INFORMATION

Information about Leadership Public Schools Board of Directors, including Governing board members, adopted policies, meeting dates, agendas and minutes, are available to the public and can be found on the LPS website at www.leadps.org.

APPENDIX DOCUMENTS

APPENDIX A: LPS SAMPLE ACADEMIC CALENDAR 2011-12

August 23	Start of Fall Semester
August 16-18	Challenge Day / Leadership Retreat
September 5	Labor Day Holiday, NO SCHOOL
September 12	Parent/Guardian Association Meeting, 7:00 pm
October 7, 10	Staff Development Day, NO SCHOOL
October 3	Parent/Guardian Association Meeting, 7:00 pm
October 21	Staff Development Day, NO SCHOOL
November 11	Veteran's Day Holiday, NO SCHOOL
November 7	Parent /Guardian Association Meeting, 7:00pm
November 23 – 25	Thanksgiving Holiday, NO SCHOOL
December 5	Parent /Guardian Association Meeting, 7:00pm
December 12-16	Parent Communication Week
December 19 – January 2, 2012	Winter Holiday, NO SCHOOL
January 3	Start of Spring Semester
January 9	Parent /Guardian Association Meeting, 7:00pm
January 16	Martin Luther King Day Holiday, NO SCHOOL
January 20	Staff Development Day, MINIMUM DAY
February 6	Parent /Guardian Association Meeting, 7:00pm
February 20 – 24	President's Week Holiday, NO SCHOOL
March 5	Parent / Guardian Association Meeting, 7:00pm
March 26 – 30	College Week
March 29	Staff Development Day, NO SCHOOL
March 30	Cesar Chavez Day, NO SCHOOL
April2	Parent / Guardian Association Meeting, 7:00pm
April 9 – 13	Spring Break Holiday, NO SCHOOL
May 7	Parent /Guardian Association Meeting, 7:00pm
May 28	Memorial Day Holiday, NO SCHOOL
June 4	Parent /Guardian Association Meeting, 7:00pm
June14	Last day of Classes (half day), HAVE A WONDERFUL SUMMER!

APPENDIX B:
LEADERSHIP PUBLIC SCHOOLS
SUSPENSION - EXPULSION PROCEDURES AND PARENT/STUDENT DUE PROCESS RIGHTS

Introduction

Leadership Public Schools ("LPS") believes that one of the major functions of education is the preparation of youth for responsible citizenship. LPS shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, LPS shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

In order to maintain an environment that will prepare LPS students for responsible citizenship, LPS has developed and adopted the policies and procedures set forth in this document. This document is designed to guide LPS schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or involuntarily transferred will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Student Due Process
The LPS Board of Trustees shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation.

Suspension

Definition: Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. It can include an in-school suspension at the discretion of the school, assuming adequate space and supervision. A suspension does not mean any of the following:
1. Reassignment to another class at the same school where the student will receive continuing instruction for the school.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any LPS voluntary activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend:
1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or his/her designee may extend a student's suspension pending final decision by the LPS Disciplinary Review Committee or Hearing Officer (as authorized by the LPS Board of Trustees) on a recommendation for expulsion (involuntarily transferred). This Committee may consist of the Director of Student Services, his/her designee(s), other LPS administrators, and other LPS school personnel (Counselors, Deans, etc.).
4. A Special Education student being considered for Expulsion may be suspended for ten (10) consecutive days pending the outcome of the Manifestation Determination IEP procedure in accordance with the Individuals With Disability Act (IDEA). (See section: Suspension and Expulsion of students with disabilities).

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CEO or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:
1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

A pupil may also be suspended or expelled for engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.

Grounds for Suspension and Expulsion

The following information is designed to provide uniformity within LPS in matters of student misconduct requiring disciplinary action.

The following offenses constitute grounds for suspension and expulsion and may require police notification:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. Notification to police at the discretion of school officials.

- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Notification to police required.

- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Notification to police required.

- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Notification to police at the discretion of school officials.

- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. Notification to police at the discretion of school officials.

- **Damage to Property:** Caused or attempted to cause damage to school property or private property. Notification to police at the discretion of school officials

- **Theft of Property:** Stole or attempted to steal school property or private property Notification to police at the discretion of school officials.

- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products with the consent of a school official.

- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Notification to police at the discretion of school officials.

- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. Notification to police at the discretion of school officials.

- **Received Stolen Property:** Knowingly received stolen school property or private property. Notification to police at the discretion of school officials.

- **Imitation Firearm:** Possessed an imitation firearm. *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. Notification to police at the discretion of school officials
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. Notification to police required.

Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse (Penal Code 243.4).

- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Notification to police at the discretion of school officials.

- **Sexual Harassment:** Committed sexual harassment.

Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment.

Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation. Notification to police at the discretion of school officials

- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation." Notification to police at the discretion of school officials

- **Intentional Harassment:** Created a hostile educational environment.

Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both.

Definition of Terroristic Threat: includes 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 ($1,000.00), 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, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family. Notification to police at the discretion of school officials

- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace.

- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.

Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code. Notification to police at the discretion of school officials

If a student is expelled for one of the above reasons, the school should provide this information to the district of residence.

Procedures in Cases Requiring Suspension

Step One: The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two: The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. In the case of a teacher initiated classroom suspension, the teacher will make contact with the student's parent to explain the reason for the suspension.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. ***At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone.*** In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the LPS home office and placed in the student's cumulative file at the school site.

Step Five: School site administrator determines whether the offense warrants a police report. State law requires that LPS report certain offenses to law enforcement authorities. If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury.
- A non-accidentally inflicted physical injury upon a minor student by another student, which requires medical attention beyond the level of school-applied first aid.
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency.
- An attack or assault on, or the menacing of, any school employee by a student.
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel.
- Acts of school misconduct in violation of court imposed conditions on probation.
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence, and only transmitted to teachers and supervisory personnel.

Appeals Process:

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to LPS and should be directed to the CEO or the CEO's designee for resolution with a written response within fifteen (15) school days.

After appeal at the LPS administrative level, if further review is desired, the appeal may be forwarded to the LPS Disciplinary Review Committee or Hearing Officer for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsions (Involuntary Transfers)

Definition: Expulsion is the involuntary removal of a student from all schools and programs of LPS for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, Expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

In the event that a student is recommended for Expulsion from LPS, he or she is entitled to a hearing, advance written notice of the rights and responsibilities set forth in the LPS Suspension and Expulsion Policies and Procedures. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing.

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. LPS will follow all due process procedures for Special Education students included in this document and in accordance with the Individuals with Disabilities Education Improvement Act (IDEA).

While under Expulsion from Leadership Public Schools, a student may not enroll in another California school district without the permission of the district of residence or the receiving district. The district of residence shall be notified upon the decision to expel a student from Leadership Public Schools.

The LPS Disciplinary Review Committee or Hearing Officer, upon reaching the decision to recommend expulsion, may suspend the enforcement of the Expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the LPS Disciplinary Review Committee or Hearing Officer's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Expulsion Offenses include:

Category I - Mandatory Expulsion

Under the mandatory provisions, a student who has committed one or more of the following acts **must be recommended for Expulsion** and the LPS Board of Trustees Sub-Committee**must Expel** the student.

- Possessing, selling or otherwise furnishing a firearm when an LPS employee verified firearm possession;
- Brandishing a knife at another person (note that simply possessing a knife does not result in a mandatory involuntary transfer although an involuntary transfer is not precluded).
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code; or
- Committing or attempting to commit a sexual assault or committing sexual battery.

A Mandatory Expulsion should be reported to the school district of residence and this communication should be documented in writing. A copy of the letter sent to the district or a written memo to the file regarding conversations with the district on this matter are acceptable.

Category I - Mandatory Recommendation for Expulsion
Under the mandatory provision, a student who has committed one of the following acts of misconduct must be **recommended for Expulsion**unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion; or
- Assault or battery upon a school employee.

Category II - Expulsion May Be Recommended
In accordance with the LPS Suspension and Expulsion Procedures and by direction of the California Board of Education, a student may be considered for Expulsion for committing any act not listed in Category I or II.

Note: The LPS Disciplinary Review Committee or Hearing Officer's decision to expel a student for violations included in Categories I and II must be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion

Step One: School site administrator investigates an incident and determines whether the offense results in a recommendation for Expulsion. If so, the administrator follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardians are invited to attend this meeting with the Director of Student Services of LPS or his/her designee. School site administrators or teachers may also be present.

At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the Director or his/her designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory Expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from LPS is sent to the student and parent or guardian regarding the Expulsion hearing. This letter notifies the student and parent or guardian when and where the Expulsion hearing will take place and the rights of the student with respect to the hearing as provided in the LPS Suspension and Expulsion Procedures and Parent's Rights.

The Expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardians request a postponement.

Step Four: The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions, a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

Step Five: The student and his/her advocate, may prepare their presentation to the LPS Disciplinary Review Committee or Hearing Officer and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the Expulsion hearing.

Step Six: An Expulsion hearing is held. The hearing will follow the procedures identified in the Suspension and Expulsion Procedures and Parent Right for LPS Students. This hearing cannot be held within less than ten days from when the letter in Step Three is provided in order to give the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice.

The LPS Disciplinary Review Committee or Hearing Officer will conduct the Expulsion hearing. A record of the hearing will be made and, if necessary, a translator will be present at the hearing.

Step Seven: TheLPS Disciplinary Review Committee or Hearing Officer shall determine whether to recommend the Expulsion of the pupil to the LPS Board Disciplinary Sub-Committee.

If the LPS Disciplinary Review Committee or Hearing Officer recommends expulsion, findings of facts in support of the recommendation shall be prepared and submitted to the LPS Board Disciplinary Sub-Committee. All findings and recommendations shall be based solely on the evidence introduced at the hearing.

The decision of the LPS Disciplinary Review Committee or Hearing Officer to recommend expulsion shall be based on substantial evidence relevant to the charges introduced at the Expulsion hearing or hearings. If the LPS Disciplinary Review Committee or Hearing Officer decides not to recommend the expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to school. The decision not to recommend expulsion shall be final.

Step Eight: Within ten days after the Expulsion Hearing, the final decision to expel will be made by the LPS Board Disciplinary Sub-Committee and the decision communicated to the parents.

Leadership Public Schools will provide the expelled student with all the assistance necessary to enroll in his/her local school district.

Step Nine: The decision to expel a student may be appealed to the Board of Trustees of Leadership Public Schools or their designee (Superintendent's Board Panel). Any appeal must be made in writing, within 15 days of the decision to expel.

Step Ten: The parents or guardians of an expelled student will be invited to submit their appeal in person at a meeting with the Superintendent's Board Panel. A representative of the Disciplinary Review Committee will attend the meeting to present the case.

Step Eleven: Within three school days after the hearing, the Superintendent's Board Panel will determine the disposition of the appeal and communicate the decision to the parents in writing.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITHDISABILITIES)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the LPS Student Code of Conduct, may assert any of the protections under IDEA only if the district *had knowledge* that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

Leadership Public Schools shall be deemed to *have knowledge* that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534):

1. The parent/guardian has expressed concern to LPS supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

Leadership Public Schools would be deemed to *not have knowledge* that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, LPS would be deemed to *not have knowledge* if LPS conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When LPS is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension of a Student With Disabilities:
The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)
The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

Manifestation Determination

The following procedural safeguards shall apply when a student with disabilities is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the LPS Student code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
(cf. 5145.6 - Parental Notifications) (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, LPS School Officials, the student's parent/guardian, and relevant members of the IEP team (as determined by LPS and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. AR 5144.2(d)

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

1. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

QUESTIONING AND APPREHENSION

Law enforcement officers have the right to interview and question students on school premises. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview or question the student immediately, the principal or designee shall accommodate the process in a way that causes the least possible disruption to the school, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

At the law officer's discretion and with the student's approval, the principal or designee may be present during the interview.

If the law officer finds it necessary to remove the student from school, the principal or designee shall first ascertain the reason for such action. Upon releasing the student, the principal or designee shall immediately attempt to inform the student's parent/guardian.

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

Subpoenas

Although subpoenas may legally be served at school, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. In these situations, steps should be taken to ensure a minimum of embarrassment or loss of class time for the student.

SEARCH AND SEIZURE

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or LPS property under their control, and may seize illegal, unsafe and prohibited items. The Board of Trustees requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property and LPS property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other LPS rules or the school's code of conduct.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two LPS employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Student Lockers/Desks

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Because lockers and desks are under the joint control of the student and LPS, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

FREEDOM OF SPEECH/EXPRESSION

The LPS Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. *(cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)*

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected.

Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off- campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

“ELECTRONIC ACT”

As used in this section, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, video, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

A pupil may also be suspended or expelled for engaging in any “Electronic Act” or activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.

APPENDIX C:
MODEL ANTI-BULLYING POLICY

Leadership Public Schools prohibits acts of harassment or bullying. The Board of Trustees of Leadership Public Schools has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- Is directed at one or more pupils;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The Board of Trustees of Leadership Public Schools expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board of Trustees of Leadership Public Schools believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The Board of Trustees of Leadership Public Schools believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self- discipline.

Since bystander support of harassment or bullying can support these behaviors, Leadership Public Schools prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Board of Trustees of Leadership Public Schools requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying.

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with each school's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

Admonishment - Temporary removal from the classroom - Loss of privileges - Classroom or administrative detention - Referral to administration - In-school suspension during the school week or the weekend - Out-of-school suspension - Legal action - Expulsion

Examples of Remedial Measures

Personal
Restitution and restoration - Transformative conferencing/restorative justice - Peer support group - Corrective instruction or other relevant learning or service experience - Supportive discipline to increase accountability for the bullying offense - Supportive interventions, including participation of an Intervention andReferral Services team, peer mediation, etc. - Behavioral assessment or evaluation, including, but not limited to, areferral to a Child Study Team, as appropriate - Behavioral management plan.

Environmental (Classroom, School Building, or School District)
School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying- School culture change - School climate improvement - Adoption of research-based, systemic

bullying prevention programs - General professional development programs for certificated and non-certificated staff - Parent conferences - Referral to Family counseling - Involvement of community-based organizations - Law enforcement involvement (e.g., school resource officer, juvenileofficers).

The Board of Trustees of Leadership Public Schools requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Board of Trustees of Leadership Public Schools requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Board of Trustees of Leadership Public Schools requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

APPENDIX D:
LEADERSHIP PUBLIC SCHOOLS UNIFORM COMPLAINT PROCEDURES AND FORM

The Governing Board recognizes that Leadership Public Schools("LPS") has primary responsibility for ensuring that it complies with the applicable state and federal laws and regulations governing educational programs. LPS shall investigate and seek to resolve complaints against employees and school resource officers at the local level.

LPS shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:
Unlawful discrimination based on **race, ancestry, national origin, ethnic group identification**, **religion, age, gender, actual or perceived sex**, **sexual orientation**, color or physical or mental disability, a person's association with a person or group with one or more of these actual or perceived characteristics, or failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, child nutrition programs, and special education programs.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by theSuperintendent or designee on a case-by-case basis. Complainants will be protected from retaliation.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent or designee shall ensure that the meditation results are consistent with state and federal laws and regulations.

COMPLIANCE OFFICER

The Governing Board designates the following compliance officer to receive and investigate complaints and ensure LPS's compliance with the law:

Joe Pacheco
Director of Special Education and Student Services
Leadership Public Schools
344 Thomas L Berkley Way, Suite 340
Oakland, California 94612
Phone: (408) 829-6872
Fax: (510) 225-2575, HR Fax: (510) 225-2559

Copies of the LPS complaint procedures shall be available free of charge.

NOTIFICATIONS

Uniform Complaint Procedures are distributed to every student and family in the Student – Family Handbooks that are sent home every year. Procedures are distributed at parent-teacher meetings, PGA meetings, and to new students as part of the enrollment process. Procedures and forms are available at every LPS school site and the LPS Home Office. UCP are distributed to classified and certificated employees at the beginning of each school year. UCP are distributed in different languages to students of school where 15% or more students speak a primary language other than English.

LPS will provide an opportunity for complainants and/or representatives to present relevant information to an investigator. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. [T5CCR 4631]

PROCEDURES

LPS is to provide the investigator with access to records and/or other information related to the allegation in the complaint. To otherwise fail to refuse or cooperate in the investigation or engage 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. [T5CCR 4631]

The following procedures shall be used to address all complaints that allege a violation of federal or state laws or regulations governing educational programs. The compliance officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

1. **FILING OF A COMPLAINT**

Any individual, parent, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging discrimination must be initiated no later than 6 months from the date the alleged discrimination occurred or when knowledge was first obtained. Written complaints are filed with the compliance officer.

2. **INFORMAL PROCESS**

Most complaints can be resolved by informal discussion between the complainant and the employee or the employee's principal/supervisor. Within 15 days of the receipt of the complaint, the principal/department head will conduct a meeting with all parties. The purpose of the meeting is discussion and resolution with the compliance officer/designee acting as an impartial chairperson. If resolution is not reached at this level, the compliance officer will proceed with formal investigation of the complaint.

3. **FORMAL PROCESS**

The formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted. The formal complaint must be filed within 10 days of an unsuccessful resolution through the informal process, at which time the compliance officer shall hold an investigative meeting with all parties and their representatives with the compliance officer/designee acting as impartial chairperson.

4. **LPS'S WRITTEN RESPONSE**

The compliance officer will prepare a written report of the finding and decision within 60 days of receiving the complaint unless the complainant agrees in writing to extend the timeline.

If the complainant does not accept the decision, he/she may request a review by the Governing Board within 5 days of receiving the written response. The Board may, at its own discretion, consider the request. If the Board chooses not to hear the appeal, the compliance officer's decision will be considered final. LPS has 60 days to process a formal complaint.

LPS's decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint. The report will contain the following elements: [T5CCR 4631(e)]

a) **The findings of fact based on the evidence gathered.**
b) **Conclusion of law**
c) **Disposition of the complaint**
d) **The rationale for such a disposition.**
e) **Corrective actions, if any are warranted.**
f) **Notice of the complainant's right to appeal the LEA's Decision to CDE.**
g) **Procedures to be followed for initiating an appeal to CDE.**

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION
The complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving LPS's response. The appeal to the CDE must include a copy of the locally filed complaint and a copy of the LPS's decision.

CIVIL LAW REMEDIES
Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of LPS's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if LPS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

The complainants are protected from retaliation and that the identity of a complainant alleging discrimination will remain confidential as appropriate. [T5CCR4621]

For assistance you may contact:
American Civil Liberties Union
Contra Costa Legal Services
NAACP Legal Defense Fund

The following information is listed neither to encourage nor discourage the filing of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal complaint proceeding:

I understand that the school or LPS may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as the complainant, I may also be required to testify and be subject to cross-examination.

I understand that while my requested resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations, the information contained in this complaint may be used among other things as a basis for termination of an employee.

If the complaint is directed toward actions of an employee, I understand that LPS will give a copy of this complaint to the individual(s) about whom I have complained. The person will be given the opportunity to respond to this complaint. I will be provided with a copy of any written response.

If this matter is not informally resolved, I understand that a hearing may, at some point, be held before the Governing Board. That hearing shall be held in Executive Session in accordance with the provisions of the Brown Act. At that

hearing, the person against whom I have complained has the right to be present. He/she may also have the right to be represented, to call witnesses, to introduce evidence, and to cross-examine me as well as other adverse witnesses. A record of the meeting will be kept.

I understand that I may request to withdraw this complaint at any time. However, in the event that LPS views the matters raised in this complaint as being sufficiently serious, LPS may pursue this matter despite my desire not to proceed. I also understand that if any judicial proceedings arise from the matters, which I have raised in this complaint, both the person I have complained about, and I, would be entitled to all rights and protections available in such judicial proceedings.

LEADERSHIP PUBLIC SCHOOLS – UNIFORMCOMPLAINT PROCEDURE FORM
COMPLAINTS CONCERNING LPS EMPLOYEES

Date of Complaint: _____

Last Name _____ First Name_____
Street Address/Apt. # _____
City _____ Zip_____
Home Phone_____ Message/Work Phone _____

School/Office of Alleged Violation_____

Who is your complaint against?Please check the item(s) that appropriately refers to your complaint:

__ Athletics

__Special Education

__ Bilingual / ELD

__Urgent Facilities Conditions

__ Food Service

__ Unlawful Discrimination (based on ethnicity, religion, age, gender, color, sexual orientation, physical or mental disability, medical condition, or political belief or affiliation)

__ Other Department / Position: _____

_____

Has this issue been discussed with him/her? Y _____ N _____ Date: _____

Has the complaint been discussed with the principal or supervisor? Y _____ N _____ Date: _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

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What remedy or action do you suggest?

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Joe Pacheco
Director of Special Education and Student Services
Leadership Public Schools
344 Thomas L Berkley Way, Suite 340
Oakland, California 94612
Phone: (408) 829-6872
Fax: (510) 225-2575, HR Fax: (510) 225-2559

****

OFFICE USE ONLY

Date Received: _____ **by**: _____

School/Department

_____ **Informal Complaint** **Date of Informal Resolution**_____

_____ **Formal Complaint** **Date of Formal Resolution**_____

_____ **Not Resolved**

APPENDIX E:LPS SCHOOL POLICIES & PROCEDURES AGREEMENT

"I understand and agree to abide by all LPS School Policies & Procedures listed in this Student Handbook."

Student's Name _____
Please Print

Parent/Guardian's Signature _____
Please Sign

Date _____

Please sign and return this form to the office or your leadership advisor before the start of school.

APPENDIX F:LPS FAMILY CONTRACT AGREEMENT

I, _____, (*please printstudent name*) have read and understood the policies of LPS and the expectations for student behavior. By signing this contract, I agree to meet these expectations. I also understand the consequences for my failure to meet these expectations as outlined in the Student- Family handbook.

_____ _____

student signature date

As the parent/guardian of the above named student, I have read and understood the policies of LPS – [insert school name] and the expectations for student behavior. By signing the contract, I agree to help my student meet these expectations and understand the consequences for his/her failure to do so as outlined in the Student-Family Handbook.

_____ _____

parent/guardian signature date

Please sign and return this form to the office or your leadership advisor before the start of school.

APPENDIX G:STUDENT ACCEPTABLE USE POLICY FOR TECHNOLOGY AGREEMENT

Please complete ALL of the information below and return this form to your child's school.

It MUST be completed, signed and returned regardless of whether you WILL allow your child to use Leadership's technology resources based on the *Acceptable Use Policy for Technology* OR whether you WILL NOT allow your child to use the Leadership's technology resources. Leadership supports and respects each family's right to decide whether or not your child has access to these resources.

We, child and parent/guardian, have read Leadership Public Schools'*Acceptable Use Policy for Technology*. We have discussed this policy and understand that our student, _____, is required to follow the rules for acceptable use of technology. We understand that we will be liable for any violations of these rules and that the aforenamed student will be subject to potential disciplinary action for violating these rules and/or the policy as well as loss of access and user privileges.

(Please ONLY check one box.)

We, child and parent/guardian, **accept** this policy and agree to abide by its rules and mandates; our acceptance will allow (student name) _____ to use Leadership's tech resources—computer hardware/software and networks and the Internet (*e.g.,* electronic mail and the World Wide Web). We hold Leadership and its officers, board members, employees and agents harmless from and against any and all liability, loss, expense or claim for injury or damages students may have arising out of the use of Leadership's tech resources.

We, child and parent/guardian, **do not accept** this policy; we understand that (student name) _____ will not be allowed to use Leadership's technology resources—computer hardware/software, networks, servers, or the Internet (*e.g.* electronic mail, and the World Wide Web).

Name of Student (please print) _____

Student's Signature _____

Parent/ Guardian Signature _____

Date _____

Please sign and return this form to your leadership advisor.

Draft Calendar for July 2012–June 2013 LPS

July 2012

Su	Mo	Tu	We	Th	Fr	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 2012

Su	Mo	Tu	We	Th	Fr	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	

September 2012

Su	Mo	Tu	We	Th	Fr	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						

October 2012

Su	Mo	Tu	We	Th	Fr	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			

November 2012

Su	Mo	Tu	We	Th	Fr	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	

December 2012

Su	Mo	Tu	We	Th	Fr	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					

End of 1st Quarter 10/26/12 (47 days)

January 2013

Su	Mo	Tu	We	Th	Fr	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		

February 2013

Su	Mo	Tu	We	Th	Fr	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		

March 2013

Su	Mo	Tu	We	Th	Fr	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						

End of 1st Semester 1/18/13 (43 days)

End of 3rd Quarter 4/5/13 (47days)

April 2013

Su	Mo	Tu	We	Th	Fr	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				

May 2013

Su	Mo	Tu	We	Th	Fr	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	

June 2013

Su	Mo	Tu	We	Th	Fr	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						

End 4th Quarter/year 6/13/13 (43 days)

Holidays and Observances		
09/03/12 Labor Day	12/25/12 Christmas	02/18/13 Presidents' Day
11/12/12 Veterans Day	01/01/13 New Year's	03/29/13 Cesar Chavez Day
11/22/12 Thanksgiving	01/21/13 Martin Luther King Day	05/27/13 Memorial Day

Site PD / Work Days
Network PD Days
Freshman Retreat – University of Santa Clara
Teacher Workdays
LPS Vacation Days
Vacation Days – National
STAR TESTING – Testing window: May 3 – May 14
Week Without Walls May 20 - 24
Administrator's Retreat August 1st and 2nd
New Teacher Orientation (Aug. 3rd HO 8-10am)

2/3/2012

LEADERSHIP PUBLIC SCHOOLS
2012 - 2013 SCHOOL CALENDAR

Student Days – 175 plus 5 minimum days* = 180 days with student contact
* Minimum days yet to be designated

Teacher Days –	PD before school begins	= 6
	Teacher Work days**	= 2
	PD full days during year	= 2

Total teacher work days = 190
Minimum days yet to be designated

First Day of Classes: August 20th
Last Day of Classes: June 13th
Quarter and Semester Dates: October ***26***, January ***18***, *and April* ***5***.

1st Quarter = 47 days, 2nd Quarter = 43 days, 3rd Quarter = 47 days, 4th Quarter = 43 days

2/3/2012

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

GENERAL AND AUTOMOBILE LIABILITY

MEMORANDUM OF COVERAGE

DECLARATIONS

COVERED PARTY:	**LEADERSHIP PUBLIC SCHOOLS**
COVERAGE PERIOD:	**12:01 A.M. JULY 1, 2011 TO 12:01 A.M. JULY 1, 2012**
MOC NUMBER:	**134**
SIR / RETENTION:	**Dollar One**
COVERAGE LIMIT:	**$5,000,000 Combined Single Limit Per Occurrence**

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

Alliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

PROPERTY

MEMORANDUM OF COVERAGE

DECLARATIONS

COVERED PARTY: **LEADERSHIP PUBLIC SCHOOLS**

COVERAGE PERIOD: **12:01 A.M. JULY 1, 2011** **TO**
12:01 A.M. JULY 1, 2012

MOC NUMBER: **134**

DEDUCTIBLE: **$5,000**

COVERAGE LIMIT: **Replacement cost subject to policy limits, terms, and conditions**

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

lliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

AUTOMOBILE PHYSICAL DAMAGE

MEMORANDUM OF COVERAGE

DECLARATIONS

COVERED PARTY: **LEADERSHIP PUBLIC SCHOOLS**

COVERAGE PERIOD: **12:01 A.M. JULY 1, 2011 TO**
12:01 A.M. JULY 1, 2012

MOC NUMBER: **134**

DEDUCTIBLES:

COMPREHENSIVE: **$1,500 for each covered automobile**

COLLISION: **$1,500 for each covered automobile**

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

lliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

COMPREHENSIVE CRIME

MEMORANDUM OF COVERAGE

DECLARATIONS

COVERED PARTY:	**LEADERSHIP PUBLIC SCHOOLS**	
COVERAGE PERIOD:	**12:01 A.M. JULY 1, 2011 TO 12:01 A.M. JULY 1, 2012**	
MOC NUMBER:	**134**	
COVERAGE AND LIABILITY LIMITS:	**(1) Employee Theft; Forgery or Alteration; Computer Fraud; Funds Transfer Fraud; Money Orders & Counterfeit Currency;**	**$3,500,000**
	(2) Faithful Performance of Duties	**$3,500,000**
	(3) Theft of Money & Securities	**$ 300,000**
	(4) Robbery of Safe Burglary of other Property	**$ 300,000**
DEDUCTIBLE:	**$500 any one loss of money and securities**	

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

Alliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

WORKERS' COMPENSATION

MEMORANDUM OF COVERAGE

DECLARATIONS

COVERED PARTY:	**LEADERSHIP PUBLIC SCHOOLS**	
COVERAGE PERIOD:	**12:01 A.M. JULY 1, 2011**	**TO**
	12:01 A.M. JULY 1, 2012	
MOC NUMBER:	**134**	
COVERAGE AND LIABILITY LIMITS:	**Workers' Compensation**	**Statutory**
	Employers' Liability	**$1,000,000 Each Accident**
		$1,000,000 per Employee
RETENTION:	**Dollar One**	

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

Alliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS (ASCIP)

ASCIP-B

DECLARATIONS

COVERED PARTY:	**LEADERSHIP PUBLIC SCHOOLS**	
COVERAGE PERIOD:	**12:01 A.M. JULY 1, 2011 TO** **12:01 A.M. JULY 1, 2012**	
POLICY NUMBER:	**GL0097002**	
COVERAGE AND LIABILITY LIMITS:	**General Liability Each Occurrence**	**$1,000,000**
	Fire Damage	**$ 100,000**
	Third Party Property Damage	**$1,000,000**
	Medical Expense (Any One Person)	**$ 5,000**
DEDUCTIBLES:	**Third Party Property Damage**	**$1,000**

Authorized Signature

(Please refer to the actual Memorandum of Coverage and/or policies for terms, conditions, sub-limits, and limits.)

Alliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 404-8029

Schools Excess Liability Fund
1531 "I" Street, Suite 300, Sacramento, CA 95814
Toll Free (866) 453-5300; Phone (916) 321-5300; Fax (916) 321-5311
www.selfjpa.org

Excess Liability

MEMORANDUM OF COVERAGE
FOR
PUBLIC EDUCATIONAL AGENCIES

DECLARATIONS

COVERED PARTY:	**Leadership Public Schools** 344 Thomas L. Berkley Way, Suite 340 Oakland, CA 94612
UNDERLYING JPA:	Alliance of Schools for Cooperative Insurance Programs (ASCIP) (19J1001)
MOC NUMBER:	0811-38C1601
DATE OF ISSUE:	August 17, 2011
COVERAGE PERIOD:	July 1, 2011 to June 30, 2012 *12:01 a.m. local time at the address of the Covered Party.*
LIMIT OF COVERAGE:	$20,000,000 ultimate net loss each occurrence.
RETAINED LIMIT:	$5,000,000 ultimate net loss each occurrence.
ANNUAL CONTRIBUTION:	$4,021.92

Fritz J. Heirich
Chief Executive Officer

This document contains a broad outline of coverage and does not include all terms, conditions and exclusions of the Memorandum of Coverage, which can be found on the Schools Excess Liability Fund website http://www.selfjpa.org/about_us/govdocs.htm

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS

General and Automobile Liability

MEMORANDUM OF COVERAGE

Throughout this Memorandum of Coverage ("Memorandum"), words and phrases that appear in quotation marks have special meaning. They are defined in SECTION VI, DEFINITIONS, and the definitions are controlling as to the meaning of the words and phrases.

In consideration of the payment of the contribution, and compliance with the provisions of the Joint Powers Agreement and By-laws, the Alliance of Schools for Cooperative Insurance Programs ("ASCIP") agrees with the "Covered Party" as follows:

SECTION I(a) - LIABILITY COVERAGES

ASCIP agrees to pay on behalf of the "Covered Party" all sums which the "Covered Party" shall become legally obligated to pay by reason of liability:

1. Imposed by law, or

2. Of others assumed or retained under contract, for damages because of:

   COVERAGE A - "BODILY INJURY LIABILITY"

   COVERAGE B - "PROPERTY DAMAGE LIABILITY"

   COVERAGE C - "ERRORS AND OMISSIONS LIABILITY"

   COVERAGE D - "PERSONAL INJURY LIABILITY"

to which this Memorandum applies caused by an "occurrence".

ASCIP further agrees to pay on behalf of the "Covered Party" all sums which the "Covered Party" shall become legally obligated to pay as damages because of "bodily injury liability," "property damage liability," "errors and omissions liability," and "personal injury liability," which the governing board of the "Covered Party" is required to insure against in compliance with the provisions of Section 35208 or 72506 of the Education Code of the State of California, caused by an "occurrence."

ASCIP further agrees to pay on behalf of the "Covered Party" all sums which the "Covered Party" shall become legally obligated to pay as damages because of "bodily injury", "property damage", "errors or omissions", or "personal injury", as defined in this Memorandum, which the "Covered Party" is authorized to insure against under Part 6, Section 989 and 990 of Division 3.6 of Title 1 of the Government Code, caused by an "occurrence."

Notwithstanding any other provisions of this Memorandum, the Memorandum provides no coverage where to do so would violate any legal proscription against coverage or indemnity for willful or intentional wrongdoing.

SECTION I(b) - REIMBURSEMENT BENEFIT FOR SUMMONING EMERGENCY ASSISTANCE (911 CALLS)

If, in the opinion of the responsible agent of the Named Covered Party, it is necessary to summon professional emergency medical assistance (such as an ambulance, paramedic or fire department) in order to safeguard the health of a student or other non-employee, the Named Covered Party shall be eligible for reimbursement from ASCIP. Coverage is limited to the initial medical evaluation and treatment at the site and to the transportation of the injured/ill individual to a medical facility. Cost per occurrence shall not exceed $2,500, and there is no aggregate limit on this coverage nor shall a deductible be applied, regardless of any self-insured retention (SIR) a member may have elected for liability coverage.

This coverage is excess over any other insurance available to the student, parent/guardian, Named Covered Party, Covered Party or other party. Section VII(D), the "Other Coverage" provision of this MOC delineates the excess nature of this coverage.

SECTION II - DEFENSE AND SETTLEMENT

ASCIP shall have the right and duty to defend any claim or suit against a "Covered Party" seeking damages on account of claims or suits covered by this Memorandum, even if the allegations of the claim or suit are groundless, false or fraudulent, including the right to appoint and designate defense counsel to represent the "Covered Party". The "Covered Party" shall cooperate with ASCIP in the investigation, defense, settlement, and adjudication of any claim or suit. ASCIP may make such investigation and settlement of any claim or suit as it deems expedient. No settlement or compromise of any claim or suit may or shall take place without the prior approval and consent of ASCIP. ASCIP shall not be obligated to pay any claim or judgment or to defend any claim or suit after the applicable limit of ASCIP's liability has been exhausted by payment of judgments or settlements.

SECTION III - LIMIT OF LIABILITY AND TERRITORY

A. Regardless of the number of (1) persons or entities covered under this Memorandum, or (2) persons or organizations who sustain injury or damage, or (3) claims made or suits brought because of injury or damages, ASCIP's liability is limited as follows:

   ASCIP's maximum liability shall be the "ultimate net loss" amount shown in the declarations of this Memorandum, as the result of any one "occurrence". There is no limit to the number of "occurrences" during the coverage period for which claims may be

made. For the purpose of determining the limit of ASCIP's liability, all damages arising out of continuous and repeated exposure to substantially the same general conditions shall be considered as arising out of one occurrence.

B. This Memorandum applies only to "occurrences" that take place anywhere in the world during the coverage period of this Memorandum.

SECTION IV - COVERED PARTIES

The parties entitled to benefits under this Memorandum are:

A. The "Named Covered Party" designated on the declarations page.

B. The following, individually and collectively, when acting solely within the course and scope of their duties, office, or employment for or with the "Named Covered Party":

1. Members of the governing board.

2. Officers.

3. Employees.

4. "Volunteers," but only as defined and while performing services that benefit the "Named Covered Party".

C. Student Body Organizations under the jurisdiction of the "Named Covered Party's" governing board but only while under the supervision required by such governing board.

D. Students while participating in activities required to complete Nurse Training and similar Allied Health courses, but only while completing course work required by the "Named Covered Party".

E. Any person while using an "owned automobile" or a "hired automobile" and any person or organization legally responsible for the use thereof, provided the actual use of the automobile is by or with permission of the "Named Covered Party".
Coverage provided by this Memorandum with respect to any person or organization other than the "Named Covered Party" does not apply under Section "E":

1. To any person or organization, or to any agent or employee thereof, engaged in selling, repairing, servicing, delivering, testing, road testing, parking or storing automobiles, with respect to any occurrence arising out of any such occupation, if there is other valid and collectible insurance available to such person as a named insured or as an agent or employee of the named insured under such insurance policy with limits at least equal to the requirements of the applicable Financial Responsibility Laws; and

2. With respect to any hired automobile, to the owner, or a lessee thereof other than the "Covered Party", or to any agent or employee of such owner or lessee.

F. "Additional Covered Parties" as defined in Section VI, B of this Memorandum.

G. Individuals defined in Section VI, H of this Memorandum.

H. "Foundations" as defined in Section VI, R of this Memorandum, when acting solely and exclusively for and on behalf of the Named Covered Party, and subject to being under the supervision and control of the Named Covered Party at the time of occurrence, provided that coverage under this Memorandum shall be excess of any other valid and collectible coverage maintained by or on behalf of the Foundation.

SECTION V - EXCLUSIONS

ASCIP shall not be required to perform any of the obligations specified in any of the sections of this Memorandum as respects the exclusions. The coverage does not apply:

A. To injuries or damages which do not arise out of an "occurrence" as defined in this Memorandum.

B. To bodily injury, sickness, disease or death of any employee of the "Covered Party" arising out of and in the course of such employee's employment by the "Covered Party", or to the spouse, child, parent, brother or sister of an employee as a consequence thereof or to any obligation to share or contribute to damages with (or to repay) someone else because of such bodily injury, sickness, disease or death, except liability assumed by the "Covered Party" under a contract or agreement with a party other than any employee or association of employees;

C. To any obligation for which the "Covered Party" may be held liable under any workers' compensation or disability benefits law or under any similar law, plan or agreement;

D. To liability for damages arising out of in-flight operations of "aircraft" or any "airborne craft" by or in the interest of the "Covered Party" except with respect to operations performed by scheduled common carriers or operations involving the use of government-owned aircraft as a part of an ROTC program. The term "in flight," as used in the foregoing sentence, means the period from the time the aircraft or airborne craft moves forward in taking off or in attempting to take off until it has completed its landing.

This exclusion shall not apply to aircraft used for instructional purposes and while located in shop buildings.

E. To liability arising out of the ownership, maintenance, operation, use, loading or unloading of:

1. Any watercraft owned or operated by or rented or loaned to any "Covered Party", or

2. Any watercraft owned or operated by or rented or loaned to any "Covered Party" or operated by any person in the course and scope of employment by or volunteer work for a "Covered Party" to the extent involving racing activities, speed-related contests or practice sessions, but this exclusion does not apply to otherwise authorized and supervised fire and police department training programs, or

3. Any other watercraft operated by any person in the course of employment by or volunteer work for a "Covered Party", but this exclusion does not apply to watercraft while ashore on premises owned by, rented to or controlled by the "Covered Party" or to watercraft under 25 feet in length or powerboats with less than 25 horse power.

provided that no aspect of this exclusion is intended to preclude coverage for parties (as defined in Section IV of this Memorandum) involving claims or suits arising out of the use of non-owned watercraft operated by third parties in connection with non-participatory marine excursions, field trips or substantially similar activities.

F. To any liability for damages arising out of the ownership, use or maintenance of any trampoline, mini-trampoline, or similar rebounding devices; however, this exclusion does not apply to exercisers, mini-trampolines or similar rebounding devices when used in conjunction with an Individual Educational Program (IEP);

G. To any liability which may arise out of failure by the "Covered Party" to notify users of any building owned or used by the "Covered Party", of the presence of asbestos in such building;

H. To damage to or destruction of any "automobile" owned by, rented to, leased to or in charge of any "Covered Party",

I. To injury, sickness, disease, death or destruction

1. with respect to which a "Covered Party" under this memorandum is also an insured under a nuclear energy liability policy issued by the Nuclear Energy Liability Insurance Association, Mutual Atomic Energy Liability Underwriters or Nuclear Insurance Association of Canada, or would be an insured under any such policy but for its termination upon exhaustion of its limit of liability; or

2. resulting from the "hazardous properties" of "nuclear material" an with respect to which:

   a. any person or organization is required to maintain financial protection pursuant to the Atomic Energy Act of 1954, or any law amendatory thereof, or

   b. the "Covered Party" is, or had such policy not been issued would be, entitled to indemnity from the United States of America, or any agency thereof, under any agreement entered into by the United States of America, or any agency thereof, with any person or organization; or

3. resulting from the "hazardous properties" of "nuclear material", if:

   a. the "nuclear material" is at any "nuclear facility" owned by, or operated by or on behalf of a "Covered Party", or has been discharged or dispersed therefrom;

   b. the "nuclear material" is contained as "spent fuel" or "waste" at any time possessed handled, used, processed, stored, transported or disposed of by or on behalf of a "Covered Party", or (c) the injury, sickness, disease, death or destruction arises out of the furnishing by a "Covered Party" of services, materials, parts or equipment in connection with the planning, construction, maintenance, operations or use of any "nuclear facility", but if such facility is located within the United States of America, its territories or possessions or Canada, this part

c. applies only to injury to or destruction of property at such nuclear facility;

J. To any liability arising, in whole or in part, out of the actual, alleged or threatened discharge, dispersal, release or escape of smoke, vapors, soot, fumes, acids, alkalis, toxic chemicals, liquids or gases, waste material or other irritants, contaminants or pollutants of any kind (collectively "pollutants") into or upon land, air, or water, regardless of whether the discharge, dispersal, release or escape is sudden and/or accidental. This exclusion also relates to any liability (or proceedings) arising out of any governmental or quasi-governmental directions or request that the "Covered Party" test for, monitor, clean up, remove, contain, treat, detoxify or neutralize the pollutants. However, if the discharge, disbursal, release or escape of pollutants is sudden and accidental, ASCIP will defend and indemnify the Covered Party subject to a maximum per occurrence combined single limit of $250,000.00 for defense and indemnity, with legal fees and costs of defense reducing the $250,000.00 limit of liability.

K. To any liability for statutory or common law multiples of compensatory damages, civil fines, penalties, or punitive damages.

L. To any claim or suit based upon or attributable to the "Covered Party" gaining any profit, advantage or remuneration to which the "Covered Party" is not entitled.

M. To any claim, or suit seeking relief or redress in any form other than monetary damages, or for any costs, fees, or expenses which the "Covered Party" shall be obligated to pay as a result of any adverse judgment for injunctive or declaratory relief. However, ASCIP will afford a defense to the "Covered Party" for claims or suits in which a covered claim for monetary damages is present.

N. To any loss, cost, civil fine or penalty, or expense against or incurred by any "Covered Party" arising from any complaint investigation, enforcement action, regulatory or administrative proceeding by any federal, state, local or other governmental regulatory agency.

O. To any claim or suit for back wages, overtime, a failure to provide retirement, health and related benefits, or similar claims, including interest, expenses, legal fees and costs, even if designated as liquidated damages, under any federal or local statutes, rules, ordinances or regulations, or claims or suits arising from collective bargaining agreements. However, nothing in this exclusion shall preclude the extension of defense benefits only under Section II for claims or suits arising out of errors or omissions by a Covered Party in the interpretation of compensation, retirement, health and related benefit programs.

P. To any claim or suit for any salary, wages or other incidents of compensation or benefits due because of the alleged wrongful termination of any employee or official of a Covered Party. However, nothing in this exclusion shall preclude the extension of defense benefits only under Section II for claims or suits arising out of errors or omissions by a Covered Party in approving and/or ratifying grounds for the termination of an employee or official of a Covered Party.

Q. To any claim or suit for property damage to (A) property owned by a "Covered Party" or in the care, custody or control of a Covered Party; and (B) property rented to or leased to a "Covered Party" where the "Covered Party" has assumed liability under contract for damage to or destruction of such property, unless the "Covered Party" would have been liable in the absence of the contract.

R. Under Coverage C, errors and omissions liability for: (1) bodily injury liability, (2) property damage liability, or (3) personal injury liability.

S. To any claim or suit for (1) refund of taxes, fees or assessments or failure to collect and/or to assess taxes, fees or assessments; (2) liability arising out of estimates of probable costs or cost estimates being exceeded or faulty preparation of bid specifications or plans, including architectural plans; (3) failure to perform, or breach of, or wrongful denial of the existence of a contractual obligation; and (4) to any liability for failure to procure adequate types or amounts of insurance or bonds.

T. To any claim or suit for any loss, damage, errors or omissions, bodily injury, property damage or personal injury involving any Foundation: (i) not meeting the definition in Section VI, R of this Memorandum; (ii) not formally chartered and in good standing at the time of the occurrence; (iii) not under the supervision and control of the Named Covered Party at the time of the occurrence; (iv) as to actions; omissions to act or other conduct outside of the scope and purpose of the Foundation's charter; or (v) involving any occurrence, loss, damage or other matter otherwise excluded under this Memorandum.

U. To any liability of the county board of education or governing board or other body of the school district or any other agency or body involved in forming or participating in the formation and supervision of a Charter School District or charter school.

V. To any liability of the Named Covered Party, Charter School District or charter school for breach or violation of its charter, including, but not limited to, a proceedings as between the governing board and/or county board of education and the Named Covered Party, Charter School District or charter school concerning the interpretation of the charter and/or for findings as to whether the charter has been violated.

W. To any liability arising our of any facts, circumstances or events occurring at the time of, or subsequent to, supervision, revocation or termination of the charter of the Named Covered Party, Charter School District or charter school.

X. For any debts, financial obligations or performance obligations of the Named Covered Party, Covered Party, Charter School District or charter school.

SECTION VI - DEFINITIONS

A. As respects Coverages A and B, "Occurrence" means an accident or event, including continuous or repeated exposure to conditions, which results in bodily injury or property damage during the coverage period to which this Memorandum applies, provided that the bodily injury or property damage is neither expected nor intended from the standpoint of the "Covered Party". Assault and battery, not committed by or at the direction of the "covered party" unless for the purpose of protecting persons or property, and corporal punishment shall be included in the definition of "Occurrence". As respects Coverage C, "Occurrence" means any actual or alleged errors or omissions by a Covered Party during the coverage period which results in damages to a third party which were not expected or intended by the Covered Party. As respects Coverage D, "Occurrence" means any injury or damages sustained by any person or organization arising out of "personal injury" during the policy period as defined in this Memorandum.

B. "Additional Covered Party" means any person, organization, trustee or estate to whom or to which the "Named Covered Party" is obligated by virtue of a written contract to provide coverage such as is afforded by this Memorandum, but only with respect to operations performed by or on behalf of the "Named Covered Party" or facilities owned or used by the "Named Covered Party." The coverage afforded by this Memorandum shall be no broader and for no higher limit of liability than that which is required by such contract.

C. "Aircraft" or "airborne craft" means a vehicle designed for the transport of persons or property principally in the air.

D. "Automobile" shall mean a land motor vehicle, trailer or semi-trailer, subject to motor vehicle registration.

E. "Hired Automobile" shall mean an automobile used under contract on behalf of the "Named Covered Party" provided such automobile is not owned in full or in part by or registered in the name of (1) the "Named Covered Party" or (2 any "additional covered party" or "covered party"

who is granted an operating allowance of any sort for the use of such automobile.

F. "Owned Automobile" shall mean an automobile owned in full or in part by or registered in the name of the "Named Covered Party." Automobiles furnished to the "Named Covered Party" for driver education purposes shall be considered "owned automobiles."

G. "Bodily Injury" means bodily injury, sickness or disease sustained by any person which occurs during the coverage period, including death at any time resulting therefrom.

H. "Covered Party" includes persons who are past or present elected or appointed officials, employees or volunteers of the "Named Covered Party", while acting for or on behalf of the "Named Covered Party", including while acting on outside boards at the direction of the "Named Covered Party."

I. "Covered Party" means any person or entity qualifying as a "Covered Party" under Section IV.

J. "Personal Injury" means:

1. False arrest, detention, or imprisonment or malicious prosecution;

2. Publication or utterance of a libel or slander or of other defamatory or derogatory material, or a publication or utterance in violation of an individual's right to privacy.

3. Wrongful entry or eviction or other invasion of the right of private occupancy; and

4. Discrimination or violation of civil rights, not intentionally committed by or at the direction of the "Covered Party".

K. "Pollutants" means any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Waste includes materials to be recycled, reconditioned or reclaimed. The term "pollutants" as used herein is not defined to mean potable water or agricultural water or water furnished to commercial users or smoke and related matter resulting from a fire.

L. "Property Damage" means:

1. Physical injury to or destruction of tangible property which occurs during the coverage period, including the loss of use thereof at any time resulting therefrom; and

2. Loss of use of tangible property which has not been physically injured or destroyed provided such loss of use is caused by an occurrence during the coverage period.

M. "Errors and Omissions" means an actual or alleged misstatement or misleading statement or act or omission or neglect or breach of duty including misfeasance, malfeasance or non- feasance by a "covered party" individually or collectively in the discharge of their duties with the "Named Covered Party" or any matter claimed against them solely by reason of their being or having been public officials.

N. "Ultimate Net Loss" means the sum actually paid or payable in cash in the settlement or satisfaction of losses for which the "Covered Party" is liable either by adjudication or compromise after making proper deduction for all recoveries and salvages collectible, and includes attorney's fees, court costs, interest on any judgment or awards; and loss adjustment expenses, excluding only the salaries of the "Named Covered Party's" regular employees, provided "ultimate net loss" shall not include any damages or expenses because of liability excluded by this Memorandum.

O. "Watercraft" means a vessel designed to transport persons or property in or through water.

P. The following definitions are applicable only to Exclusion 9:

1. "Hazardous Properties" include radioactive, toxic or explosive properties;

2. "Nuclear Material" means source material, special nuclear material or byproduct material;

3. "Source Material", "Special Nuclear Material" and "Byproduct Material" have the meanings given them in the Atomic Energy Act of 1954 or in any law amendatory thereof;

4. "Spent Fuel" means fuel element or fuel component, solid or liquid, which has been used or exposed to radiation in a nuclear reactor;

5. "Waste" means any waste material: (a) containing a byproduct material and, (b) resulting from the operation by any person or organization of any nuclear facility included within the definition of nuclear facility under paragraph (a) or (b) thereof;

6. "Nuclear Facility" means:

a. Any nuclear reactor.

b. Any equipment or device designed or used for (1) separating the isotopes of uranium or plutonium, (2) processing or utilizing spent fuel, or (3) handling, processing or packaging waste.

c. Any equipment or device used for the processing, fabricating or alloying of special nuclear material if at any time the total amount of such material in the custody of the "Covered Party" at the premises where such equipment or device is located consists of or contains more than 25 grams plutonium or uranium 233 or any combination thereof, or more than 250 grams of uranium 235.

d. Any structure, basin, excavation, premises or place prepared or used for the storage or disposal of waste and includes the site on which any of the foregoing is located, all operations conducted on such site and al premises used for such operations.

7. "Nuclear Reactor" means any apparatus designed or used to sustain nuclear fission in a self- supporting chain reaction or to contain a critical mass of fissionable material; and

8. With respect to injury to or destruction of property, the word "injury" or "destruction" includes all forms of radioactive contamination of property.

Q. "Volunteer" means an individual who renders service to the "Named Covered Party" and its programs without receiving remuneration of any kind and, prior to the service, was approved by the Applicable Governing Board of the "Named Covered Party".

R. "Foundation" means an educational organization staffed by and at all times under the supervision and control of a Named Covered Party formally chartered and operating for the sole and exclusive purpose of aiding the otherwise authorized and permissible activities and public educational purposed of the Named Covered Party.

S. "Charter School District" means a public entity, including a charter school, formed pursuant to Education Code Section 47600 et M., in compliance with all statutory procedures, operating pursuant to a charter agreement.

SECTION VII - CONDITIONS

This Memorandum of Coverage is subject to the following conditions:

A. Contribution Payment: The annual contribution payment shall be due and payable upon inception of coverage and each renewal thereafter. The amount of the annual contribution will be based on rates in effect at the inception of this Memorandum and on each subsequent anniversary. Contributions shall include any assessments required by ASCIP, in accordance with the bylaws. ASCIP shall not be required to perform any obligations under this Memorandum if all contributions and assessments are not paid in accordance with the bylaws.

B. Termination: This Memorandum and coverage provided hereby may be terminated at any time in accordance with the bylaws of ASCIP.

C. Statutory Provisions: Terms of this Memorandum which are in conflict with the statutes of the State of California are amended to conform to such statutes.

D. Other Coverage:

1. Notwithstanding the terms and conditions of any "other insurance clause or clauses" in any policy or policies, where coverage is available to the "Covered Party" (whether such policy is issued to the "Covered Party" or extends to it as employer, employee, or agent or in any other capacity), the coverage afforded hereunder is intended to be, and shall be excess coverage; and under no circumstances shall the coverage afforded hereunder be considered pro rata, concurring or coexistent.

2. If any other coverage is available to the "Covered Party", whether such coverage is called excess over, or pro rata with other valid and collectible coverage or not, the coverage afforded hereunder shall not apply until such other coverage has been exhausted, provided that this clause does not apply with respect to excess coverage purchased specifically to be in excess of this Memorandum.

E. Notice of Accident or "Occurrence", Claim or Suit:

1. In the event of an "occurrence" reasonably likely to be covered by this Memorandum, written notice containing particulars sufficient to identify the "Covered Party" and also reasonably obtainable information with respect to the time, place and circumstances thereof, and the names and addresses of the "Covered Party" and of available witnesses

shall be given by or for the "Covered Party" to ASCIP or any of its authorized agents within thirty (30) days of knowledge of such facts and circumstances.

2. If claim is made or suit is brought against the "Covered Party", the "Covered Party" shall be obligated to promptly forward to ASCIP every demand, notice, summons or other process received by it or its representatives.

3. The "Covered Party" shall cooperate with ASCIP and upon its request, assist in making settlements, in the conduct of suits and in enforcing any right of contribution or indemnity against any person or organization who may be liable to the "Covered Party" because of all damage with respect to which coverage is afforded under this Memorandum; and the "Covered Party" shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The "Covered Party" shall not, except at its own cost, and without any right or recourse or reimbursement under this Memorandum, voluntarily make any payment, assume any obligation, or incur any expense, admit any liability, settle any claim or assume any obligation on a claim or suit.

F. Bankruptcy or Insolvency: Bankruptcy or insolvency of the "Covered Party" shall not relieve ASCIP of any of its obligations hereunder. Notwithstanding the foregoing, a Charter School District or charter school shall be operating in good standing and must be in conformance with its charter in order for coverage to exist under this Memorandum.

G. Severability of Interests: The term "covered party" is used severally and not collectively, but the inclusion herein of more than one "Covered Party" shall not operate to increase the limits of ASCIP's liability.

H. Cumulation of Limits: An "occurrence" with a duration of more than one coverage period shall be treated as a single "occurrence" arising during the Coverage period when the "occurrence" begins and under no circumstances shall the fact that said "occurrence" has a duration of more than one coverage period entitle a "Covered Party" to more than one limit of coverage.

I. Limit of Liability: The limit of liability is as provided in the declarations.

J. Subrogation: In the event of any payment under this Memorandum, ASCIP shall be subrogated and otherwise entitled to all rights or recovery therefore against any person or organization and the "Covered Party" shall execute and deliver all instruments and papers and do whatever else is necessary to transfer and secure such rights. The "Covered Party" shall do nothing after loss to prejudice such rights.

K. Action Against ASCIP: No action shall lie against ASCIP, or any committee, member, employee or representative, unless as a condition precedent thereto, there shall have been full compliance on the part of the Covered Party with all terms of this Memorandum nor until the amount of the Covered Party's obligation to pay shall have been finally determined either by a judgment against the Covered Party after an actual trial or through a written settlement agreement among the Covered Party, the Claimant and ASCIP. No person or entity shall have any right under this Memorandum to join ASCIP as a party to any action against a Covered Party to determine the Covered Party's liability, nor shall ASCIP be impeded by the Covered Party or its legal representative.

L. Arbitration: In the event of a dispute between a Covered Party and ASCIP, the dispute shall be subject to arbitration and all parties shall be bound by the findings and decision of the arbitrator(s). All such disputes shall be subject to binding arbitration including, but not limited to, disputes concerning compliance with conditions, the interpretation and extension of coverage, or as to the actions or omissions to act of ASCIP and any Covered Party in connection with any claim or potential claim, including prompt notice of a claim or suit, cooperation in the defense or resolution of a claim or suit, settlement and indemnification of a claim or suit, whether a first party claim or involving a third party claim. ASCIP shall also have the right to determine when a claim or suit should be settled, and may proceed to settle a claim or suit within its limit of liability, and any dispute between ASCIP and any Covered Party as to the settlement of a claim or suit shall also be subject to binding arbitration.

ASCIP and the Covered Party may agree to use one arbitrator or three arbitrators. The arbitration shall be conducted by the American Arbitration Association ("AAA") and, to the extent not inconsistent with the Bylaws and operative ASCIP – Member agreements, shall be governed by the AAA arbitration rules and procedures, including the rules governing the identification and selection of arbitration panel members. ASCIP and the Covered Party may agree to use an alternative arbitration service or to select privately an arbitrator or a three person arbitrator outside of AAA.

Regardless of the outcome of the arbitration, ASCIP and the Covered Party shall share equally in the costs of the arbitration and in the compensation of the arbitrators, which fees and costs shall not be subject to reallocation based upon whether ASCIP or the Covered Party is the prevailing party.

The arbitrators shall consider this agreement an honorable engagement rather than merely a legal obligation. Local rules of law as to procedure and evidence will apply and arbitration shall take place in the County of Los Angeles. The decision of the majority of the arbitrators shall be final and binding upon both parties and not subject to appeal.

A judgment based on the majority decision of the arbitrators may be entered in any court having jurisdiction upon the request of the Covered Party or ASCIP.

ENDORSEMENT NO. 1

SELF-INSURED RETENTION OPTION

This Endorsement will only be applicable if the Named Covered Party elects to exercise the self-insured retention option and this Endorsement is reflected on the Declaration page. For those Named Covered Parties electing to exercise the option, the following provisions modify and supersede any contrary provisions in Section II:

1. Regardless of the self-insured retention, the Named Covered Party shall still comply with Section VII(E) of this Memorandum as to notice of accident, occurrence claim or suit, and shall cooperate fully with ASCIP in the investigation, evaluation, defense and settlement or adjudication of the claim, including ASCIP receipt of copies of all pleadings, counsel communications and such other information and documents as ASCIP may request in order to properly monitor the claim.

2. ASCIP shall have the right to appoint counsel and to assume the defense and indemnification of the Named Covered Party or Covered Party as to any claim or suit arising out of any "occurrence" and seeking damages in excess of the retention, including where the potential legal fees, costs and damages sought may exceed the retention. In such event, the Named Covered Party and Covered Party shall cooperate fully with ASCIP. If a claim is made or a suit is brought seeking damages in excess of the retention, or potentially exceeding the retention in ASCIP"s determination, in addition to the right of ASCIP to appoint counsel and assume the defense, no defense costs, legal fees, settlement or other obligations shall be incurred by the Named Covered Party or Covered Party without the prior written consent of ASCIP in order for coverage to be available.

3. If a settlement made with the consent of ASCIP, or a judgment entered against the Named Covered Party or Covered Party which with defense costs exceeds the retention, ASCIP shall pay the amount in excess of the retention, subject to ASCIP's limit of liability and the Named Covered Party's compliance with the terms of this Endorsement and all other provisions of the Memorandum.

4. ASCIP shall not be responsible for any further sums or to defend any suit after the applicable limit of liability has been exhausted in the payment of losses and defense costs.

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS

Property/Boiler-Machinery

MEMORANDUM OF COVERAGE

Section 1. Schedule of Participating Districts:

See Schedule A for Participating Districts.

Section 2. Interest & Property Covered:

Except as hereinafter excluded, this Memorandum of Coverage covers:

A. the interest of the "Covered Party" in all real property and personal property as defined herein, which is owned by the "Covered Party", including the "Covered Party's" interest in improvements and betterments to buildings not owned by the "Covered Party";

B. the interest of the "Covered Party" in and legal liability of the "Covered Party" for real and personal property of others in the actual or constructive custody of the "Covered Party";

C. personal property of others:

1. which has been sold by the "Covered Party" and which the "Covered Party" has agreed prior to loss to insure for the account of the purchaser during course of delivery;

2. which has been sold by the "Covered Party" under an installation agreement whereby the "Covered Party's" responsibility continues until the installation is accepted by the purchaser;

D. the interest of the "Covered Party" in machinery used for the service of the "Covered Party's" buildings, and permanent fittings and fixtures attached to and constituting a part thereof, except as hereinafter provided;

E. the interest of the "Covered Party" in direct physical damage to owned buses and vehicles while parked on the "Covered Party's" premises;

F. the interests of the "Covered Party" in property which is undergoing construction, reconstruction, alteration, renovation or repair.

Section 3. Perils Insured:

This Memorandum of Coverage insures against all risks of direct physical loss or damage (including general average and salvage charges), except as hereinafter excluded.

Section 4. Extensions of Coverage:

A. **Theft Damage:** ASCIP will pay for damage (except by fire) to that part of the building occupied by the "Covered Party" directly resulting from theft or any attempt at theft, provided the "Covered Party" is the owner of such premises, or is liable for such damage; but in no event shall ASCIP's aggregate liability for all coverage(s) as Stated in Section 8 herein exceed the limits under this Memorandum of Coverage for the premises at which such loss or damage occurs;

B. **Debris Removal:** This Memorandum of Coverage is extended, subject otherwise to its full terms, conditions, and limitations, to cover the "Covered Party's" expenses incurred in the removal of all debris from the property insured hereunder which may be occasioned by loss or damage directly caused by any of the perils "covered" against in this Memorandum of Coverage. At the time of such loss of all of the property covered hereunder at the location where the loss occurs. ASCIP shall not be liable in the aggregate for more than the Limit(s) of Liability as Stated in Section 8.

Nothing contained herein shall increase the Limit(s) of Liability as set forth elsewhere in this Memorandum of Coverage;

C. **Fraud or Deceit:** This Memorandum of Coverage is extended to also cover loss of property to which this Memorandum of Coverage is applicable, obtained by fraud or deceit perpetrated by any person or persons who may represent themselves to be the proper party or parties to receive goods for shipment or accept goods for delivery;

D. **Contingent Liability from Operation of Building Laws, Cost Demolition, and Increased Cost of Construction:**

This Memorandum of Coverage covers:

1. The cost of demolishing any undamaged portion of the buildings, including the cost of cleaning the site thereof; caused by loss from any peril insured against by this Memorandum of Coverage and resulting from enforcement of any law or ordinance regulating the construction, repair or demolition of buildings and in force at the time of loss which necessitates demolition; and

2. The full cost of repair or reconstruction, including engineer's and architect's fees, of both the damaged and demolished portions of

such buildings or structures with materials and in a manner to fully satisfy the minimum requirements of such ordinance or law;

3. These coverages also apply to Rental Value and Extra Expense.

Nothing contained herein shall increase the Limit(s) of Liability as set forth in Section 8 or elsewhere in this Memorandum of Coverage;

E. **Fire Brigade Charges and Extinguishing Expenses:**

If property is destroyed or damaged by a covered peril, this Memorandum of Coverage shall cover:

1. fire brigade charges and other extinguishing expenses for which the "Covered Party" may be assessed;

2. loss of fire extinguishing materials expended.

F. **Loss of Rental Income:**

In consideration of the premium charged, it is agreed this Memorandum of Coverage is extended to cover actual loss of rents or other income resulting directly from loss or damage to buildings or appurtenances at locations(s) scheduled herein, by a covered peril whether the building(s) appurtenances are rented or not, for the length of time which would be required to rebuild, repair or replace the damaged property, beginning with the date of damage during the term of this Memorandum, but not limited by the date of expiration of this Memorandum of Coverage.

This Memorandum is also extended to include loss hereunder (not exceeding two consecutive weeks) when access to the premises is specifically prohibited by order of civil authority as a direct result of damage to adjacent premises.

1. **Special Exclusions:**

ASCIP shall not be liable for an increase of loss resulting from:

a. interference at the described premises by strikers or other persons with rebuilding, repairing or replacing the property or with the resumption or continuation of business; or

b. the suspension, lapse or cancellation of any lease, license, contract or order unless such suspension, lapse or cancellation results directly from the interruption of business, and then ASCIP shall be liable for only such loss as affects the "Covered Party's" earnings during and limited to period of indemnity under this Memorandum to Coverage.

c. nor shall ASCIP be liable for any other consequential or remote loss.

2. **Settlement of Loss:**

a. In determining the actual rents or other income loss sustained, consideration will be given to the experience before the loss and the probable experience thereafter had no loss occurred.

b. For the purpose of this Memorandum, rents or other income will be determined by the sum of (a) gross income from the described property, (amount of all charges assumed by the tenants which would otherwise be obligations or the "Covered Party" and (b) rental value of that portion occupied by the "Covered Party" of vacant portions that would have been rented if no loss occurred.

G. **Rental Interruption:**

This Memorandum of Coverage is extended to cover the actual loss sustained by the "Covered Party", but not exceeding the scheduled lease payments, resulting from direct physical loss or damage by the covered peril(s) to real and/or personal property leased under certificates of participation.

In the event of such loss or damage ASCIP shall be liable for only those scheduled lease payments that become due during the period of time that would be required, with the exercise of due diligence and dispatch, to rebuild, repair or replace such part of the property that has been damaged or destroyed, commencing with the date of damage or destruction and not limited by the date of expiration of this Memorandum of Coverage.

Any covered loss under this Section shall be payable to the trustee for the benefit of the certificate owners.

H. **Transit:**

Subject to the terms and conditions of the Memorandum of Coverage, this Memorandum is hereby extended to cover:

Personal Property of the "Covered Party" or property held by the "Covered Party" in trust or on commission or in consignment for which the "Covered Party" may be held liable while in due course of transit within the limits of the continental United States of American and Canada, against all risks of direct physical loss or damage to the property covered occurring during the period of this Memorandum of Coverage (including general average and salvage charges on shipments covered while waterborne).

I. **Extra Expense:**

In consideration of the premium charges, it is agreed this Memorandum of Coverage shall be extended to cover against extra expense incurred resulting directly from loss or damage (by a peril insured against) to property covered hereunder only while at locations at scheduled Districts, for the length of time required to rebuild, repair or replace the damaged property beginning with the date of damage during the term of this Memorandum, but not limited by the expiration of this Memorandum of Coverage.

This Memorandum is also extended to include loss covered hereunder (not exceeding two consecutive weeks) when access to the premises is specifically prohibited by order of civil authority as a direct result of damage to adjacent premises.

However, in no event shall ASCIP be liable with respect to coverage provided in all sections of this Memorandum of Coverage in any one occurrence for more than the Limit(s) of Liability stated in Section 8 of this Memorandum of Coverage.

J. **Sprinkler Leakage:**

SPRINKLER LEAKAGE - EARTHQUAKE EXTENSION, meaning Sprinkler Leakage loss or damage caused by:

1. Earthquake; or
2. Volcanic eruption

However, in no event shall ASCIP be liable with respect to coverage provided in all sections of this Memorandum of Coverage in any one occurrence for more than the Limits of Liability stated in Section 8 of this Memorandum of Coverage.

K. **Additionally Acquired/Re-Valued Property**

This Memorandum of Coverage is extended to cover additional properties of a nature similar to those on file with ASCIP. The initial premium of this Memorandum of Coverage is based upon the total aggregate values covered by ASCIP at its districts and other locations covered hereunder at the beginning of the Memorandum of Coverage term. Upon anniversary of this Memorandum of Coverage, the actual total values at risk in accordance with the Memorandum of Coverage valuation provisions shall be calculated by ASCIP. In the event values not reported during the coverage period exceed by at least 25% the aggregate values on which the total Memorandum of Coverage premium has been based, the Memorandum of Coverage premium for the year just concluded shall be retrospectively increased by one half of the difference between the originally reported values and the values provided at the beginning of the

new year. However, no retrospective adjustment in premium shall be made unless covered values reported at the beginning of the new coverage year (exclusive of values for new ASCIP members) exceed by at least 25% the values on which the coverage year's premium was previously based.

In the event that such reported values are at least 25% less than the previous anniversary date's reported values, a premium rebate shall be remitted to the "Covered Party" based upon one half of the difference between the current reported values and the previously reported total values on which the Memorandum of Coverage premium had been based.

L. Expediting Expenses:

With respect to direct physical loss or damage to the "Covered Party" property, solely caused by or resulting from "explosion of steam boilers", mechanical breakdown or "electrical injury", this Memorandum of Coverage is extended to cover the reasonable extra cost of expediting temporary repair, expediting permanent repair, and expediting permanent replacement of damaged property of the "Covered Party" including overtime and the extra cost of express or other rapid means of transportation, to the extent of any indemnity remaining after payment of all losses as may otherwise be required under this Memorandum of Coverage.

M. Hazardous Substance:

Only with respect to direct physical loss or damage to the "Covered Party" property, caused solely by or resulting from "explosion of steam boilers," mechanical breakdown or "electrical injury", it is agreed that, if, as a result of an Accident, any property is damaged, contaminated or polluted by a substance declared by an authorized governmental agency to be hazardous to health, ASCIP shall be liable under the Memorandum of Coverage for the additional expenses incurred for clean up, repair or replacement, or disposal of that damage, contaminated or polluted property. However, ASCIP's total liability for such additional expenses shall not exceed the Limit(s) of Liability stated in Section 8 of the Memorandum of Coverage.

N. Joint Loss:

Where it is determined that the use of experts shall serve to reduce the total cost of a claim and/or be necessary due to a "Joint Loss" and/or be of other benefit that fee/expense shall be borne by ASCIP and shall be applied toward the exhaustion of the deductible.

O. Service Interruption:

This Memorandum of Coverage Provides for Loss Of Rental Income, Rental Interruption and Extra Expense coverages when these losses are a

consequent of damage and resultant service interruption occurring to property owned by a:

1. Utility,
2. Landlord, or
3. Other supplier

provided that any of these service providers have entered into a contract with the Covered Party to provide the Covered Party with any of the following services: electrical power, communications, waste disposal, air conditioning, refrigeration, heating, gas, air, water or steam.

P. Perishable Goods:

This Memorandum of Coverage is extended to cover:

1. Loss of perishable goods due to spoilage

2. Loss caused by an "accident" to Property owned by a Utility, Landlord, or Other supplier with whom you have a contract to be provided with any of the following services: electrical power, communications, waste disposal, air conditioning, refrigeration, heating, gas, air, water or stream.

3. Loss of perishable goods due to contamination from the release of refrigerant, including but not limited to ammonia.

4. Any necessary expenses you incur to reduce the amount of loss under this coverage. ASCIP will pay for such expenses to the extent that they do not exceed the amount of loss that otherwise would have been payable under this coverage.

Q. CFC Refrigerants

This Memorandum of Coverage is extended to cover the additional cost to repair or replace covered property because of the use or presence of a refrigerant containing CFC (chlorinated fluorocarbon) substances. This means the additional expense to do the least expensive of the following:

1. Repair the damaged property and replace any lost CFC refrigerant;

2. Repair the damaged property, retrofit the system to accept a non-CFC refrigerant and charge the system with a non-CFC refrigerant; or

3. Replace the system with one using a non-CFC refrigerant

Additional cost mean those beyond what would have been required had no CFC refrigerant been involved.

ASCIP will also pay for additional loss as described in Loss of Rental Income, Rental Interruption, Extra Expense and Perishable Goods coverage caused by such loss.

Section 5. Interest & Property Not Covered:

This Memorandum of Coverage does not cover:

A. currency, money, notes, securities, deeds and evidences of debt, growing crops or standing timber, land, trees, shrubs and lawns, land, atmosphere or any watercourse or body of water, whether above or below ground, nor the liability of the "Covered Party" for land, atmosphere or any watercourse or body of water, whether above or below ground;

B. animals, aircraft or watercraft, provided that no aspect of this exclusion is intended to preclude coverage for property damage involving aircraft parts, appurtenances, and equipment used for training and/or educational purposes and not for flight;

C. vehicle licensed and designed principally for highway use, except commercial motor vehicles, trailers and semi-trailers while at the "Covered Party's" location;

D. excavations, gradings and filling, underground flues, pipes or drains, pavements, driveways, parking lots, curbs, retaining walls, reservoirs, dams and other like structures;

E. property sold by the "Covered Party" under conditional sale, trust agreement, installment, or other deferred payment plans after delivery to customers;

F. property while covered under import or export ocean marine policies; shipments by mail, except registered.

Section 6. Perils Excluded:

This Memorandum of Coverage does not cover against loss, damage or expense caused by or resulting from:

A. wear and tear, gradual deterioration including deterioration from mold, fungi and bacteriological agents, inherent vice, latent defect, moth insects and vermin;

B. the cost of making good, faulty or defective workmanship, materials, or construction, but this exclusion shall not apply to loss or damage which results to other property covered hereunder;

C. error, omissions or deficiency in design, plan or specifications;

D. delay, loss of market or loss of use;

E. dampness or dryness of atmosphere, extremes or changes of temperature, shrinkage, evaporation, loss of weight, rust, contamination, change in flavor, color, texture or finish, except this exclusion shall not apply to loss or damage caused directly by a covered peril such as the following: fire, lightning, windstorm, hail, explosion, riot or civil commotion, aircraft, vehicles, bursting of pipes or apparatus, vandalism, malicious mischief, theft, attempted theft or loss to a transporting vehicle, mechanical breakdowns, electrical injury or explosion of steam boilers;

F. any dishonest or fraudulent act or acts committed alone or in collusion with others

1. by any of the partners, officers or employees of the "Covered Party", whether or not such acts are committed during regular business hours, or

2. by any proprietor, partner, director, trustee or elected officer of any proprietorship, partnership, corporation or association (other than a common carrier) engaged by the "Covered Party" to render any service or perform any act in connection with property insured under this Memorandum of Coverage;

G. shortage disclosed on taking inventory or unexplained or mysterious disappearance;

H. wet or dry rot, settling, cracking, shrinking or expansion of foundations, walls, floors, roofs or ceilings;

I. damage to bulkheads, piers, wharves or docks, when loss is caused by water-pressure, ice or impact of watercraft;

J. damage to personal property and/or fine arts caused by processing, renovating, restoration, retouching, repairing, or faulty workmanship thereon, unless fire and/or explosion ensues, and then only for direct loss or damage caused by such ensuing fire or explosion;

K. against breakage of statuary, marbles, glassware (but not windows, doors, skylights or other structural glass building components), bric-a-brac, porcelains and similar fragile articles, except this exclusion shall not apply porcelains and similar fragile articles, except this exclusion shall not apply to loss or damage caused directly by the following: fire, lightning, aircraft theft and/or attempted theft, cyclone, tornado, windstorm, explosion malicious damage or collision, derailment or overturn of conveyance mechanical breakdown, electrical injury or explosion of steam boilers;

L. damage to personal property resulting from contamination, shrinkage, evaporation, loss of weight, leakage, breakage of glass or other fragile articles, marring, scratching, exposure to light, or change in color, texture

or flavor, except this exclusion shall not apply to loss or damage caused directly by the following: fire or the combating thereof, lightning, windstorm, hail, explosion, strike, riot or civil commotion, aircraft, vehicles, breakage of pipes or apparatus, mechanical breakdown, electrical injury or explosion of steam boilers.

M. error or omissions in processing or copying unless fire or explosion ensues and then only for direct loss caused by such ensuing fire or explosion;

N. damage caused by Asbestos, dioxin or polychlorinated biphenois or other toxic substances such as formaldehyde and mercury (hereinafter all referred to as "Pollutant"); removal from any goods, product or structure unless the asbestos is itself damaged by fire, lighting, aircraft impact, explosion, riot, civil commotion, smoke, vehicle impact, windstorm or hail, vandalism, malicious mischief, leakage or accidental discharge from automatic fire protective system. See Section 4(H) for coverage pertaining to boiler/machinery coverage and Section 8 for limits of liability for boiler/machinery related losses.

O. damage to data processing systems caused directly or indirectly by: faulty construction or error in design unless fire or explosion ensues, and then only for loss, damage or expense caused by such ensuing fire or explosion;

P. exposure to weather conditions where any "Covered Party's" personal property is left in the open and not contained in buildings;

Q. error in machine programming or instructions to the machine;

R. war; (1) hostile or warlike action in time of peace or war, including action in hindering, combating or defending against an actual, impending or expected attack, (a) by any government or sovereign power (de jure or de facto), or by any authority maintaining or using military, naval or air forces; or (b) by an agent of any such government, power, authority or forces; (2) any weapon of war employing atomic fission or radioactive force whether in time of peace or war; (3) insurrection, revolution, civil war, usurped power; or (4) action taken by governmental authority in hindering, combating or defending against such an occurrence, seizure or destruction under quarantine or customs regulations, confiscation by order of any government or public authority, or risks or contraband or illegal transportation or trade; (5) cyberwarfare.

S. nuclear reaction or nuclear radiation or radioactive contamination, all whether controlled or uncontrolled, and whether such loss be direct or indirect, proximate or remote, or be in whole or in part caused by, contributed to, or aggravated by the peril(s) covered against in this Memorandum of Coverage, however, subject to the foregoing and all provisions of this Memorandum of Coverage, direct loss by fire resulting from nuclear reaction or nuclear radiation or radioactive contamination is covered by this Memorandum of Coverage;

T. earthquake shock or volcanic action; ASCIP shall not be liable for any loss caused by any earthquake shock or volcanic action occurring before the effective date and time of this Memorandum of Coverage, during the Memorandum of Coverage period, or for any loss occurring after the expiration date and time of this Memorandum of Coverage; However, this exclusion does not apply to Earthquake Sprinkler Leakage (Section 4, (J). Limit of liability for this coverage is cited in Section 8.

U. Earth movement including but not limited to earthquake, shock or tremors, volcanic action, landslide, subsidence, sink hole collapse, tsunami, mud flow, rock fall or and other earth movement;

V. flood; defined as waves, tide or tidal water and the rising (including the overflowing or breaking of boundaries) of lakes, ponds, reservoirs, rivers, streams, harbors and similar bodies of water whether driven by wind or not.

W. damage or expense when all or any part is caused by, results from, contributed to, or is made worse by earthquake, flood, war, nuclear reaction, or ordinance of law, regardless of any other cause or event, whether or not dominant, which contributes concurrently to or in any sequence to the loss, damage or expense. Direct loss from fire and/or explosion caused by or resulting from the perils of earthquake or flood is covered by this Memorandum of Coverage, subject to all of its terms, conditions and limitations.

In addition, this Memorandum of Coverage does not cover loss, damage or expense caused by or resulting from the following. However, if direct physical loss, damage or expense from a peril otherwise covered by the Memorandum of Coverage ensues from the following, then ASCIP shall be liable, but only for such ensuing loss.

1. Weather conditions, but this exclusion shall only apply if weather conditions contribute concurrently or in any sequence to earthquake, flood, war, nuclear reaction or ordinance of law;

2. Acts or decisions, including the failure to act or decide, of any person, group, organization or governmental body;

3. Faulty, inadequate or defective:
   a. planning zoning, development, surveying, siting, construction or building codes, ordinances or building inspections;

   b. design, specifications, workmanship, repair, construction, renovation, remodeling, grading or compaction;

   c. materials, parts or equipment used in repair, construction, renovation or remodeling; or

d. maintenance;

a through d above pertain to part or all of any property wherever located.

4. Collapse of all or part of a building or other structure but this exclusion shall only apply if collapse contributes concurrently or in any sequence to earthquake, flood, nuclear reaction, war, or ordinance or law.

X. pollution; loss, damage or expense caused by, resulting from, contributed to or made worse by any of the following whether to property of the "Covered Party" or arising out of or resulting from the liability of the "Covered Party", or the alleged liability of the "Covered Party", or the defense of the "Covered Party" for property of others in the care, custody or control of the "Covered Party" (whether actual or constructive) or otherwise and except as provided in this section regardless of any other cause or event, whether or not dominant, which contributes concurrently or in any sequence to the loss.

1. Actual, alleged, or threatened release, discharge, escape or dispersal of pollutant(s) (as defined in Clause 14), all whether direct or indirect, proximate or remote, sudden, accidental or gradual, or in whole or in part caused by, resulting from, contributed to or made worse by any physical loss or damage insured by this Memorandum of Coverage.

However, this Memorandum of Coverage covers, subject to all of its terms, conditions and limitations, direct physical loss or damage by fire or explosion to property covered which results from the foregoing. In addition, this Memorandum of Coverage covers loss or damage directly caused by the actual contact of property covered by this Memorandum of Coverage with pollutant(s) results directly from unfriendly fire (as defined in Clause 14), smoke from unfriendly fire, lightning, explosion, aircraft and objects falling therefrom, leakage or collision, upset or overturn of transporting conveyance but only to the extent that these perils are not excluded in this Memorandum of Coverage.

2. The enforcement, direction or request of any civil or governmental authority regulating the test for, monitoring, prevention, control, removal, tearing down, demolition, disposal, treatment, clean-up, detoxification, neutralization or containment of pollutant(s), or the restoration, construction, reconstruction or replacement of property contaminated by pollutant(s).

3. Any fines, penalties, compensatory damages, punitive damages, or any other damages, awards or settlements adjudged against the "Covered Party" by any civil or judicial body, or board of

arbitration, and any sums which the "Covered Party" shall voluntarily agree to pay to any third party(ies), and any legal fees or other costs of defense of legal actions, claims, or proceedings and appeals arising out of or attributable to any loss, damage or expense caused by or resulting from pollutant(s).

It is further agreed that if this Memorandum of Coverage covers the cost of the removal of debris of the "Covered Party's" property damaged or destroyed by an insured peril, or the liability of the "Covered Party" for the cost of the removal of debris of the insured property or the cost of defense of the "Covered Party" for the removal of debris of covered property, ASCIP shall not be liable for the expense to:

a. extract or remove **pollutant(s)** from the debris; or

b. extract or remove **pollutant(s)** from land, atmosphere or any watercourse or body of water, whether above or below ground; or

c. remove, restore or replace contaminated or polluted land, atmosphere or any watercourse or body of water, whether above or below ground.

d. remove or transport any property or debris to a site for storage or decontamination required because the property of debris is affected by **pollutant(s)**, whether or not such removal, transportation or decontamination is required by law or regulation; or

e. store any property or debris requiring specialized storage because the property or debris is affected by **pollutant(s)**, whether or not such storage is required by law or regulation; regardless of any other cause or event, whether or not dominant, which contributes concurrently to or in any sequence to the loss, damage or expense.

However, this exclusion does not apply to Section 6 (N).

Section 7. Territory:

This Memorandum of Coverage covers while the property is anywhere in, and in transit within and between, the continental limits of the United States of America and Canada, or in other geographical areas while property is in the care, custody and control of the, "Covered Party" and the "Covered Party" is acting within the course and scope of the business/operations.

Section 8. Limits of Liability:

ASCIP shall not be liable under this Memorandum of Coverage for more than the following limits for loss or damage arising from any one loss or disaster:

A. While at locations at participating districts scheduled in this Memorandum of Coverage:

$500,000,000 Blanket limit per any one loss, disaster, or casualty.

B. **Sublimits of Liability**
ASCIP shall not be liable hereunder for more than the following sublimits of liability for loss arising from any one loss or disaster:

$75,000,000	Blanket limit as respects steam boiler explosion, mechanical breakdown and electrical injury (as defined in Section 13)
$20,000,000	Data restoration in relation to Boiler and Machinery Perils
$1,000,000	Hazardous Substance removal, in relation to Boiler and Machinery perils
$50,000,000	Builder's risk as respects construction, reconstruction, alteration, renovation or repair, except frame buildings sublimits are $25,000,000. Any "Covered Party" who participates in the ASCIP Owner Controlled Insurance Program (OCIP) shall be covered subject to the terms, conditions and exclusions found in the ASCIP OCIP Builders' Risk Policy.
$5,000,000	Earthquake Sprinkler Leakage per Occurrence and Annual Aggregate
$25,000	Sublimit of coverage for each item of fine art or jewelry or each musical instrument
$2,500,000	Terrorism: Annual Aggregate

Section 9. Deductible:

In consideration of the reduced premium for which this Memorandum of Coverage is written, it is agreed that each claim for loss or damage (separately occurring) shall be adjusted separately and from the amount of each such adjusted claim the amounts shown below shall be deducted:

Deductibles for all coverages, other than electronic data processing coverage (EDP), shall be the deductible selected for the District's property coverage, as shown on the District's Declarations Page, issued annually.

The EDP deductible for all districts shall be $5,000 per occurrence.

Section 10. Valuation:

For the purpose of this Memorandum, property will be valued at the full cost to repair or replace the property (without deduction for depreciation) if the property is actually repaired or replaced by the "Covered Party" within a reasonable period of time following loss. The payment shall not exceed the amount actually spent to repair or replace the property. If not repaired or replaced, the property will be valued at its actual cash value on date of loss.

The following personal property, however, shall be valued as specified below:

A. accounts, manuscripts, drawings and other records: ASCIP will reimburse the cost to research, replace or restore the information, including the cost to research and recreate, the information on the valuable papers. If the information cannot be replaced or restored with other of like kind and quality we will pay the blank value;

B. negatives, transparencies, prints: the cost to replace with an equivalent amount of raw stock;

C. personal property of others: the amount for which the "Covered Party" is legally liable, but not exceeding actual cash value of date of loss plus the actual cost of labor and material expended by the "Covered Party" on the personal property of others;

D. fine arts shall be adjusted on the values shown on the "Covered Party" books. It is a condition of this Memorandum that the insured shall keep a detailed and itemized inventory of all property "Covered Party" hereunder, including all stock out on Memorandum consignment. Values must be supported by professional appraisal prior to loss. Limits of liability are stated in Section 8.

Section 11. Mortgagee Provisions

If the name of a mortgagee (or trustee) is endorsed herein, the following mortgagee (or trustee) provision shall apply:

A. Mortgagee (or trustee) Interests and Obligations: If the "Covered Party" fails to render proof of loss, the designated mortgagee (or trustee), upon notice, shall render proof of loss to ASCIP in the form specified within sixty (60) days thereafter and shall be subject to the provision hereof relating to appraisal at time of payment and of bringing suit. If ASCIP shall claim that no liability exists as to the mortgagor or owner, it shall, to the extent of payment of loss to mortgagee (or trustee), be subrogated to all the mortgagee's (or trustee's) rights of recovery, but without impairing mortgagee's (or trustee's) right to sue; or it may pay off the mortgage debt and require an assignment thereof and of the mortgage.

B. Mortgagee (or trustee) Clause: Loss or damage, if any, to buildings covered under this Memorandum of Coverage shall be payable to the aforesaid as mortgagee (or trustee) as their interests may appear, and this Memorandum, as to the interest of the mortgagee (or trustee) only therein, shall not be invalidated by any act or neglect of the mortgagor or owner of the within described property, nor by any foreclosure or other proceedings or notice of sale relating to the property, nor by any change in the title or ownership of the property, nor by the occupation of the premises for purposes more hazardous than are permitted by this Memorandum of Coverage; provided, that in case the mortgagor or owner shall neglect to pay any premium due under this Memorandum of Coverage, the mortgagee (or trustee) shall, on demand pay the same.

Provided, also that the mortgagee (or trustee) shall notify ASCIP of any change of ownership or occupancy or increase of hazard which shall come to the knowledge of said mortgagee (or trustee) and, unless permitted by this Memorandum of Coverage, it shall be noted thereon and the mortgagee (or trustee) shall, on demand, pay the premium for such increased hazard for the term of the use thereof; other wise this Memorandum of Coverage shall be null and void.

ASCIP reserves the right to cancel this Memorandum of Coverage at any time as provided by its terms, but in such case this Memorandum of Coverage shall continue in force for the benefit only of the mortgagee (or trustee) for fifteen (15) days after notice to the mortgagee (or trustee) of such cancellation and shall then cease, and ASCIP shall have the right, on like notice, to cancel this agreement.

Whenever ASCIP shall pay the mortgagee (or trustee) any sum for loss or damage under this Memorandum of Coverage and shall claim that, as to the mortgagor or owner, no liability therefore existed, ASCIP shall, to the extent of such payment, be thereupon legally subrogated to all the rights of the party to whom such payment shall be made, under all securities held as collateral to the mortgagee (or trustee) debt, or may at its option, pay to the mortgagee (or trustee) the whole principal due or to grow due on the mortgage with interest, and shall thereupon receive a full assignment and transfer of the mortgage and of all such other securities; but no subrogation shall impair the right of the mortgagee (or trustee) to recover the full amount of said mortgagee's (or trustee's) claim.

Loss or damage, if any, under this Memorandum of Coverage shall be payable to the aforesaid mortgagee (or trustee) as their interests may appear under all present or future mortgages, in order of precedence of such mortgages, in accordance with the terms of this Standard Mortgage Clause, it being understood that no notice of increase or decrease in any mortgagee's (or trustee's) interest is required.

Section 12. General Conditions:

A. General Conditions governing coverage are delineated in ASCIP's Memorandum of Coverage.

B. **Other Insurance:** This Memorandum o Coverage shall not cover to the extent of any other insurance whether prior to or subsequent hereto in date, and by whomever effected, directly or indirectly covering the same property, and ASCIP shall be liable for loss or damage only for the excess value beyond the amount due from such other insurance.

C. **Examination Records:** The "Covered Party" shall, as often as may be reasonably required during the term of this Memorandum of Coverage and up to three years thereafter, produce for examination by ASCIP or its duly authorized representative all the books and records, inventories and accounts relating to the property covered hereunder.

D. **No Assignment:** This Memorandum of Coverage shall be void if assigned or transferred without the written consent of ASCIP.

E. **Cancellation:** This Memorandum of Coverage may be canceled by the "Covered Party" by surrender thereof to ASCIP and any of its authorized agents by sending to ASCIP at its legal address written notice stating when thereafter such cancellation shall be effective. This Memorandum of Coverage may be canceled by ASCIP by mailing to the "Covered Party" at its last known legal address reported to ASCIP written notice stating when, not less than sixty (60) days thereafter (except for non-payment of premium which shall be fifteen (15) days thereafter), such cancellation shall be effective. The mailing notice as aforesaid shall be sufficient proof of notice. The time of surrender or the effective date of the cancellation stated in the notice shall become the end of the Memorandum of Coverage. Delivery of such written notice either by the "Covered Party" or by ASCIP shall be equivalent to mailing. If the "Covered Party" cancels, earned premiums shall be computed in accordance with the customary table and procedure which may be less than pro rata. If ASCIP cancels, earned premium shall be computed pro rata. Premium adjustment may be made at the time cancellation is effective and, if not then made, shall be made as soon as practicable after cancellation becomes effective. ASCIP's check or the check of its representative mailed or delivered as aforesaid shall be sufficient tender of any refund of premium due to the Insured.

F. **Inspections:** ASCIP shall be permitted but not obligated to inspect at all reasonable times, any "Covered Party" property. Neither ASCIP's right to make inspections nor the making thereof nor any report implies that all other hazards or conditions are under control at the time of the inspection on behalf of or for the benefit of the "Covered Party" or others; nor are such inspections for compliance with OSHA regulations or other similar laws.

G. **Excess Insurance:** Permission is hereby granted to purchase insurance or reinsurance in excess of the amount (Limits of Liability) stated in this Memorandum of Coverage. Such Excess Insurance or reinsurance shall not be considered "Other Insurance" for the purposes of the other insurance reinsurance clause. Excess Insurance or reinsurance shall not be considered in the application of any "Pro Rata Liability" clause or apportionment clause.

H. **Salvage and Recovery:** When, in connection with any loss hereunder, any salvage, or recovery is received, subsequent to the payment of such loss, the loss shall be figured on the following: The "Covered Party" shall first be made whole: then ASCIP and its reinsurer shall share the remaining portion on a pro rata basis.

I. **Capital Expenditure Provision:** If a covered building is destroyed, as soon as the actual cash value is measured, that portion of the loss will be paid. At that time, the replacement cost will also be agreed upon. The difference between actual cash value and replacement cost will then be with held. If the "Covered Party" chooses to rebuild the building that was destroyed, ASCIP shall pay the withheld amount as soon as it has been incurred by the "Covered Party". If, however, the "Covered Party" decides not to replace the building, but to make capital improvements elsewhere, such as a building addition, and that project had not been previously budgeted, ASCIP will pay the "Covered Party" the withheld replacement cost amount as soon as an amount equal to the actual cash value plus replacement cost measurement has been incurred.

J. **Subrogation:** The insurer will act in concert with ASCIP and all other interests concerned in the exercise of such rights or recovery. If any amount is received as a result of such proceedings, the net amount recovered after deducting the costs of recovery will accrue first to the "Covered Party". Any excess of this amount will be remitted to ASCIP and its' reinsure in proportion to their respective interests as a percent of the total loss (after deducting the "Covered Party" recovery). The "Covered Party" will do nothing after such loss to prejudice such rights of subrogation.

K. **Fine Arts and Jewelry**: It is a condition of this Memorandum that the "Covered Party" shall keep a detailed and itemized inventory, including professional appraisals of scheduled fine arts and of jewelry.

L. **Arbitration:** In the event of a dispute between a Covered Party and ASCIP, the dispute shall be subject to arbitration and all parties shall be bound by the findings and decision of the arbitrator(s). All such disputes shall be subject to binding arbitration including, but not limited to, disputes concerning compliance with conditions, the interpretation and extension of coverage, or as to the actions or omissions to act of ASCIP and any Covered Party in connection with any claim or potential claim, including prompt notice of a claim or suit, cooperation in the defense or resolution of a claim or suit, settlement and indemnification of a claim or

suit, whether a first party claim or involving a third party claim. ASCIP shall also have the right to determine when a claim or suit should be settled, and may proceed to settle a claim or suit within its limit of liability, and any dispute between ASCIP and any Covered Party as to the settlement of a claim or suit shall also be subject to binding arbitration.

ASCIP and the Covered Party may agree to use one arbitrator or three arbitrators. The arbitration shall be conducted by the American Arbitration Association ("AAA") and, to the extent not inconsistent with the Bylaws and operative ASCIP – Member agreements, shall be governed by the AAA arbitration rules and procedures, including the rules governing the identification and selection of arbitration panel members. ASCIP and the Covered Party may agree to use an alternative arbitration service or to select privately an arbitrator or a three person arbitrator outside of AAA.

Regardless of the outcome of the arbitration, ASCIP and the Covered Party shall share equally in the costs of the arbitration and in the compensation of the arbitrators, which fees and costs shall not be subject to reallocation based upon whether ASCIP or the Covered Party is the prevailing party.

The arbitrators shall consider this agreement an honorable engagement rather than merely a legal obligation. Local rules of law as to procedure and evidence will apply and arbitration shall take place in the County of Los Angeles. The decision of the majority of the arbitrators shall be final and binding upon both parties and not subject to appeal.

A judgment based on the majority decision of the arbitrators may be entered in any court having jurisdiction upon the request of the Covered Party or ASCIP.

Section 13. Definitions:

A. **Real Property:** Building means an intended or existing roofed and walled structure including signs, glass, exterior light fixtures and poles, man-made structures on the land such as fencing or well-housings, building equipment and personal property of the "Covered Party" associated with the building; brick, stone or concrete foundations, piers or other supports of the building or its equipment which are below the undersurface of the lowest basement floor, or, where there is no basement, which are below the surface of the ground.

B. **Personal Property**: All your business personal property; business personal property in which you have an insurable interest; personal property of others; labor, materials and services furnished or arranged by you on personal property of others; and tenant's improvements and betterments..

C. **Pollutant(s):** Any solid, liquid, gaseous or thermal irritant or contaminant substance, including but not limited to any smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste (whether recycled, reconditioned or reclaimed) which are designated as pollutant(s) in listing(s) published by the United States Environmental Protection Agency (U.S.E.P.A.) or by any other governmental authority, or if unlisted, exhibit(s) the characteristic(s) of ignitability, corrosively, reactivity, or toxicity to a degree which would cause such substances to be so listed if the subject were to be addressed by the U.S.E.P.A. or by any other governmental authority.

D. **Unfriendly Fire:** A fire which becomes uncontrolled or breaks out from where it was intended to be.

E. **Electronic Data Processing Equipment including Telephone Systems and Equipment,** Data processing systems, component parts, and related peripheral equipment including air conditioning and fire protection equipment used solely for data processing operations.

F. **Electronic Data Processing Media:** Punch cards, tapes, discs, drums, cells or other magnetic recording or storage devices including the information recorded on the media. It also includes the original source material used to enter data and/or program.

G. **Explosion of Steam Boilers:** Loss or damage caused by or resulting from the explosion or rupture or bursting of steam boilers or steam pipes or steam turbines or steam engines or flywheels owned or operated by the insured.

H. **Electrical Injury:** Loss or damage caused by or resulting from electrical injury or any coincident rupture of electrical equipment due to such injury.

I. **Accident:** Accident shall mean a sudden and accidental breakdown of **Property** or part thereof which manifest itself at the time of its occurrence by physical damage that necessitates repair or replacement of the **Property** or part thereof.

J. **Fine Arts:** Antiques and objects of art of every nature.

Section 14. Titles of Paragraphs:

The titles of paragraphs of this Memorandum of Coverage and of endorsements and supplemental contracts, if any, or hereafter attached hereto are inserted solely for convenience of reference and shall not be deemed in any way to limit or affect the provisions to which they relate.

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS

Automobile Physical Damage

MEMORANDUM OF COVERAGE

Throughout this Memorandum, words and phrases that appear in bold type have special meaning. They are defined in SECTION VI, DEFINITIONS.

In consideration of the payment of the contribution, **ASCIP** agrees with the **Covered Party** as follows:

SECTION I - COVERAGES

ASCIP will pay for **loss** to a **covered automobile** or its equipment under:

A. Comprehensive Coverage: From any cause except the **covered automobile**'s collision with another object or its overturn.

B. Collision Coverage: Caused by the **covered automobile**'s collision with another object or its overturn.

SECTION II - EXCLUSIONS

WHAT ASCIP WILL NOT COVER (EXCLUSIONS)

This Memorandum does not apply to:

A. Wear and tear, freezing, or mechanical or electrical breakdown unless caused by other **loss** covered by this Memorandum.

B. Blowouts, punctures or other road damage to tires unless caused by other **loss** covered by this Memorandum.

C. **Loss** caused by declared or undeclared war or insurrection or any of their consequences.

D. **Loss** caused by the explosion of a nuclear weapon or its consequences.

E. **Loss** caused by radioactive contamination.

F. **Loss** to tape decks or other sound reproducing equipment not permanently installed in a **covered automobile**.

G. **Loss** to tapes, records or other sound reproducing devices designed for use with sound reproducing equipment.

H. **Loss** to any sound receiving equipment designed for use as a citizens' band radio, two-way mobile radio or telephone or scanning monitor receiver, including its antennas and other accessories, unless permanently installed in the dash or console opening normally used by the **automobile** manufacturer for the installation of a radio.

I. **Loss** to any trailer or semi-trailer, licensed or unlicensed, that was not intended for and/or readily capable of primary road use at the time of **loss**.

SECTION III - -LIMIT OF LIABILITY

HOW ASCIP WILL PAY FOR LOSSES - THE MOST ASCIP WILL PAY

A. At **ASCIP**'s option, **ASCIP** may:

1. Pay for, repair or replace damaged or stolen property; or

2. Return the stolen property, at **ASCIP**'s expense. **ASCIP** will pay for any damage that results to the **automobile** from the theft.

B. **ASCIP** will pay for the **loss**, whichever is the lower of the following amounts:

1. The actual cash value of the damaged or stolen property at the time of **loss**; or

2. The cost of repairing or replacing the damaged or stolen property with other of like kind of quality.

C. For each **covered automobile**, **ASCIP**'s obligation to pay for, repair, return or replace damaged or stolen property will be reduced by the applicable deductible shown in Section IV.

D. **Extension of Limits of Liability**

If a rental automobile is damaged or stolen and the Covered Party has accepted financial responsibility for the loss of use of the vehicle, ASCIP will pay the charges for which the Covered Party is liable. This coverage is subject to a $1,500 deductible. However, this deductible shall be charged only once during an occurrence and shall not be in addition to the deductible paid for any damage to the rented automobile.

SECTION IV - DEDUCTIBLES

For each **covered automobile**, **ASCIP**'s obligation to pay for, repair, return or replace damaged or stolen property will be reduced by the applicable deductible shown below.

Coverage	Deductible for each Covered automobile
Comprehensive	$1,500
Collision	$1,500

SECTION V - LOSS PAYABLE CLAUSE

WHO ASCIP WILL PAY:

A. **ASCIP** will pay the **Covered Party** and its **loss** payee, on file with **ASCIP** or its authorized representative, for **loss** to a **covered automobile**, as their interests may appear.

B. The coverage includes the interest of the **loss** payee unless the **loss** results from fraudulent acts or omissions on the **Covered Party**'s part.

C. **ASCIP** may terminate this coverage at any time in accordance with the bylaws of **ASCIP**. Termination ends this agreement as to the **loss** payee's interest. If **ASCIP** terminates this coverage, **ASCIP** will mail the **Covered Party** and the **loss** payee the same advance notice.

D. If **ASCIP** makes any payment to the **loss** payee, **ASCIP** will obtain the **loss** payee's rights against any other party.

SECTION VI - DEFINITIONS

WORDS AND PHRASES WITH SPECIAL MEANING:

ASCIP refers to the Alliance of Schools for Cooperative Insurance Programs.

Automobile refers to a land motor vehicle, trailer, or semi-trailer, subject to motor vehicle registration.

Covered automobile means any **automobile** owned, leased or rented by a **Covered Party**.

Covered Party refers to the **Covered Party** named in the declarations.

Leased automobile means an **automobile** leased to the **Covered Party** under a leasing agreement of one year or more, including any substitute or replacement **automobile** for which the leasing agreement requires the **Covered Party** to provide primary insurance.

Loss refers to direct and accidental damage or **loss**.

Automobile means a land motor vehicle, trailer or semi-trailer, subject to motor vehicle registration, and maintained and primarily utilized for transportation purposes only.

Rented Automobile means any automobile rented by a **Covered Party** for use in the course and scope of a district program.

Loss of use of a Rented Automobile refers to that value which is lost by virtue of a rented automobile becoming incapacitated due to an occurrence.

SECTION VIII - CONDITIONS

This Memorandum of Coverage is subject to the following conditions:

A. Contribution Payment

The annual contribution payment shall be due and payable upon terms established by **ASCIP**'s Board of Directors. The amount of the annual contribution will be based on rates in effect at the inception of this Memorandum and on each subsequent anniversary. Contributions shall include any assessments required by **ASCIP**, in accordance with the bylaws. **ASCIP** shall not be required to perform any obligations under this Memorandum if all contributions and assessments are not paid in accordance with the bylaws.

B. Termination

This Memorandum and coverage provided hereby may be terminated at any time in accordance with the bylaws of **ASCIP**.

Statutory Provisions

Terms of this Memorandum which are in conflict with the statutes of the State of California are amended to conform to such statutes.

D. **Covered Party**'s Duties in the Event of **Loss**

To recover for **loss** to a **covered automobile** or its equipment, the **Covered Party** must do the following:

1. Provide written notice containing particulars sufficient to identify the **Covered Party** and also reasonably obtained able information with respect to the time, place and circumstances of the accident. The names and

addresses of the **Covered Party** and of available witnesses, shall be given by or for the **Covered Party** to **ASCIP** or any of its authorized agents as soon as practicable.

2. Permit **ASCIP** or its representative to inspect and appraise the damaged property before its repair or disposition.

3. Do what is reasonably necessary after **loss** at **ASCIP**'s expense to protect the **covered automobile** from further **loss**.

4. Submit a proof of **loss** when required by **ASCIP**.

5. Promptly notify the police if the **covered automobile** or any of its equipment is stolen.

E. Subrogation - **ASCIP**'s Right to Recover from Others

If **ASCIP** makes any payment, **ASCIP** is entitled to recover what **ASCIP** paid from other parties. Any person to or for whom **ASCIP** makes payment must transfer to **ASCIP** his or her rights of recovery against any other party. This person must do everything necessary to secure these rights and must do nothing that would jeopardize them.

F. No Benefit to Bailee

ASCIP will not recognize any assignment or grant any coverage for the benefit of any person or organization holding, storing or transporting property for a fee regardless of any other provisions of this Memorandum.

G. Appraisal for Physical Damage Losses

1. If the **Covered Party** and **ASCIP** fail to agree as to the amount of **loss**, either may demand an appraisal of the **loss**. In such event, the **Covered Party** and **ASCIP** shall each select a competent appraiser, and the appraisers shall select a competent and disinterested umpire. The appraisers shall state separately the actual cash value and the amount of **loss**, and failing to agree, shall submit their differences to the umpire. An award in writing of any two shall determine the amount of **loss**. The **Covered Party** and **ASCIP** shall each pay their chosen appraiser and shall bear equally the other expenses of the appraisal and umpire.

2. **ASCIP** shall not be held to have waived any of its rights by any act relating to appraisals.

H. Other Coverage

1. This Memorandum provides primary coverage for any **covered automobile**.

2. When two or more memorandums or policies cover on the same basis, **ASCIP** will pay only its share. **ASCIP**'s share is the proportion that the limit of its memorandum bears to the total of the limits of all the memorandums and policies covering on the same basis.

I. Bankruptcy or Insolvency

Bankruptcy or insolvency of the **Covered Party** shall not relieve **ASCIP** of any of its obligations hereunder.

J. Arbitrator

In the event of a dispute between a Covered Party and ASCIP, the dispute shall be subject to arbitration and all parties shall be bound by the findings and decision of the arbitrator(s). All such disputes shall be subject to binding arbitration including, but not limited to, disputes concerning compliance with conditions, the interpretation and extension of coverage, or as to the actions or omissions to act of ASCIP and any Covered Party in connection with any claim or potential claim, including prompt notice of a claim or suit, cooperation in the defense or resolution of a claim or suit, settlement and indemnification of a claim or suit, whether a first party claim or involving a third party claim. ASCIP shall also have the right to determine when a claim or suit should be settled, and may proceed to settle a claim or suit within its limit of liability, and any dispute between ASCIP and any Covered Party as to the settlement of a claim or suit shall also be subject to binding arbitration.

ASCIP and the Covered Party may agree to use one arbitrator or three arbitrators. The arbitration shall be conducted by the American Arbitration Association ("AAA") and, to the extent not inconsistent with the Bylaws and operative ASCIP – Member agreements, shall be governed by the AAA arbitration rules and procedures, including the rules governing the identification and selection of arbitration panel members. ASCIP and the Covered Party may agree to use an alternative arbitration service or to select privately an arbitrator or a three person arbitrator outside of AAA.

Regardless of the outcome of the arbitration, ASCIP and the Covered Party shall share equally in the costs of the arbitration and in the compensation of the arbitrators, which fees and costs shall not be subject to reallocation based upon whether ASCIP or the Covered Party is the prevailing party.

The arbitrators shall consider this agreement an honorable engagement rather than merely a legal obligation. Local rules of law as to procedure and evidence will apply and arbitration shall take place in the County of Los Angeles. The decision of the majority of the arbitrators shall be final and binding upon both parties and not subject to appeal.

A judgment based on the majority decision of the arbitrators may be entered in any court having jurisdiction upon the request of the Covered Party or ASCIP.

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS

Comprehensive Crime

MEMORANDUM OF COVERAGE

Throughout this Memorandum words and phrases that appear in **bold type** have special meaning. They are defined in SECTION VI, DEFINITIONS.

In consideration of the payment of the contribution, **ASCIP** agrees to indemnify the **Covered Party** for:

SECTION I – COVERAGES

A. EMPLOYEE FAITHFUL PERFORMANCE BLANKET BOND

Loss caused to the **Covered Party** through the failure of any **employee(s)** acting alone or in collusion with others to perform faithfully his duties or to account properly for all monies and property received by virtue of his position or employment during the coverage period. The amount applicable to indemnity shall **not exceed** in the aggregate the amount stated in the declarations, Limit of Liability applicable to Employee Faithful Performance after application of the deductible shown in the declarations.

B. PREMISE COVERAGE

ASCIP shall be liable for direct losses caused by the actual destruction, disappearance, wrongful abstraction or **computer theft** of **money** and **securities** within or from the **premises, banking premises** or night depository chute or safe maintained by any bank or trust company.

Coverage under this coverage clause shall also include:

1. Loss or damage to other property by **robbery** or attempt threat within the **premises,**

2. Loss of or damage to such property contained within any safe which results from **safe burglary** or attempt threat within the **premises,**

3. Damage to a locked safe, cash drawer, cash box or cash register within the **premises** by felonious entry or attempt threat or loss by felonious abstraction of such container from within the premises, and

4. Damage to the premises resulting from such **safe burglary** or **robbery**.

C. TRANSIT COVERAGE

ASCIP shall be liable for direct losses caused by the actual destruction, disappearance or wrongful abstraction of **money and securities** outside the **premises**, while being conveyed by the **Covered Party**, an **employee**, an armored motor vehicle company or any other person

duly authorized by the **Covered Party** to have custody thereof. Coverage under this clause shall also include:

1. Loss or damage to other property by **robbery** or attempt threat outside the **premises** while the property is being covered by the **Covered Party**, an **employee** or an armored vehicle company; and

2. Loss by **theft** of such property while temporarily within the home of an **employee**.

D. DEPOSITORS FORGERY COVERAGE

ASCIP shall be liable for direct losses caused by forgery or alteration of, on or in any check, draft, promissory note, bill of exchange or similar written promise, order or direction to pay a sum certain in **money**, made or drawn by, or drawn upon the **Covered Party**, or made to drawn by one acting as agent of the **Covered Party** or purporting to have been made or drawn as set forth above, including:

1. Any check or draft in the name of the **Covered Party** payable to a fictitious payee and endorsed in the name of the fictitious payee;

2. Any check or draft procured in a face-to-face transaction with the **Covered Party** or with one acting as agent of the **Covered Party** by anyone impersonating another and made or drawn payable to the one impersonated and endorsed by anyone other than the one impersonated; and

3. Any payroll check, payroll draft or payroll order made or drawn by the **Covered Party** payable to bearer as well as to a named payee and endorsed by anyone other than the named payee without authority of the payee.

For purposes of this coverage clause mechanically reproduced facsimile signatures shall be treated the same as handwritten signatures.

If the **Covered Party** or the **Covered Party's** bank of deposit, at the request of the **Covered Party** shall refuse to pay any of the foregoing instruments made or drawn as set forth above alleging that the instruments are forged or altered, and this refusal shall result in suit being brought against the **Covered Party** or bank to enforce payment and **ASCIP** shall give its written consent to the defense of the suit, then any reasonable attorney's fees, court costs or similar legal expenses incurred and paid by the **Covered Party** or bank in defense shall be considered a loss under this coverage clause, and the liability of **ASCIP** for such loss shall be in addition to any other liability under this coverage clause.

If, at the **Covered Party's** request, **ASCIP** waives any rights it may have against the bank upon which the instrument was drawn, the **Covered Party** and the bank shall assign to **ASCIP** all of their rights against any other person, firm or corporation.

SECTION II – EXCLUSIONS

A. Coverage under this Memorandum does not apply to:

1. Loss due to war (whether or not declared), civil war, insurrection, rebellion or revolution, military, naval or usurped power, governmental intervention, expropriation or nationalization, or any act or condition incident to any of the foregoing;

2. Loss involving the cost of reproducing any information contained in any lost or damaged manuscripts, records, accounts, microfilms, tapes or other records;

3. Any expenses incurred by the **Covered Party** in establishing the existence or the amount of any loss covered under the Memorandum;

4. Loss of income not realized by the **Covered Party** as the result of any loss covered under this Memorandum;

5. Fees, costs or expenses incurred or paid by the **Covered Party** in prosecuting or defending any legal proceeding or claim (other than legal proceedings covered under Coverage Clause D above) whether or not such proceeding results or would result in a loss recoverable under this policy;

6. Loss unless reported and proved in accordance with Section IV.E hereof;

7. Loss unless discovered and written notice thereof given to **ASCIP** within:

   a) Sixty (60) days following termination of any insuring clause in its entirety, or

   b) Sixty (60) days following termination of this Memorandum in its entirety, or

   c) One (1) year following such termination if the termination results from the voluntary liquidation or voluntary dissolution of the **Covered Party**; or

8. Loss sustained by any **Covered Party** herein unless discovered and written notice thereof given to **ASCIP** within sixty days following termination of this Memorandum as to such **Covered Party**.

B. Coverage under Coverage Clause A does not apply to:

1. Loss caused by an **employee** not engaged in the regular service of the **Covered Party**;

2. Loss caused by an employee if management personnel of the **Covered Party** possesses knowledge of any act or acts of theft, fraud or dishonesty committed by such **employee**:

   a) In the service of the **Covered Party** or otherwise during the term of employment by the **Covered Party** or

   b) Prior to employment by the **Covered Party** provided that such conduct involved **money, securities** or other property valued at $10,000 or more:

3. Loss caused by any broker, factor, commission merchant, consignee, contractor or other agent or representative of the same general character.
4. Loss or that part of any loss the proof of which involves in any manner.

   a) A profit and loss computation or comparison, or

   b) A comparison of inventory records with an actual physical count; provided, however, that where the **Covered Party** establishes wholly apart from such comparison that it has sustained a loss covered under Insuring Clause A, then it may offer its inventory records and actual physical count of inventory in support of the amount of loss claimed.

C. Coverage under Coverage Clause B and C does not apply to loss damage:

1. Due to **theft** or any other fraudulent, dishonest or criminal act (other than **safe burglary** or **robbery** attempt threat) by any **employee**, director, trustee or authorized representative of the **Covered Party** whether acting alone or in collusion with others;

2. Due to fire except:

   1. Loss of or damage to **money** or **securities**, or

   2. Damage to any safe or vault caused by the application of fire thereto for the purpose of **safe burglary**;

3. Due to the giving or surrendering of **money** or **securities** in any exchange or purchase;

4. Of or to manuscripts, records, accounts, microfilm , or tapes;

5. Due to forgery;

6. Of or to **money, securities** or other property while in the mail or in the custody of a carrier for hire other than a armored motor vehicle company;

7. Of or to **money, securities** or other property while in the custody of any bank, trust company, similar recognized place of safe deposit, armored motor vehicle company or any person who is duly authorized by the **Covered Party** to have custody of the property unless the loss is in excess of the amount recovered or received by the **Covered Party** under:

   a) The **Covered Party's** contract, if any, with, or insurance carried by, any of the foregoing, or

   b) Any other insurance or indemnity in force which would cover the loss in whole or in part, in which case this Memorandum shall cover only such excess;

8. Due to nuclear reaction, nuclear radiation or radioactive contamination or to any act or condition incident to any of the foregoing, or

9. Of or to **money, securities** or other property as a result of kidnap/ransom or other extortion payments (as distinguished from the proceeds of a **robbery**) surrendered to any person as a result of a threat to do:

   a) Bodily harm to any person, or

   b) Damage to the premises or other property owned by the **Covered Party** or held by the **Covered Party**.

D. Coverage under Insuring Clause D does not apply to loss through forgery or alternation of, on, or in:

   1. Any instrument, if such forgery or alteration is committed by any **employee** or by any person in collision with any **employee**; or

   2. Any registered or coupon obligations issued or purported to have been issued by the **Covered Party** or any coupons attached thereto or detached therefrom.

SECTION III – GENERAL CONDITIONS

This Memorandum of Coverage is subject to the following conditions:

A. CONTRIBUTION PAYMENT

The annual contribution payment shall be due and payable upon terms established by ASCIP's Executive Committee. The amount of the annual contribution would be based on rates in effect at the inception of this Memorandum and on each subsequent anniversary. Contributions shall include any assessments required by **ASCIP**, in accordance with the bylaws. **ASCIP** shall not be required to perform any obligations under this Memorandum if all contributions and assessments are not paid in accordance with the bylaws.

B. STATURORY PROVISIONS

Terms of this Memorandum which are in conflict with the statutes of the State of California are amended to conform to such statutes.

C. OWNERSHIP

ASCIP'S liability under the Memorandum shall apply only to money, securities and other property owned by the **Covered Party** or for which the **Covered Party** is legally liable, or held by the **Covered Party** in any capacity whether or not the **Covered Party** is liable; provided that **ASCIP** shall not be liable for damage to the premises unless the **Covered Party** is the owner or is liable for such damage.

D. OTHER COVERAGE

If the **Covered Party** or any other party at interest in any loss covered by this Memorandum has any bond, indemnity or insurance which would cover such loss in whole or in part in the absence of this Memorandum, then this Memorandum shall be null and void to the extent of the amount of such other bond, indemnity or insurance; but this Memorandum shall cover such loss,subject to its exclusions, conditions and other terms, only to the extent of the amount of such loss in excess of the amount of such other bond, indemnity or insurance.

E. ASCIP'S LIABILITY

The liability of **ASCIP** shall be for losses which occur during the coverage period as contained in the Declarations.

F. LIABILITY FOR PRIOR LOSSES

The Liability of **ASCIP** for loss sustained prior to:

1. The effective date of this Memorandum, or

2. The effective date additional **Covered Parties** or coverages are subsequently added, in subject to the following:

   a) The **Covered Party** or some predecessor in interest of the **Covered Party** carried some other Memorandum, bond or policy (other than a fidelity memorandum, bond or policy, with respect to such loss under Insuring Clause D) which, at the time such loss was sustained, afforded on or at the time which the loss was sustained or on the person or persons (whether **employee(s)** of the **Covered Party** or not) causing the loss, some or all of the coverage of the Insuring Clause of this Memorandum applicable to the loss; and

   b) Such prior coverage and the right of claim for loss thereunder continued under the same or some superseding bond or policy without interruption from the time the loss was stained until the date specified in (1) or (2) above; and

   c) The loss shall have been discovered after the expiration of the time discovery of such loss under the last such memorandum, bond or policy.

The liability of **ASCIP** with respect to such loss shall not exceed the amount which would have been recoverable under the coverage in force at the time the loss was sustained, or the amount recoverable under the Insuring Clause of this Memorandum applicable to the loss, whichever is smaller.

SECTION IV – PROVISIONS AFFFECTING LOSS SETTLEMENT

A. LIMITS OF LIABILITY

The payment of any loss under this Memorandum shall not reduce the liability of **ASCIP** for Other losses; provided, however, that the maximum liability of **ASCIP** shall not exceed the dollar amount set forth in the Declaration "Coverage and Limit Liability":

1. Applicable to Coverage Clause A, for any loss or losses caused by any **employee(s)** or in which any **employee(s)** is (are) concerned or implicated, either resulting from a single act or any number of such acts, regardless of when, during the period of this Memorandum or prior thereto, such acts occurred;

2. Applicable to Coverage Clause B or C, for any loss or losses resulting from any one casualty or event (all losses resulting from an actual or attempted fraudulent or dishonest act or series of related acts at the **premises** or **banking premises** whether committed by one or more persons shall be deemed to be one casualty or event); or

3. Applicable to Coverage Clause D, for any loss or losses caused by forgery or alteration committed by any person or in which such person is concerned or implicated, either resulting from a single act or any number of such acts, regardless of the number of instruments involved or when, during the period of this Memorandum or prior thereto, such acts occurred.

B. NON-ACCUMULATION OF LIABILITY

Regardless of the number of years this Memorandum shall continue in force, and the number of contributions which shall be payable or paid or any other circumstances whatsoever, the liability of **ASCIP** under this Memorandum with respect to any loss or losses shall not be cumulative from year to year or from period to period. When there is more than one **Covered Party**, the aggregate liability of **ASCIP** for Loss or Losses sustained by any or all them shall not exceed the amount for which **ASCIP** would be liable if all losses were sustained by any one of them.

C. DEDUCTIBLE-NO SU[ERSEDED INSURANCE CARRIER INVOLVED

From each loss sustained or discovered by the **Covered Party** after deducting all recoveries (except indemnity, insurance or suretyship held by the **Covered Party** or **ASCIP** for their benefit) on account thereof made prior to payment shall be deducted the amount(s) specified in the Declarations.

D. DEDUCTIBLE-SUPERSEDED INSURANCE INVOLVED

Should any loss be discovered which is partly recovered under this Memorandum and partly recoverable under a prior memorandum, bond or policy containing a deductible amount, the deductible amount specified in the Declarations shall be reduced by the deductible amount applied to such loss by the superseded insurance carrier.

E. NOTICE-PROOF-LEGAL PROCEEDINGS

Upon knowledge or discovery by a **Covered Party** or office or employee or elected or appointed official thereof, of loss or of an occurrence which may become a loss, written notice shall be given at the earliest practicable moment, and in no event later than sixty days after such discovery. Within four months after such discovery the **Covered Party** shall furnish to **ASCIP** affirmative proof of loss with full particulars. Legal proceedings for recovery of any loss hereunder shall not be brought after the expiration of two years from the discovery of such loss, except that any legal proceedings to recover hereunder on account of any judgment against the **Covered Party** of any of the **Covered Party's** banks of deposit in any referred to in Coverage Clause D, or to recover any such expenses paid in any such suit shall become final. Proof of loss under Coverage Clause D shall include the instrument which is the basis of claim for the loss: but if it shall be impossible to file the instrument, the affidavit of the **Covered Party** or the **Covered Party's** bank of deposit setting forth the amount and cause of the loss shall be accepted instead. If any limitation embodied herein is prohibited by any law controlling the construction thereof, such limitation shall be deemed to be amended so as to be equal to the minimum period of limitation permitted by such law.

At **ASCIP'S** request, the **Covered Party** shall submit to examination by **ASCIP**, subscribe the same under oath if required and produce for **ASCIP's** examination all pertinent records at such reasonable times and places as **ASCIP** shall designate, and shall cooperate with **ASCIP** in all matters pertaining to any loss or claim.

F. VALUATION

In no event shall **ASCIP** be liable for more than:

1. The actual market value of lost, damaged or destroyed **securities** at the close of business on the business day immediately preceding the day on which the loss is discovered, or for more that the actual cost of replacing the **securities**, whichever is less;

2. The cost of blank books, pages, tapes, or other blank material to replace lost or damaged books of account or other records;

3. The actual cash value at the time of lossof other lost, damaged or destroyed property or for more than the actual cost of repairing or replacing the property of similar quality and value, whichever is less, or

4. The United States dollar value of a foreign currency based on the free currency rate of exchange in effect on the day any loss involving foreign currency is discovered.

G. RECOVERIES

If the **Covered Party** shall be sustain any loss covered by this Memorandum, all recoveries (except from suretyship, insurance, reinsurance, or indemnity taken by or for the benefit of **ASCIP**) made after the loss, less the actual cost of recovery, shall be distributed as follows:

1. The **Covered Party** shall be reimbursed from such recoveries for any loss which exceeds the amount of coverage provided by this Memorandum less the deductible amount, any

balance shall be applied to reimbursement of **ASCIP** to the extent of its loss and any remainder paid to the **Covered Party**. If there is no excess loss the total recoveries shall be distributed first in reimbursement to **ASCIP** to the extent of its loss and any remainder paid to the **Covered Party**.

H. SUBROGATION

In the event of any payment under this Memorandum, **ASCIP** shall be subrogated to all the **Covered Party's** rights of recovery against any person or organization, and the **Covered Party** shall execute and deliver instruments and papers and do whatever else is necessary to secure such rights. The **Covered Party** shall do nothing after loss to prejudice such rights.

I. KNOWLEDGE OF PRIOR THEFT

For the purpose of this Memorandum and the exclusions contained in Section II.B.2., knowledge possessed by the **Covered Party** means knowledge possessed by any management personnel who is aware of the employment of a person and that person's prior acts of **theft**, fraud or dishonesty.

At the sole discretion of **ASCIP**, coverage may be extended to any individual upon written application by the **Covered Party** and consent given by **ASCIP.**

J. ARBITRATION

In the event of a dispute between a Covered Party and ASCIP, the dispute shall be subject to arbitration and all parties shall be bound by the findings and decision of the arbitrator(s). All such disputes shall be subject to binding arbitration including, but not limited to, disputes concerning compliance with conditions, the interpretation and extension of coverage, or as to the actions or omissions to act of ASCIP and any Covered Party in connection with any claim or potential claim, including prompt notice of a claim or suit, cooperation in the defense or resolution of a claim or suit, settlement and indemnification of a claim or suit, whether a first party claim or involving a third party claim. ASCIP shall also have the right to determine when a claim or suit should be settled, and may proceed to settle a claim or suit within its limit of liability, and any dispute between ASCIP and any Covered Party as to the settlement of a claim or suit shall also be subject to binding arbitration.

ASCIP and the Covered Party may agree to use one arbitrator or three arbitrators. The arbitration shall be conducted by the American Arbitration Association ("AAA") and, to the extent not inconsistent with the Bylaws and operative ASCIP – Member agreements, shall be governed by the AAA arbitration rules and procedures, including the rules governing the identification and selection of arbitration panel members. ASCIP and the Covered Party may agree to use an alternative arbitration service or to select privately an arbitrator or a three person arbitrator outside of AAA.

Regardless of the outcome of the arbitration, ASCIP and the Covered Party shall share equally in the costs of the arbitration and in the compensation of the arbitrators, which fees and costs shall not be subject to reallocation based upon whether ASCIP or the Covered Party is the prevailing party.

The arbitrators shall consider this agreement an honorable engagement rather than merely a legal obligation. Local rules of law as to procedure and evidence will apply and arbitration shall take place in the County of Los Angeles. The decision of the majority of the arbitrators shall be final and binding upon both parties and not subject to appeal.

A judgment based on the majority decision of the arbitrators may be entered in any court having jurisdiction upon the request of the Covered Party or ASCIP.

SECTION V. TERMINATION PROVISIONS

A. TERMINATION AS TO ANY EMPLOYEE

This policy shall terminate as to any **employee**:

1. Immediately upon discovery by the **Covered Party** or any manager of the **Covered Party** (not in collusion with such **employee**) of any act of **theft** or other fraudulent or dishonest act by the **employee** without prejudice to the loss of any property then being conveyed by the **employee** outside the **premises**, or

2. Twenty days after the receipt by the **Covered Party** of a written notice of termination from **ASCIP,** whichever first occurs.

B. TERMINATION OF MEMORANDUM OF COVERAGE

This Memorandum and coverage provided hereby may be terminated at any time in accordance with the bylaws of **ASCIP.**

SECTION VI. DEFINITIONS

A. **ASCIP** means Alliance of Schools for Cooperative Insurance Programs.
B. **Banking premises** means the interior of that portion of any building or buildings occupied by any bank, trust company or similar recognized place of safe deposit.

C. **Computer theft** means the intentional taking of **money securities** through use of a computer located at the **Covered Party's premises** or elsewhere.

D. **Covered Party** means the **Covered Party** named in the Declaration.

E. **Employee** or **employees** means, respectively, one or more persons while in the regular service of any **Covered Party** in the ordinary course of the **Covered Party's** business during the term of this memorandum and whom any **Covered Party** compensates by salary, wages and/or commissions and has the right to govern and direct in the performance of such service; and shall also mean:

1. Any non-compensated officer or elected or appointed official of any **Covered Party**.

2. Any **ex-employee** for a period not exceeding thirty days following termination of such person's services,

3. Any director or trustee of any **Covered Party** while performing acts coming within the scope of the usual duties of any **employee**, and

4. Any individual or individuals assigned to perform **employee** duties for any **Covered Party**, within the **Covered Party's premises**, by any agency furnishing temporary personnel on a contingent or part-time basis; provided, however, that this policy does not cover any loss caused by any such individual if such loss is also covered by any fund, insurance or suretyship held by the agency furnishing such temporary personnel to the **Covered Party**.

F. **Money** means only currency, coin, bank notes and bullion.

G. **Premises** means that portion of the interior of any building occupied by the **Covered Party** in conducting its business.

H. **Robbery** means the unlawful taking of insured property from a Covered **Party**, an **employee** or any other person authorized ny the Covered Party to have custody of the property by violence, threat of violence or other overt felonies act committed in the presence and cognizance of such person, except any person acting as a watchman, porter or janitor.

I. **Safe burglary** means the felonious abstraction of insured property from within a vault or safe located within the premises by a person making felonious entry into such vault or safe and any vault containing the safe, when all doors thereof are dully closed and locked by at lease one combination or time lock, provided that such entry shall be made by actual force and violence, demonstrated by visible marks made by tools, electricity, gas or other chemicals upon the exterior of:

1. A door or doors of such vault or safe and any vault containing the safe, if entry is made through such doors, or

2. The top, bottom or walls of such vault or safe and any vault containing the safe through which entry is made, if not made through such doors.

J. **Securities** means all negotiable and non-negotiable instruments or contracts representing either **money** or other property, including revenue and other stamps in current use, tokens and tickets, but not including **money.**

K. **Theft** means the unlawful taking of **money, securities** or other property to the deprivation of the Covered Party.

WORKERS' COMPENSATION

Workers' Compensation is a self-funded program which provides first dollar, $150,000, $250,000 or $350,000 retention levels.

Information about the Workers' Compensation program and the Policy is included in the following pages.

If you have purchased this program you Declarations Page follows this page.

lliance of Schools for Cooperative Insurance Programs
16550 Bloomfield Avenue, Cerritos, CA 90703 (562) 403-4640

ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PROGRAMS

Workers' Compensation

MEMORANDUM OF COVERAGE

Throughout this Memorandum the term "Covered Party" refers to the District named in the Declaration and participating in the ASCIP Workers' Compensation Program.

SECTION I - COVERAGE

In consideration for the Covered Party's payment of the required contribution for participation in the Workers' Compensation Program, ASCIP agrees to pay on behalf of the Covered Party the benefits required of the Covered Party by the workers' compensation laws of the State of California, including any amendments to those laws which are in effect during the coverage period. It does not include any federal workers' compensation law, any federal occupational disease law or the provisions of any law that provide non-occupational disability benefits, or any laws other than California state compensation laws.

A. WORKERS' COMPENSATION INSURANCE

This coverage applies to bodily injury by accident or by disease and includes any resultant death. The bodily injury must solely arise out of and be in the course and scope of the injured employee(s) employment by the Covered Party. Bodily injury by accident must occur during the coverage period. Bodily injury by disease must be caused by or aggravated by the condition of the employee(s) employment during the coverage period. The employee(s) last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the coverage period.

B. EMPLOYER'S LIABILITY

This coverage applies to bodily injury by accident or by disease and includes any resultant death. The bodily injury must arise solely out of and in the course and scope of the injured employee(s) employment by the Covered Party. Bodily injury by accident must occur during the coverage period. Bodily injury by disease must be caused by or aggravated by the condition of the employee(s) employment and the last day of exposure to the conditions causing or aggravating such injury must occur during the coverage period.

C. DEFENSE COSTS FOR CALIFORNIA LABOR CODE SECTION 132A AND SECTION 4553

This additional defense coverage applies only to proceedings or suits against the Covered Party for increased workers' compensation benefits because of an alleged violation of California Labor Code Sections 132a or 4553. In no respect shall ASCIP indemnify the Covered Party for violations of these Labor Code provisions.

D. COVERAGE TERM

The Covered Party shall be entitled to benefits under this Memorandum of Coverage for a one year term effective and concluding on the dates shown on the Declaration page of this Memorandum. To be eligible for benefits under this Memorandum, the Covered Party must elect to participate in ASCIP's Workers' Compensation Program for the coverage year in issue, including any renewal year, and pay the required contribution for participation. Absent enrollment in the Workers' Compensation Program, payment of premium for the coverage year, a member agency or a Covered Party is not entitled to benefits under this Memorandum of Coverage.

E. NO COVERAGE FOR WILFUL OR INTENTIONAL WRONGDOING

Notwithstanding any other provisions of this Memorandum, ASCIP (and this Memorandum) provides no coverage where to do so would violate any legal proscription against coverage or indemnity for willful or intentional wrongdoing.

SECTION II - DEFENSE AND SETTLEMENT

ASCIP shall have the right and duty to defend any claim or suit against a Covered Party seeking damages on account of claims or suits covered by this Memorandum, even if the allegations of the claim or suit are groundless, false or fraudulent, including the right to appoint and designate defense counsel to represent the Covered Party. The Covered Party shall cooperate with ASCIP in the investigation, defense, settlement, and adjudication of any claim or suit. ASCIP may make such investigation and settlement of any claim or suit, as it deems expedient. No settlement or compromise of any claim or suit may or shall take place without the prior approval and consent of ASCIP. ASCIP shall not be obligated to pay any claim or judgment or to defend any claim or suit after the applicable limit of ASCIP's liability has been exhausted by payment of judgments or settlement. ASCIP will have no duty to defend a claim, proceeding or suit that is not covered by this Memorandum.

SECTION III - LIMITS OF LIABILITY

Workers' Compensation:	Statutory
Employer's Liability:	
Bodily Injury by Accident – Each Accident	$1,000,000
Bodily Injury by Disease – Each Employee	$1,000,000
Bodily Injury by Disease – Each Coverage Period	$1,000,000
132A and Section 4553 Defense Costs	$10,000/$100,000

SECTION IV - EXCLUSIONS

ASCIP shall not be required to perform any of the obligations specified in any of the sections of this Memorandum as respects the exclusions, and the coverage provided by ASCIP through this Memorandum does not apply to:

A. Liability assumed under a contract

B. Liability arising from serious and willful misconduct

C. Punitive or exemplary damages because of bodily injury to an employee employed in violation of law

D. Bodily injury to an employee while employed in violation of law with the Covered Party's actual knowledge or the actual knowledge of any executive officers

E. Bodily injury intentionally caused or aggravated by the Covered Party

F. Damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, discrimination against or termination of any employee, or any personnel practices, policies, acts or omissions

G. Fines or penalties imposed for violation of federal or state law, including increased benefits due to violations of 132a or 4553 statues

SECTION V- RIGHT TO RECOVER FROM OTHERS

ASCIP shall inure to and subrogate to the Covered Party's rights, and the rights of persons entitled to the benefits of this coverage, to recover any payments by ASCIP from any person or entity liable in whole or in part for the injury or loss. The Covered Party shall do everything necessary to protect ASCIP's rights and to help ASCIP pursue and enforce them.

SECTION VI- CONDITIONS

This Memorandum is subject to the following conditions:

A. Premium Deposit: The annual premium deposit shall be due and payable upon inception of coverage and each renewal thereafter. The amount of the annual premium deposit will be based on rates in effect at the inception of this Memorandum and on each subsequent anniversary. Premium deposit shall include any assessments required by ASCIP in accordance with the Bylaws. ASCIP shall not be required to perform any obligations under this Memorandum if all premium deposits and assessments are not timely paid in accordance with the Bylaws.

B. Termination: This Memorandum and coverage provided hereby may be terminated at any time in accordance with the Bylaws of ASCIP.

C. Statutory Provisions: Terms of this Memorandum, which are in conflict with the statutes of the State of California, are amended to conform to such statutes.

D. Other Coverage:

1. Notwithstanding the terms and conditions of any "other insurance clause or clauses" in any policy or policies, where coverage is available to the

Covered Party (whether such policy is issued to the Covered Party or extends to it as employer, employee, or agent or in any other capacity), the coverage afforded hereunder is intended to be, and shall be excess coverage; and under no circumstances shall the coverage afforded hereunder be considered pro rata, concurring or coexistent.

2. If any other coverage is available to the Covered Party, whether such coverage is called excess over, or pro rata with other valid and collectible coverage or not, the coverage afforded hereunder shall not apply until such other coverage has been exhausted, provided that this clause does not apply with respect to excess coverage purchased specifically to be in excess of this Memorandum.

E. Notice of Accident, Injury, Disease, Claim or Suit:

1. In the event of an injury, the Covered Party shall provide for immediate medical and other services required by the workers' compensation law and provide the Injured Employee with the 'Employee's Claim for Workers' Compensation Benefits' (Form DWC 1) within twenty-four (24) hours of the Employer's knowledge and provide ASCIP and its Claims Administrator with notice of injury via submission of a completed 'First Report of Injury' (form 5020) within forty-eight (48) hours of the Employer's knowledge.

2. The Covered Party shall report any serious injury immediately to ASCIP's Workers' Compensation Claims Administrator.

3. If claim is made or suit is brought against the Covered Party, the Covered Party shall be obligated to promptly forward and shall promptly forward to ASCIP every demand, notice, summons or other process received by it or its representatives.

4. The Covered Party shall cooperate with ASCIP and upon its request, assist in making settlements, in the conduct of suits and in enforcing any right of contribution or indemnity against any person or organization who may be liable to the Covered Party because of all damage with respect to which coverage is afforded under this Memorandum; and the Covered Party shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The Covered Party shall not, except at its own cost, and without any right or recourse or reimbursement under this Memorandum, voluntarily make any payment, assume any obligation, or incur any expense, admit any liability, settle any claim or assume any obligation on a claim or suit.

F. Bankruptcy or Insolvency: Bankruptcy or insolvency of the Covered Party shall not relieve ASCIP of any of its obligations under this Memorandum.

G. Severability of Interests: The term Covered Party is used severally and not collectively, but the inclusion herein of more than one Covered Party shall not operate to increase the limits of ASCIP's liability.

H. Limit of Liability: The limit of liability is as provided in the Declarations.

I. Subrogation: In the event of any payment under this Memorandum, ASCIP shall be subrogated and otherwise entitled to all rights or recovery therefore against any person or organization and the Covered Party shall execute and deliver all instruments and papers and do whatever else is necessary to transfer and secure such rights. The Covered Party shall do nothing to prejudice ASCIP's rights.

J. Action Against ASCIP: No action shall lie against ASCIP, or any committee, member, employee or representative, unless as a condition precedent thereto, there shall have been full compliance on the part of the Covered Party with all terms of this Memorandum nor until the amount of the Covered Party's obligation to pay shall have been finally determined either by a judgment against the Covered Party after an actual trial or through a written settlement agreement among the Covered Party, the Claimant and ASCIP. No person or entity shall have any right under this Memorandum to join ASCIP as a party to any action against a Covered Party to determine the Covered Party's liability, nor shall ASCIP be impeded by the Covered Party or its legal representative.

K. Arbitration: In the event of a dispute between a Covered Party and ASCIP, the dispute shall be subject to arbitration and all parties shall be bound by the findings and decision of the arbitrator(s). All such disputes shall be subject to binding arbitration including, but not limited to, disputes concerning compliance with conditions, the interpretation and extension of coverage, or as to the actions or omissions to act of ASCIP and any Covered Party in connection with any claim or potential claim, including prompt notice of a claim or suit, cooperation in the defense or resolution of a claim or suit, settlement and indemnification of a claim or suit, whether a first party claim or involving a third party claim. ASCIP shall also have the right to determine when a claim or suit should be settled, and may proceed to settle a claim or suit within its limit of liability, and any dispute between ASCIP and any Covered Party as to the settlement of a claim or suit shall also be subject to binding arbitration.

ASCIP and the Covered Party may agree to use one arbitrator or three arbitrators. The arbitration shall be conducted by the American Arbitration Association ("AAA") and, to the extent not inconsistent with the Bylaws and operative ASCIP – Member agreements, shall be governed by the AAA arbitration rules and procedures, including the rules governing the identification and selection of arbitration panel members. ASCIP and the Covered Party may agree to use an alternative arbitration service or to select privately an arbitrator or a three person arbitrator outside of AAA.

Regardless of the outcome of the arbitration, ASCIP and the Covered Party shall share equally in the costs of the arbitration and in the compensation of the arbitrators, which fees and costs shall not be subject to reallocation based upon whether ASCIP or the Covered Party is the prevailing party.

The arbitrators shall consider this agreement an honorable engagement rather than merely a legal obligation. Local rules of law as to procedure and evidence will apply and arbitration shall take place in the County of Los

Angeles. The decision of the majority of the arbitrators shall be final and binding upon both parties and not subject to appeal.

A judgment based on the majority decision of the arbitrators may be entered in any court having jurisdiction upon the request of the Covered Party or ASCIP.

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EMPLOYMENT CAPACITY

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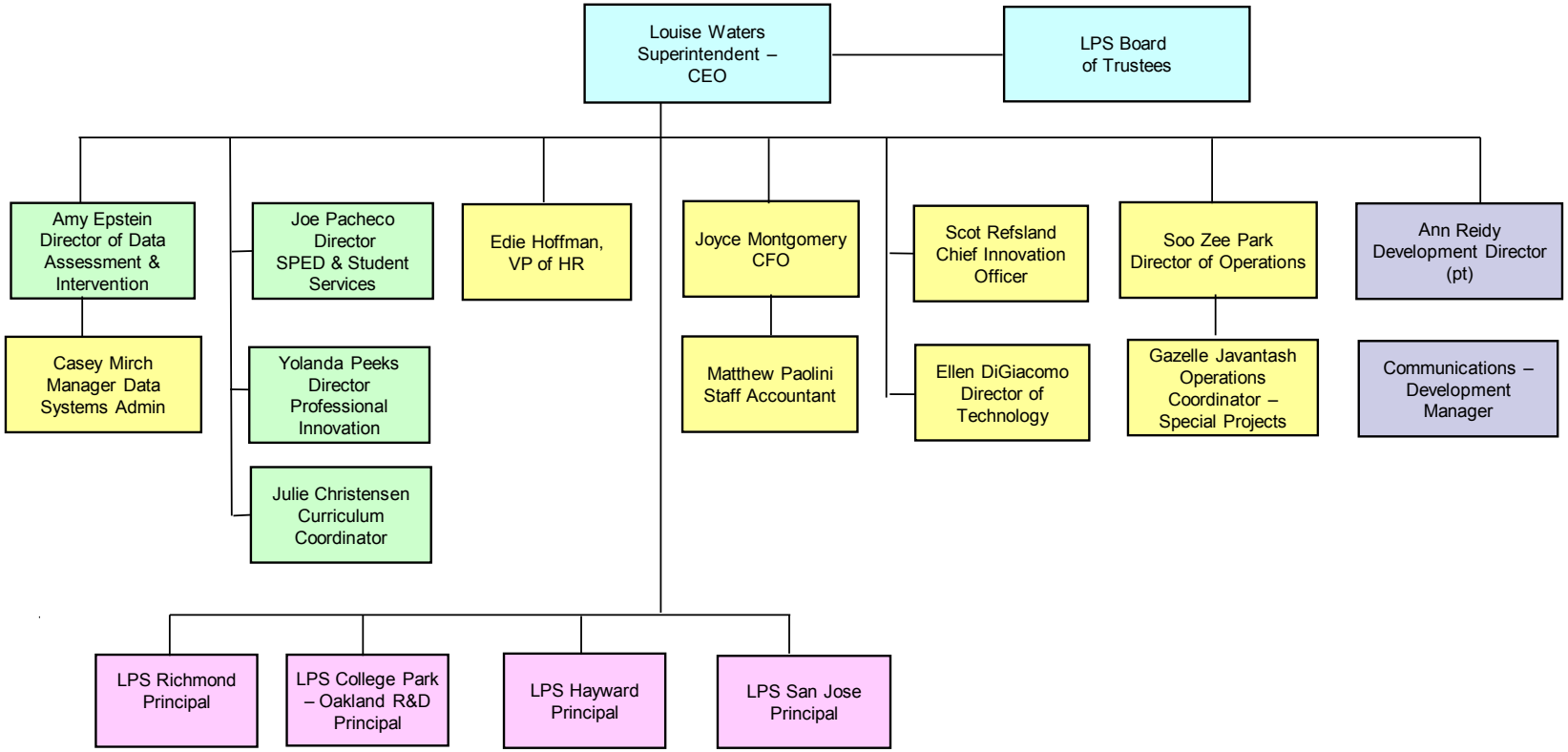
LPS Organizational Chart
2012 – 2013



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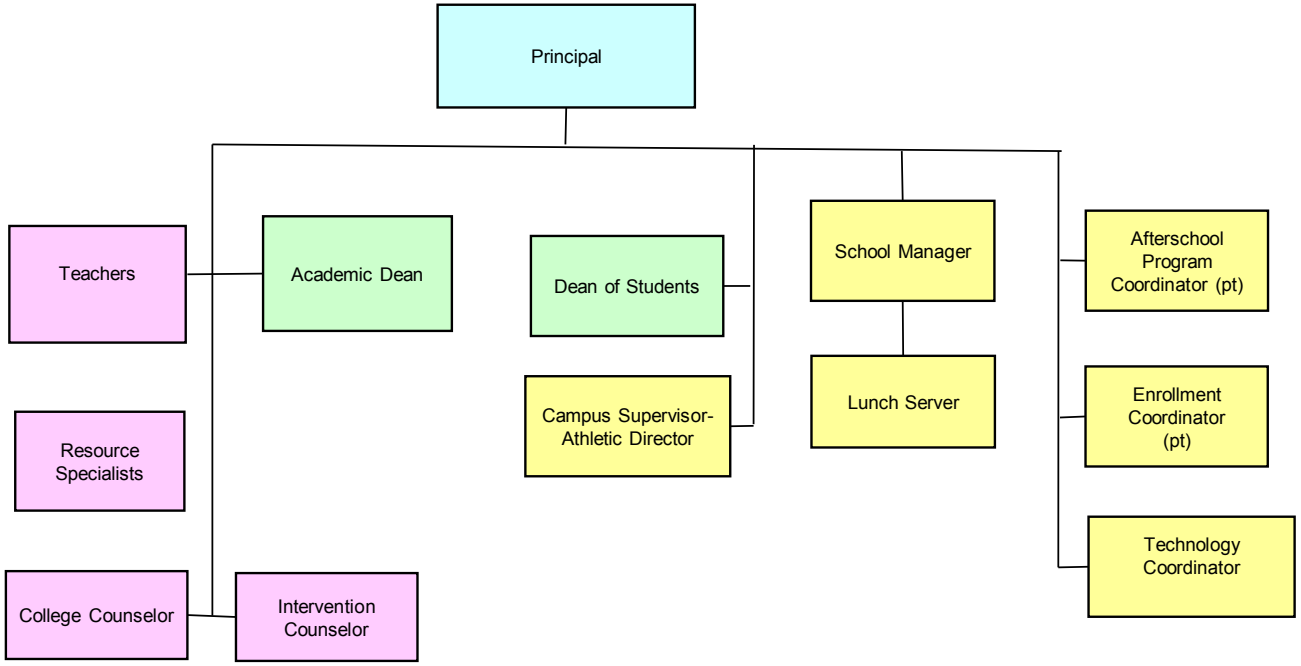
LPS Oakland – LPS College Park
Organizational Chart
2012 – 2013



1.12

LPS Administrator Contact Information

Home Office Information
Leadership Public Schools, Inc
344 Thomas L. Berkley Way, Suite 340, Oakland, CA 94612
Main Phone Number 510-830-3780
Main Fax Number 510-225-2575
HR Fax Number 510-225-2550
General Mailbox Ext: 210

Name	Position	Email Address	Phone
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Edie Hoffman	VP of Human Resources	ehoffman@leadps.org	Ext: 214
Ruth Herring	Major Gifts Officer	rherring@leadps.org	Ext: 215
Ann Reidy	Development Director	areidy@leadps.org	Ext: 216
Julie Christensen	Curriculum Manager	jchristensen@leadps.org	Ext. 217
Joyce Montgomery	CFO	jmontgomery@leadps.org	Ext: 218
Casey Mirch	Manager of Data & Systems Admin	cmirch@leadps.org	Ext: 222
Scot Refsland	Chief Innovation Officer	srefsland@leadps.org	Ext: 224
Soo Zee Park	Director of Operations	spark@leadps.org	Ext: 225
Amy Epstein	Director of Data, Assessment & Intervention	aepstein@leadps.org	Ext. 230
Matthew Paolini	Staff Accountant	mpaolini@leadps.org	Ext: 233
Louise Waters	Superintendent & CEO	lwaters@leadps.org	Ext: 240
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LEADERSHIP PUBLIC SCHOOLS, INC.

EMPLOYEE HANDBOOK

August 1, 2010

LEADERSHIP PUBLIC SCHOOLS, INC.
EMPLOYEE HANDBOOK

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I. WHO WE ARE

Thank you from our CEO

On behalf of the LPS's Board of Trustees and our growing community of students, parents, teachers and staff, thank you for joining our team! We believe you can make a great contribution to communities of need. As embodied in the Leadership Way, your success is key to achieving our organization goals. We have a challenging and bold vision, to take students from under-served communities to readiness for college success in four short years! Welcome to the adventure! Sincerely, Louise Bay Waters

Introduction

As a Leadership Public Schools, Inc. ("LPS") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success and the success of our students. We trust that you will find your employment with LPS to be both challenging and rewarding.

LPS recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference not only in shaping the lives of our students, but in contributing to the effectiveness of our Leadership community. Toward this end, we encourage you to engage in open communication about any aspect of your employment with LPS.

The LPS Employee Handbook ("Handbook") is divided into seven sections. **Part One** contains a brief history of LPS, an explanation of LPS's nonprofit governance structure, an overview of the role of the Home Office, and a brief background of charter schools. **Part Two** presents "The Leadership Way," which summarizes our mission, culture and values. **Part Three** covers our professional expectations, and our support and evaluation process. **Part Four** addresses personnel information regarding payroll, benefits, and time off. **Part Five** covers additional important personnel policies and legal issues. **Part Six** addresses important operational considerations. **Part Seven** contains an acknowledgement form that must be signed by all employees. Please see the LPS Student Handbook for additional information regarding school rules, procedures and support for students.

This Handbook is intended for your use as a ready reference. Above all, we hope that the information contained will be useful to you. It is also, for legal purposes, an employee handbook. This means that certain legal language needs to be included. For example, nothing in this Handbook is intended to or shall alter in any way the policy of "at will" employment that LPS maintains with its employees. And from time to time the policies and practices described in this Handbook will need to be revised. Accordingly, LPS reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. As policies are revised, updated pages will be distributed to you. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. We do not intend this to negatively impact the positive sense of community that exists among the faculty, staff, and administrators.

Leadership Public Schools History

Leadership Public Schools, Inc. ("LPS"), a not for profit school development organization, was founded in 2002 by experienced educators and entrepreneurs to develop quality public charter high schools. LPS serves ethnically and economically diverse student bodies and its schools are located in or near low-income neighborhoods.

LPS was founded by Mark Kushner, the founder of San Francisco's Leadership High School (a separate organization), one of the first start-up charter high schools in California and one of the most successful serving poor students and Students of Color.

Our Governance Structure

LPS is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)3 organization. All LPS schools operate as part of this one organization and all LPS employees are employees of this one non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct LPS's internal operating policies and procedures. LPS has the freedom to establish its own policies and procedures, as long as they comply with the LPS charter and applicable law. LPS is subject to portions of the education code governing public schools, but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal. The Principal, in turn, reports to the Superintendent-CEO of Leadership Public Schools. Each Principal will work with and receive guidance on local issues from a School Advisory Council ("SAC"), comprised of parents, teachers, students, and community members.

The LPS Board of Trustees is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of LPS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board is organized into several committees, including the Executive Finance and Development Committees, The Board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders, may include faculty, student and parent members.

Role of the LPS Home Office

The LPS Home Office provides support and assistance to each school, and helps disseminate LPS's values, instructional programs, norms, and high standards. The Home Office focuses on:

- Ensuring quality,
- Facilitating learning across the network based on best practices, site innovation and research,
- Providing centralized services and support, including professional development, curriculum development, enrollment-outreach, startup fundraising, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology planning, and purchasing.
- Guiding new school creating, including writing charter petitions, negotiating school district relationships, and building community partnerships.

LPS combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale or support our educational mission by enabling Principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a standalone charter school would be able to afford or acquire on its own. The Operations Guide provides additional information on the roles and Home Office responsibilities.

Leadership Network – An Innovation Laboratory for Urban Education

The Leadership Public Schools Network is designed to be an innovation laboratory for addressing the most challenging issues of urban secondary education. Having multiple sites with a common focus allows for intense site-level collaboration supported by network-wide sharing – an ideal "petri dish" for innovation. By removing many of the operational issues from the sites, the Network allows teachers and administrators to focus on developing these responses to the challenges we face

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like LPS, and is usually sponsored by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of assessment, and ways to measure success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

For additional information on charter schools, please visit the following websites:

- Charter Schools Development Center: www.cacharterschools.org
- California Charter School Association www.charterassociation.org/
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Department of Education Charter Schools Site: www.uscharterschools.org

Look for the profile of Leadership High School: click on “Resource Directory,” then on “Startup and Assistance,” then on “Case Study of a Charter School.”

II. THE LEADERSHIP WAY

Vision, Mission, and Values

Our Vision

Our vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

Our Mission

Our mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

Leadership Values

COMMITMENT: All students, staff and members of the LPS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.
We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT: All students, staff and members of the LPS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts, going to the "source" (the person involved) rather than complaining to others, and
- Supporting each other when needed.

RESPONSIBILITY: All students, staff and members of the LPS community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by:

- Supporting the learning of our employees with ample professional development;
- Providing nurturing, personalized attention to our students and their families;
- Evaluating students and employees with clear, careful and fact-based evaluation processes;
- Offering competitive wages and benefits to employees;
- Having fun and celebrating success; and
- While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside LPS.

HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significantly startup, operational and educational support.

We help build a strong network of schools by:

- Focusing on student and school performance;
- Disseminating the innovations and lessons learned across the network;
- Encouraging students, parents, and all staff to use the network for learning;
- Forging strong relationships between the Home Office and the schools,;
- Maintaining a strong customer service ethic at the Home Office;
- Making decisions with the maximum appropriate involvement of affected constituencies; and by
- Being careful stewards of our resources.

III. STAFF PROFESSIONALISM

General Professional Expectations

As a charter and reform-minded network of schools, LPS requires staff roles to be different than some traditional schools. LPS teachers and administrators will, at times, assume and incorporate new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of LPS. LPS Staff will:

- Follow the Leadership Way including the norms listed in the Leadership Values.
- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events. While LPS operates leadership schools and student political and community involvement is encouraged, staff should be careful to find appropriate activities for LPS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

LPS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Employee Handbook, and in particular any of the general or specific professional expectations, may result in administrative support, interventions such as verbal warnings or written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at LPS.

Finally, LPS adheres to a set of personal and organizational values embodied in a document entitled "The Leadership Way" (included above in Section II). These are the shared values of our community and it is important that we all strive to uphold them.

Job Duties

When you begin working at LPS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. LPS depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at Leadership Retreats, All School Meetings, Advisories and other school events/activities. In

addition, teachers are expected to share responsibility for attending Parent Association meetings, chaperoning dances, advising clubs, and participating on school committees.

Support, Evaluation and Intervention

The support, evaluation, and intervention process for LPS faculty and staff are constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation, and Intervention. Home Office Staff will also use these structures for Support, Evaluation and Intervention adapted for administrative functions. The Home Office formal evaluation process will typically occur annually.

Ongoing Support

LPS believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

LPS is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal, Assistant Principal, Dean, Curriculum Specialists, Director of Data & Assessment, and the Superintendent (with other Home Office staff and consultants) will work with faculty and staff in their Department or Team to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with other partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. Faculty and staff will report on these activities in their periodic self-assessments.

Evaluation

Self-Assessments

Faculty and staff will write self-assessments each year.
These self-assessments are intended to encourage self-reflection and commitment to self-improvement, as well to provide more teacher voice in the evaluation process. The individual's self-assessment will be placed in their personnel file with the formal evaluation described below. Faculty and staff will be expected to reflect on and use the following to inform their self-assessments:

- Professional goals,
- Coaching experiences and documentation
- Student evaluations or evaluations by relevant group

While LPS will offer faculty and staff writing prompts to support them in writing their self-assessments, faculty and staff will be asked to supply evidence that aligns with their self-assessments and should anticipate the following strands in their self-assessments:

- Classroom practice, including any noteworthy lessons about curriculum or pedagogy, (or other relevant professional practice)
- Student achievement with a focus on results (e.g. assessments and use of data to improve teaching and learning)
- Reflection on your role as an advisor and effective teacher
- Leadership (within your department, committee, etc.)

Formal Evaluations

Formal evaluations for teachers will typically take place annually during a teacher's first years, and then every other year evaluation or as needed (as determined by LPS in its sole discretion). Other staff evaluations will typically be conducted on an annual basis. Written evaluations of teachers will be completed by the Principal and/or Administrative designees and be distributed during the final quarter of the academic year. Written evaluation of other staff will be completed by their respective supervisors and distributed during the final quarter of the academic year. The Principal (or appropriate supervisor) will meet with the faculty or staff member to discuss the evaluation. The person's self-assessment, as well as any informal observations or formal supervision notes created since the previous evaluation, inform this meeting. The Principal, administrator or supervisor will collaborate and create a formal evaluation which will be signed by the Principal or administrator and teacher, attached to the person's self-assessment and copied for the person's reflection and personnel file. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Intervention

All LPS faculty and staff are expected to work to create a positive atmosphere. LPS encourages free and open communication between employees. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner (without resorting to adversarial processes). The following intervention process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this intervention policy does not apply to: (1) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook, or (2) other situations requiring immediate response as determined in LPS's sole discretion. The Vice President Human Resources will act as the point person in the intervention process.

A. Go to the source. This means going directly to the person with whom you have an issue of concern. Ask clarifying questions and attempt to resolve the issue. This time frame may be mutually extended. If not successful, then discuss the issue with your manager or principal. This collaborative process makes every effort to resolve the complaint between the two people within twenty days If not successful then go to step B

B. Consider using an Intervention Team. This step is intended to support the person involved in resolving the issue by using an Intervention Team including an administrator, HR if requested, and a colleague of the person's choosing. All discussions should be treated as private and confidential, and should not be discussed by members of the Intervention Team outside of the team, except for discussion as needed with the Principal, LPS VP of HR and other members of the Home Office dealing with personnel issues.

It is a voluntary step in the process occurring within 10 days after the collaborative conference and, if the person involved does not wish to share the issues of concern with the members of an Intervention Team, the person may proceed directly to Step #C, below. In no event will a member of the Intervention Team be the subject of the complaint. Once formed, the Intervention Team will develop goals, an investigation of the facts, a plan and a timeline with the person involved. This process will be documented by the Intervention Team and a copy will be provided to the Principal and LPS VP of HR. If not successful, then…

C. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team or the Intervention Team described in Step #B transfers responsibility and documentation to an Administrative Team. The Administrative Team may include the Principal, Dean, HR and colleagues. This team will follow the same process of developing goals, a plan, a full review of the facts and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the LPS VP of HR. A written response will be returned by the principal or supervisor within ten days. If not successful, then…

D. Appeal. In this step the person may appeal to the LPS VP of HR if not on previous intervention steps or to the LPS Superintendent within 15 days. The faculty or staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After a review of the facts, consultation with the LPS VP of HR, and General Counsel when appropriate, the Superintendent will make a decision. A decision to consider further action including and up to suspension and/or discharge of the involved employee will be made.

Note: This intervention process does not change any LPS employee's employment status, which remains at-will at all times. Nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment. All documents and records dealing with the complaint process will be maintained in a separate confidential complaint file and may be referenced in the employee's personnel file. No reprisals will be taken by any person participating in an intervention process.

IV.PAYROLL, BENEFITS, AND TIME OFF

Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, LPS assigns employees to one or more of the following employment categories. Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

School-Year Staff
School-Year teaching staff typically works a 190 day work year. School-Year staff typically does not have scheduled work days between mid-June and mid-August. This category generally includes all teachers and counselors, as well as some other school-site staff.

Year-Round Staff
Year-Round staff typically works a 12 month work year. This category includes all Home Office staff, as well as the Principal(s), Dean(s) and other school-site staff including the School Office Manager(s).

Full-Time Staff
Staff working 37 or more hours per week or who teach four or more regular courses or equivalent commitments per semester are considered Regular Full-Time staff, and are eligible for LPS' employee benefit programs.

Part-Time Staff
Staff working less than 32 hours per week or who teach less than four regular courses or equivalent commitments per semester are considered Part-Time staff, and are not eligible for LPS health benefits programs. Part-time staff working 20 hours per week or more is eligible for pro-rated time off benefits.

Temporary Staff
Temporary staff are those working on short term assignments or for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off (PTO).

Non-Exempt Staff (Eligible for overtime)
Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to Payroll each month.

Salaried Non-Exempt Employees (Eligible for overtime)
Salaried Non-Exempt employees are generally paid on a salary basis, and eligible for overtime for hours worked over 40 in a week. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each month.

Exempt Employees (Not eligible for overtime)
Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are general paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

Work Schedule

Following are work schedule expectations for all staff. Some specific job requirements demand staff presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.

School Staff Arrival Time

School-site staff are expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the Administrative Team, School Office Manager and the "Campus Supervisor" may be required to be on campus earlier because of their specific job responsibilities.

School Staff Departure Time

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff (including Home Office staff) and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

Home Office Arrival and Departure Time

Home Office staff are generally expected to be in the office from 9 a.m. to 6 p.m. unless arrangements are approved by one's supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

Total Work Days (School-Year Staff Only**)**

Full-time School-Year staff members are expected to work at least 190 school days per academic year. This typically includes 180 days of school and up to 15 full or partial staff development days. Certain administrators and staff, such as counselors, are expected to work additional days. This may include several days at the beginning and end of the School Year or Winter Break, and additional time during the summer before the teachers return.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance.

All employees are required to submit Time-Reports. Time Reports are kept from the 16th day of the month to the 15th day of the following month. Time Reports are submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved Time Report to the Home Office for processing). You are responsible for accurately recording your time on your Time Report. Falsification of any time records is cause for disciplinary action, up to and including termination. The Time Reports must be signed by the employee and the supervisor.

If you believe there is a mistake on your paycheck, please contact the Senior Accountant at the Home Office immediately.

Overtime Pay

As necessary, employees may be required to work overtime with the supervisor's approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one (1) week, which must be approved in advance by the supervisor.

Meal and Rest Periods

As required by law, for those non-exempt employees working five (5) hours/day or more, you are entitled to a 30 unpaid minute meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work.

Automatic Payroll Deposit Option

LPS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. Your paycheck will be deposited on or before the last business day of each month. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least 15 days before the pay period for which you would like the service to begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify the Home Office in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

Reimbursement of Expenses

To ensure the expenses are within budgetary guidelines, employees must obtain approval prior to incurring expenses on behalf of LPS. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to the Staff Accountant at Home Office.

LPS will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the LPS established mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace if you were to drive. Our LPS Operating Guidelines contain more detailed information on our reimbursement and travel policies. If you have any questions about LPS's expense reimbursement policy, please contact the Home Office.

Employee Referral Bonus Program

We are always looking for outstanding employees and greatly appreciate recommendations made by existing employees. If you recommend someone who has not previously been introduced to LPS, and he/she is hired on a full-time, regular basis, you are eligible to be paid a recruiting bonus. The current referral fee is $500; to be paid on the payday that immediately follows the new employee's 90th day of service. Human Resource employees, Principals, and the CEO are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly. The dollar amount of the bonus, along with the program in general, may be changed at any time depending upon existing market.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is LPS's objective to attract and retain talented and dedicated employees. LPS desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. LPS has a teacher compensation system that incorporates experience and introduces skills-based and performance-based pay. This compensation structure is constantly being improved.

Group Benefits

LPS is committed to providing competitive benefits. Given the rising cost of health care, employee contributions, benefits, and choices offered are likely to change from year to year. The benefits outlined below apply to the 2010 school year.

The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time working in excess of 32 hours per week.) Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. If you have questions regarding any of these benefits, please contact Human Resources. Also, please refer to the separate LPS benefits summary for more information. If there is any conflict between this Handbook and the official Summary Plan Descriptions (SPDs) or plan documents, the official SPDs and/or plan documents will govern. Copies are available for your review from Human Resources.

Health Insurance

Health insurance is currently provided through Anthem Blue Cross with a Kaiser option. A choice of HMO and PPO options are offered. Employee contributions vary based on the plan selected and whether the employee's spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. Only health insurance plans offer an open enrollment annually to make changes in coverage or dependents.

Dental Insurance

Dental benefits are provided by Delta Dental in a DPO plan. Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. Currently there is no charge for employee-only coverage and small charges for coverage of dependents. These charges may be deducted pre-tax from your paycheck.

Vision Insurance

Vision benefits are provided by Vision Service Plan (VSP). LPS currently covers the entire cost of the vision plan for employees and their dependents.

Disability Insurance

All employees contribute through payroll tax to California's state disability insurance (SDI) programs. Disability insurance is payable when you cannot work because of illness or injury not work related. An additional tax funds the state's Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from Human Resources. SDI benefits do not replace all of your usual wages. Your SDI benefits will be supplemented with any accrued and unused sick leave.

You are eligible to enroll in Disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. This plan is integrated with SDI. Disability insurance claim applications are required. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability. Please see the Summary Plan Description and/or Human Resources for details.

Life Insurance

Life and Accidental Death and Dismemberment Insurance from Standard Insurance is payable up to $50,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

Commuter Checks

Commuter checks are vouchers that may be used to purchase public transit tickets, such as bus, train, ferry and, BART tickets. Commute Bike checks are also available. Employees may purchase Commuter Checks through pre-tax payroll deductions. Employees may enroll in this program on a quarterly basis. Once enrolled, you will be assumed to continue in the program until you notify Human Resources in writing of your intention to discontinue.

Section 125 Premium Only Plan

LPS offers a "Section 125 Premium Only Plan," which allows employee contributions for health benefits to be taken out pre-tax. Employees must submit the required paperwork in order to participate in the plan. The plan is free of charge to all staff.

Note: All employee insurance benefits are subject to employee's timely and accurate submission of all required paperwork. Benefits generally begin the month after the start date, provided all forms are complete and submitted on time.

Flexible Spending Account

LPS offers a Flexible Spending Account plan for Health Reimbursement, Dependent Care and Parking Reimbursement. Healthcare Spending Account will reimburse you with pre-tax dollars for medical expenses not covered by your health plans. You can set aside up to $3,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Dependent Care Spending Account plan will reimburse you with pre-tax dollars for daycare expenses for your child(ren) and other qualifying dependents so you (and your spouse) may work or go to school. You can set aside up to $5,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Parking Reimbursement Account will reimburse you with pre-tax dollars for the cost of parking for your work commute. You can set aside up to $230 monthly for parking expenses.

Other Coverage

Domestic Partners Coverage

To recognize current family arrangements, LPS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. "Domestic partner" is defined as a person with whom the employee's life is interdependent for a minimum period of time and with whom the employee shares a mutual residence.

Paid Family Leave Insurance

California employees may file a claim for up to six (6) weeks of Paid Family Leave (PFL) benefits with the Employment Development Department (EDD) within a 12 month period to care for a seriously ill dependent or bond with a new child. This leave is sponsored within the State Disability Insurance (SDI) program and funded through mandatory employee contributions.

Workers' Compensation

LPS maintains a workers' compensation insurance policy for the benefit of all LPS employees with York through the Alliance of Schools for Cooperative Insurance Programs ("ASCIP"). This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for LPS should report the incident to their supervisor and to the Human Resources immediately. The injured employee should contact Company Nurse to establish an initial report and treatment plan. Human Resources will make a record of the incident and provide instructions on filing a claim. You are required to go to the LPS designated medical clinic to receive medical attention unless you pre-designate a physician with Human Resources.

Workers' compensation coverage is effective immediately upon the occurrence of an injury; sick leave may be used during the waiting period in work-related injury cases. In the event of a lost time injury, an employee's regular salary will be discontinued and subsequent compensation will be made through the workers' compensation policy.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with LPS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not LPS.

Retirement

LPS currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Non-teaching staff are automatically enrolled in the LPS 401(a) Retirement Plan. Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (CalSTRS or STRS). In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at LPS.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

LPS 401(a) Retirement Plan

LPS provides a "defined contribution" retirement plan for all employees who do not participate in STRS. The employee contributes 8% of salary towards the plan and LPS contributes an equal matching amount. The LPS contribution is subject to vesting over a five year period. Employees select among about twenty investment options using either a phone-based system or the plan website. The value of the each employee's retirement account depends on the performance of the investments each employee chooses.

California State Teachers Retirement System

For eligible staff, LPS offers STRS, a "defined benefit" retirement plan which covers most California public school teachers. Employees contribute 8% of salary, and LPS contributes 8.25% of salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the members years of service and salary. Complete information on STRS is available at www.calstrs.com.

Voluntary Supplemental Retirement Plan (Section 457 Plan)

LPS offers an additional voluntary retirement plan for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at $16,500 per year). Employees can select investment options and manage their account using the same website as the 401(a) plan described above.

Social Security

LPS does not participate in Social Security, since it offers qualified alternatives.

Time Off

Scheduled Holidays

LPS observes the following 12 holidays for all staff:

January 1 — New Year's Day
Martin Luther King Jr's Birthday
Presidents Day
Cesar Chavez Birthday
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
December 25 – Christmas Day
December 31 – New Years Eve

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, LPS may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following vacations or long weekends. We strongly discourage the families of LPS students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging Substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

Paid Time Off: Year-Round Staff Only

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time records (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Year-Round staff are entitled to 28 days of Paid Time Off ("PTO") for each year of active service. PTO can be used for sick leave, personal necessities, and vacation. Year-Round staff do not receive separate allowances for sick leave or personal necessity days. Year round staff accrue PTO on a monthly basis. PTO accrues while on certain medical leaves, FMLA, CFRA, and PDL, but not during other unpaid leaves. (Please refer to the following Leave Policies section.)

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence, or termination of employment. PTO does not accrue during absences without pay or leaves of absence. PTO accrues monthly, on a pro-rated basis. Temporary or part-time employees working less than 50% do not accrue PTO. Part-time staff working more than 50% receives pro-rated time off.

PTO can accrue up to a maximum of 42 days. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. LPS does not grant PTO compensation for any period of time during which the accrued PTO compensation was at the cap.
We encourage Year-Round staff to take PTO annually.

The school schedule and work flow determine permissible PTO periods, for which employees may need to defer or otherwise adjust accordingly. In addition, staff may be required to use PTO time during extended School breaks (e.g., Winter Break, Spring Break). The actual number of available work days in these breaks will vary according to the School calendar.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Vice President Human Resources. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with a negative PTO balance. Employees on unpaid leave or leave of absence do not accrue PTO time. If a holiday occurs during your PTO period, it will not be considered a PTO day.

An employee whose employment terminates will be paid for accrued unused PTO days on a pro rata basis, at the rate of pay in effect on the date of termination.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g., for vacations) should be made at least three weeks in advance and must be approved by your supervisor. Employees are responsible for keeping track of their PTO usage. Supervisors must report employees' use of PTO days to the Home Office.

School-Year Staff

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time reports (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Personal Necessity Days: School-Year Staff Only

All full-time School-Year staff are entitled to three paid personal days off per year for any reason. Staff working more than 50% time is eligible for pro-rated personal leave. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Senior Accountant at Home Office.

All personal days are granted on the first day of the school year. Accrual of personal days is capped at four days, and once this cap is reached, staff will not accrue additional personal days until some personal days are used. Only when an employee terminates his or her employment will unused personal days be paid, at the rate of pay in effect on the date of termination.

Teachers must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend). If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis.

Sick Leave: School-Year Staff Only

In order to help prevent employees' loss of earnings that may be caused by accident or illness, LPS provides paid sick leave to School-Year staff. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time School-Year staff are entitled to seven (7) days paid sick leave per year, granted at the beginning of the employment year. Temporary and part-time employees are not entitled to sick leave benefits. Staff working more than 50% time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave.

Employees may use up to half of their annual accrual of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

LPS reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee.
Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

Leave Policies

LPS may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or human resources LPS will assume that you do not plan to return and that you have terminated your employment. Upon return from a leave of absence, you will resume all aspects of your employment status that existed prior to the start of your leave.

Family and/or Medical Leave of Absence

Eligible employees may be entitled to unpaid job-protected family or medical leaves of absence under Family Medical Leave Act (FMLA) or California Family Rights Act (CFRA) if they are unable to work due to their own serious medical condition or the serious medical condition of a family member. Accrued paid time off or sick leave may be used during these leaves. Health insurance continues through paid time off. Employees are eligible through COBRA to continue their insurance coverage during unpaid leave.

Employees are eligible if they have been employed for twelve (12) months, and worked at least 1,250 hours during the twelve months prior to the commencement of the leave. The twelve weeks of leave will be measured on a twelve month rolling period dating back from the time you requested the leave.

Employees are eligible for one or more unpaid family care or medical leaves; however, the total amount of leave taken cannot exceed twelve workweeks in any twelve month period. Leave because of a serious health condition, including pregnancy-related disabilities, may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced work schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. Employees may also be eligible for intermittent leave for birth or placement of a child.

Family Leave

Leave can be taken for the birth of a child, placement of a child for adoption, or placement of a child for foster care for up to twelve (12) weeks. Leave must be completed within twelve (12) months of birth, adoption, or foster placement. PTO, personal or sick leave may be used during Family Leave.

Employee Responsibilities during Medical Leaves

Employees must give thirty (30) days' notice if the leave is foreseeable. If leave is not foreseeable, employees must give notice as soon as it is practicable. Failure to provide thirty (30) days foreseeable notice may result in the employee being asked to delay leave for up to thirty (30) days after notice was provided.

To facilitate your return to work, we also ask that you provide us with two (2) days' advance notification of your intended return date. Failure to do so may delay your return date.

In the case of your own illness, a doctor's signed release stating that you are able to resume work must be submitted before or upon your return to work.

Should your attendance or job performance suffer during the period preceding and/or following a disability leave, we will accommodate you to the extent provided by law.

Required Certifications

An employee who requests family/medical leave must provide written certification from the doctor or other health care provider treating the employee or the employee's affected family member. The certification must contain:

- the date on which the serious health condition commenced;
- the probable duration of the condition;
- an estimate of the amount of time that the health care provider believes the employee needs for his/her own illness or to care for the affected family member; and
- a statement that the seriousness of the family members' health condition warrants the participation of the employee during a period of treatment or supervision or, if the leave is for the employee's own health condition, a statement that the employee is unable to perform the functions of his/her position.
    - Recertification from a health care provider maybe required if additional leave is requested.

Employees must provide certification by the health care provider that you are fit to return to your job.

Restoration to Position

Upon completion of a family/medical leave, employees will be reinstated to their original position or to an equivalent one if such position is available. If, due to your own medical circumstances, you are no longer able to perform your original job, we will attempt to transfer you to alternate suitable work, if available.

Coordination of Benefits

For non-exempt employees, sick time will be charged in quarter-hour, hour, and full-day increments. Exempt employees will be charged sick or vacation time only in full-day increments. If you are receiving California state disability benefits and/or benefits under the group disability plan, your accrued leave will be used only to supplement those benefits.

While you are on a paid family/medical leave of absence, we will continue your group health insurance benefits under the same terms as provided while you were an actively working employee, for up to a maximum of twelve (12) weeks' leave during any one (1) year period for care of a family member, or twelve (12) weeks for your own illness. You will be expected to continue the monthly co-premium payments for your insurance by arrangement with Human Resources prior to your leave. Co-premium payment is due monthly at the end of each month. If you do not return to work following this leave, you will be expected to repay these premiums. If your leave extends beyond the designated periods, you will be offered the opportunity to purchase continuing coverage under COBRA continuation rules.

Other accumulated benefits, including, for example, retirement, sick pay, and PTO pay, shall be preserved at the level accrued as of commencement of the leave, but shall not accrue further during any unpaid leave period.

During a period of disability, you may be eligible for California state and/or LPS disability benefits. Please refer to the applicable plan documents for details on eligibility, benefit amounts, and other particulars.

Pregnancy Disability Leave

LPS will grant an unpaid leave of absence to employees disabled due to pregnancy, childbirth, or related medical condition. An approved pregnancy disability leave will be granted for up to a total of four (4) months during which time you must be medically disabled as determined by your physician. You are required to give as much advance notice as possible of your pending need for a pregnancy disability leave of absence.

Please inform your supervisor as soon as possible of the date you and your doctor anticipate that you will begin your leave. To request a pregnancy disability leave that begins more than four (4) weeks prior to your anticipated delivery date, you must submit a doctor's statement of disability to your supervisor. Your job status will be protected in that we will make every effort to hold your position open, or return you to a similar position if one is available for which you may be qualified.

You can use any accrued personal time or other accrued paid time off as part of your pregnancy disability leave before taking the remainder of your leave on an unpaid basis. The substitution of any paid leave will not extend the duration of your pregnancy disability leave.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by Human Resources, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. Personal days or PTO may be used in the event of a death of others not listed.

Time Off for Schoolchildren

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. LPS may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

If you are a full-time employee and are inducted into the U.S. Military, Reserves, or California National Guard, you will be eligible for unpaid military leave of absence. LPS will comply with all applicable laws regarding veterans' reemployment. Military leave is unpaid, your benefits will continue as required by law, and you will not accumulate paid leave during your absence. You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for coverage during this absence. Upon application within the appropriate time period after your date of discharge from military service, you will receive the then-current rate of pay and benefits.

Employees who work more than 20 hours per week and have a spouse in the Armed Forces, National Guard or Reserves who have been deployed during a period of military conflict are eligible for up to 10 unpaid days off when their spouse is on leave from (not returning from) military deployment. Employees must request this leave in writing to Human Resources within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach to the leave request written documentation certifying the spouse will be on leave from deployment.

Volunteer Civil Service Personnel Leave

LPS will grant volunteer civil service leave to employees who require time off to perform emergency duty as a volunteer firefighter, peace officer, or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

Domestic Violence Leave

Victims of domestic violence may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. LPS may require proof of your participation in these activities. You may use accrued vacation or sick leave or time without pay. When possible, give your supervisor reasonable notice.

Jury and Witness Duty

Staff should notify their supervisor and Human Resources upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff are also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. LPS permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, LPS will continue your salary or pay during jury service for a maximum of five business days.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. LPS requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Human Resources.

V. PERSONNEL POLICIES

At-Will Employment Status

All employment at LPS is on an at-will basis. That means that either the employee or LPS may terminate employment at-will with or without cause and with or without notice at any time. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of LPS has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO, or the Board of Trustees, has the authority to make any such agreement, which is binding only if it is in writing.

The CEO or Vice President Human Resources and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

For School-Year employees, salary agreements are generally agreed on an annual basis and are renewed during the spring of the preceding academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by March 1, and certainly no later than June 1. This Handbook is not intended to create an "express" or "implied" employment contract that is inconsistent with the fact that you and LPS have entered into an at will employment relationship.

Equal Opportunity Employer (Discrimination policy)

Leadership Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to hire the best available people for each job. LPS cultivates a work environment that encourages fairness, teamwork and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. Employment decisions are based without regard to race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other consideration made unlawful by federal, state, or local laws.

LPS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of LPS and prohibits unlawful discrimination by any employee of LPS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, LPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Anti-Harassment Policy

LPS is proud of its collegial work environment where every person is treated with respect and dignity. Everyone has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including sexual harassment. At LPS, harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Any employee who violates this harassment policy is subject to discipline up to and including discharge.

LPS is committed to providing a work environment free of unlawful harassment. LPS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. The LPS anti-harassment policy applies to all persons involved in the operation of LPS and prohibits unlawful harassment by any employee of the organization. It also prohibits harassment based on the

perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors;
- Conduct having the effect of creating an intimidating, hostile or offensive working environment; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed:

- Submit a written complaint to your supervisor, your Principal, or Vice President Human Resources in the Home Office as soon as possible after the incident.

- Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses.

- Supervisors will immediately refer all harassment complaints to the Vice President Human Resources.

- LPS will immediately undertake an effective, thorough, discrete and objective investigation of the harassment allegations.

- All information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law.

If LPS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by LPS to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. LPS will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

LPS encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Open Door Policy

Suggestions for improving LPS are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.

- If the issue persists, you may describe it in writing and present it to the Vice President Human Resources, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Vice President Human Resources as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and LPS, cannot guarantee that every problem will be resolved to your satisfaction. However, LPS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Child Abuse Reporting Requirements

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

Personal Information

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify Human Resources immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

Inspection of Property

For the safety and security of our community, LPS reserves the right to inspect its own property, as well as of any of the personal property of its employees on work premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they should not have a reasonable expectation of privacy with regards to LPS property and personal property while on LPS premises.

Administrative Paperwork

Staff are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Confidentiality and Proprietary Information

The security of LPS property is of vital importance to LPS. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding LPS, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of LPS, which impairs an employee's ability to exercise good judgment on behalf of LPS, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Vice President Human Resources, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, LPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Should two employees who work together or supervise each other enter into a personal, non-work-related relationship, one or both employees may have to be transferred. If you are involved in any relationship that might have an impact on the workplace, please speak with your supervisor or the Vice President Human Resources.

Discipline and Rules of Conduct

LPS expects all employees to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit integrity at all times. Employees must comply with LPS policies and procedures, and observe the highest standards of professionalism. When an employee violates LPS rules, it is cause for concern and action.

How LPS chooses to administer employee discipline in particular cases in no way alters or limits the at-will employment relationship. LPS may choose to exercise its discretion to use forms of discipline that are less severe than termination, depending on the circumstances. Although one or more of these steps may be taken in connection with a particular employee, no particular order or system is required, and LPS may or may not adhere to a "progressive" series of disciplinary actions. LPS has the discretion to use whatever form of discipline it believes is appropriate under the circumstances.

Drug and Alcohol Abuse

It is LPS's policy to maintain a drug and alcohol-free workplace. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to LPS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes LPS to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on LPS property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on LPS property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible termination. In addition, LPS will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. LPS also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off LPS property will not be tolerated because such conduct, even though off duty, reflects adversely on LPS. In addition, LPS must keep people who sell or possess controlled substances off LPS premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

LPS will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. LPS is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is LPS obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect LPS' treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Alcohol is not permitted on LPS campus or at events with students present. On occasion, employees participating in events or celebrations are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

LPS will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee.
We will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. LPS may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Vice President Human Resources for additional information.

Recycling and Conservation

LPS actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to conserve resources, prevent waste and recycle reusable materials.

Relatives

We have no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct or indirect supervisory relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

Workplace Violence

LPS is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only people specifically designated by the CEO or Principal may comment to news reporters on LPS policy or events relevant to LPS.

Smoking

Smoking is not allowed in or on the grounds of any LPS facilities.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of LPS facilities. Employees may not use loading zones or parking areas specifically designated for LPS vehicles. LPS is not responsible for any loss or damage to employee vehicles or contents while parked during LPS sessions, nor is it responsible for employees' parking violations.

Solicitation and Distribution of Literature

In order to ensure efficient operation of LPS' business and to prevent disruption to students and employees, we have established control of solicitations and distribution of literature unrelated to LPS business on LPS property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by LPS may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

Health and Safety

LPS has adopted policies and procedures to promote a safe workplace and protection from injuries while on the job. You are expected to do your part by keeping your work area free of potential hazards, complying with LPS's safety rules and policies, and immediately reporting any unsafe conditions to your supervisor or the Home Office.

If you are injured or experience discomfort in the course of your employment, notify the Vice President Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately.

We respect our facilities and believe that having a pleasant place to work is an important part of maintaining job satisfaction. We believe that our employees share in this belief and it is for that reason that we ask everyone to do his or her fair share in keeping our work areas, offices, meeting areas, classrooms, conference rooms, and eating areas neat and attractive. If you consume food or beverages at your desk, or in a classroom, meeting room, or conference room, it is your responsibility to dispose of the related trash. All employees are responsible for ensuring that students respect LPS premises in promptly disposing of food and beverage trash.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible, and either "lock" or shut down your computer. LPS is unable to reimburse for lost, stolen or damaged personal items.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately call 911 and then notify your supervisor when

unknown persons are acting in a suspicious manner in or around the facilities. Also, immediately notify your supervisor and the Home Office when keys, security fobs, or identification badges are missing.

Separation of Employment

Termination Documentation

A Personnel Action Form signed by the departing employee's supervisor will authorize the employee's official termination and final paycheck. Employees must submit time-off reports recording their work through their termination date in order to be paid.

Exit Interview

Employees who leave LPS for any reason, including at the end of a contract year, may be asked to participate in an exit interview or survey. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with LPS. At the time of the exit interview or before, the employee is expected to return all LPS-furnished property, such as keys, computer equipment and ID cards. During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the LPS can make. Certain information may be considered confidential. An exit interview or survey will be scheduled with the Vice President Human Resources.

Insurance Conversion Privileges

Your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with LPS or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. Teachers resigning during the Summer, will use the last day worked as the last day of employment. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding the LPS retirement plans from Human Resources during your exit process.

Staff Resignation Process

Although an employee may resign at any time, with or without advance notice, she or he is requested to offer as much advance notice as possible for the sake of the students and the best interests of the school. At a bare minimum, two (2) weeks notice should be offered so that plans and/or a replacement may be found. It is at LPS's discretion whether the offered resignation notice period is accepted or whether the resignation and exit is effective immediately. The resignation notice should be submitted in writing to your supervisor and to Vice President Human Resources.

LPS may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

The last day worked will be considered the last day of employment for Teachers who resign over the summer.

All LPS-owned property, including vehicles, computers, instructional materials, student grades, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

VI.OPERATIONAL CONSIDERATIONS

More details on operational considerations are included in the LPS Operating Guidelines.

Emergency Plans

LPS's emergency plan is intended is to provide general instructions and guidelines for the protection, safety and well being of students and staff in an emergency. The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and employees. Do not hesitate to call 911 in the event of an emergency. Please review the Emergency Plan carefully, and familiarize yourself with the roles and responsibilities in the event of an emergency.

School Facilities and Security

LPS facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

Volunteers

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event or chaperoning. As required by state law, any volunteers in significant contact with students are required to undergo a fingerprinting background check through the Department of Justice. All volunteers must also sign a "hold harmless" form which is available from the Home Office or the School Office Manager. This is extremely important for the safety of our students. Parents of our students, however, are exempt from this 'hold harmless" agreement.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of LPS, the school will not release the files without written notification from the requesting school.

Technology and Security of Passwords

LPS provides an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting LPS business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of LPS. These systems are to be used solely for business related purposes. LPS does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. LPS has software and systems in place that are capable of monitoring and recoding all network traffic to and from any computer employees may use. LPS reserves the right to inspect any and all files stored in all areas of the LPS network in order to assure compliance with this and other policies.

LPS relies on PowerSchool, a student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Social Networking

Staff are not authorized to participate in forms of social networking (e.g., Facebook, Twitter, etc.) or blogging with students. Staff are not authorized to speak on behalf of LPS unless specifically instructed. Staff are cautioned to have no expectation of privacy while using LPS computers including email and internet usage. Employees must acknowledge their acceptance of LPS Acceptable Use Policy in order to use LPS technology resources.

VII. ACKNOWLEDGEMENT

PLEASE READ THE LPS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION (or the Policy Acknowledgement Form in the New hire packet) TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIVING THE HANDBOOK.

Employee Name: _____

I acknowledge that I have received and read a copy of the LPS Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following LPS policies regarding: anti-harassment; discrimination policy; child abuse reporting; alcohol and drug abuse; and technology use.

I understand that my employment with LPS is not for a specified period of time. I know that this at-will relationship can only be modified in writing signed by the CEO of LPS, and that no other supervisor, manager, or other employee can alter the foregoing.

I understand LPS reserves the right to revise, delete, and/or add to the provisions of this Staff Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and LPS concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____

Signed: _____

This Acknowledgement will be placed in the employee's personnel file.

LPS Effective Teaching Rubric

A. Planning and Preparation & Delivery of Instruction

	The Teacher	4 Expert	3 Effective	2 Progressing	1 Needs Improvement
1	**Knowledge**	Is expert in the subject pedagogy and standards at, above & below grade level. Has an understanding of adolescent development, urban students and how students learn.	Knows the subject matter well and has a good grasp of adolescent development and how students learn.	Has basic familiarity with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
2	**Planning for Engagement**	Designs highly relevant lessons that will motivate and consistently engage all students in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
	Engaging Instruction	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them passively work through textbooks and worksheets.
3	**Resources**	Uses a variety of resources, including technology and primary language, to scaffold struggling students & ELs. Brings rigor & multiple voices in through original-source & other materials.	Designs grade-level appropriate lessons with some scaffolds that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials that frequently reflect student diversity.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
	Matching	Designs lessons that break down complex tasks and that match specific student learning needs, styles, and interests.	Designs lessons that target diverse learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs of students.	Plans lessons aimed at the "middle" of the class.
	Differentiation	Skillfully meets the learning needs and styles of specific students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
4	**Goals**	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. Posts and communicates essential questions, goals, rubrics, and exemplars.	Designs lessons focused on outcomes aligned with unit goals and state standards. Sets a clear purpose by communicating and posting essential questions and goals.	Plans lessons with unit goals in mind and posts agenda of lesson activities. Goals are mostly task driven.	Plans lessons without clear instructional purpose. Agenda not always present.
	Planning	Has a well-honed game plan for the year that is tightly aligned with state standards and benchmark assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
	Alignment	Plans all units backwards, aligned with high standards, college readiness, state & benchmark assessments, and all of Bloom's levels.	Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
5	**Repertoire**	Has a wide range of effective strategies, materials, and groupings skillfully matched to student needs so as to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
	Strategy	Skillfully implements LPS instructional strategies that actively engage students in critical thinking. (e.g. Toulmin writing, Socratic Seminars, Questioning Strategies)	Effectively utilized LPS instructional strategies the promote critical thinking. And often engage students.	Uses some LPS instructional strategies with mixed success; students sometimes engaged in critical thinking.	Uses few if any LPS instructional strategies; students rarely engaged in critical thinking.
6	**Connections**	Consistently grabs students' interest and makes connections to prior knowledge, experience, and reading. Consistently and specifically links to college-readiness skills.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Talks about how lessons will prepare students for college.	Tries to make the subject interesting and relate it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
	Clarity	Consistently & intentionally pays attention to lesson clarity with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.

LPS Effective Teaching Rubric

B. Monitoring, Assessment, and Follow-Up

	The Teacher	4 Expert	3 Effective	2 Progressing	1 Needs Improvement
1	**Criteria**	Posts and reviews the criteria for proficient work, including rubrics and exemplars; students internalize criteria.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
	Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
	Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
2	**Assessments**	Prepares diagnostic, on-the-spot, formative, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
	Diagnosis	Gives students a well constructed diagnostic assessment at the beginning of a unit, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills at the beginning of a unit and makes small adjustments based on the data.	Does a quick check, such as K-W-L (Know, Want to Know, Learned) exercise, before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
	Formative Assessment	Works with colleagues to use formative & benchmark assessment data, fine tunes teaching, re-teaches, and helps struggling students.	Uses data from formative & benchmark assessments to adjust teaching, re-teaches, and follows up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
3	**Check for Understanding**	Uses a variety of methods to effectively to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Sometimes checks for understanding during instruction with limited impact.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
	Application of Learning	Consistently has students summarize and reflect on what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Moves on at the end of each lesson and unit without having students summarize.
4	**Analysis**	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
5	**Reflection**	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

B1. Student Achievement

	The Teacher	4 Expert	3 Effective	2 Progressing	1 Needs Improvement
6	**Achievement**	Demonstrates student progress on multiple measures of course assessment data across subgroups and learning levels and accelerates achievement of lowest performing students	Demonstrates student progress on course assessment data across subgroups and learning levels and accelerates achievement for some students.	Demonstrates student progress on course assessment data for some groups of students or learning levels.	Demonstrates limited student progress.

LPS Effective Teaching Rubric

C. Classroom Management

	The Teacher	4 Expert	3 Effective	2 Progressing	1 Needs Improvement
1	**Relationships**	Shows warmth, caring, respect, and fairness for all students and intentionally builds relationships in and out of the classroom. Shows a high level of cultural proficiency across multiple cultures	Is fair and respectful toward students and builds positive relationships. Interacts positively with students from a range of cultures.	Is fair and respectful toward most students and builds positive relationships with some. Is not intimidated by cultural differences	Is sometimes unfair and disrespectful to the class; plays favorites. Shows discomfort with some cultures.
	Respect	Wins the respect of students across cultures, languages and academic levels. Creates a climate in which disruption of learning is unthinkable.	Commands respect of a wide range of students and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
	Social-emotional	Proactively implements a program that successfully develops a safe and academically oriented classroom.	Fosters positive interactions among students to develop a positive academic culture.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
2	**Exemplars**	Shows students exactly what's expected by posting and communicating essential questions, goals, rubrics, and exemplars.	Sets a clear purpose by communicating and posting the unit's essential questions and the lesson's goals.	Posts agenda of lesson activities.	Begins lessons without giving students a sense of where instruction is headed.
3	**Planning & Preparation**	Students are able to communicate purpose and outcomes for the lesson.	Teacher consistently structures class with clear outcomes and agenda. Lesson has clear purpose and objectives.	Teacher may post objectives and agendas, but lesson does not follow and/or students are confused about what they are doing.	Inconsistent lesson planning. Objectives, outcomes, purpose are unclear to students.
4	**Repertoire**	Has a highly effective disciplinary repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
	Incentives	Has an effective and intentional system of intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.
5	**Routines**	Successfully inculcates routines so that students maintain them throughout the year without teacher direction.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
	Efficiency	Maximizes coherence, lesson momentum, and smooth transitions to get the most out of every minute.	Effectively uses academic learning time through coherence, lesson momentum, and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
6	**Behavioral Expectations**	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations for student behavior and academic culture.	Clearly communicates and consistently enforces high standards for student behavior and academic culture.	Announces and posts classroom rules and punishments and expectations for homework and academic preparedness.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
	Academic Expectations	Models high expectations, determination and convinces all students that they will master the material and be ready for college.	Conveys to students: This is important, you can do it, and I'm not going to give up on you. Reinforces college-going expectation.	Tells students that the subject matter is important and they need to work hard. Talks about the importance of college.	Gives up on some students as hopeless.
7	**Responsibility**	Successfully develops intrinsically engaged students with self-discipline, self- confidence, and a sense of responsibility.	Effectively manages students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.

LPS Effective Teaching Rubric

D. Leadership Way					
	The Teacher	**4 Expert**	**3 Effective**	**2 Progressing**	**1 Needs Improvement**
1	**Professionalism**	Presents as a consummate professional and always observes agreed upon LPS norms.	Demonstrates professional demeanor and observes LPS norms.	Occasionally acts and/or dresses in an unprofessional manner or violates LPS norms or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates LPS norms or violates boundaries.
	Teamwork	Consistently displays the LPS values of respect, responsibility, and commitment; regularly goes above and beyond to respond to emerging needs of the school community	Displays LPS values of respect, responsibility, and commitment; and responds to emerging school needs	Generally displays the LPS values and will respond to school needs when asked.	Sometimes displays LPS values; at times undermines the sense of school community
2	**Collaboration**	Takes responsibility for insuring collaboration focuses on student outcomes and makes a personal commitment to applying results in own classroom	Actively participates in looking at student work, reviewing data and applying best practices.	Shares personal best practices and helps colleagues problem solve.	Meets obligations and fills in collaboration time.
3	**Tenacity**	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
	Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, or refers students who don't need it.	Fails to refer students for special services or refers students who do not need them.
4	**Expectations**	Models high expectations, determination and convinces all students that they will master the material and be ready for college.	Conveys to students: This is important, you can do it, and I'm not going to give up on you. Reinforces college-going expectation.	Tells students that the subject matter is important and they need to work hard. Talks about the importance of college.	Gives up on some students as hopeless.
	Effort-Based	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will succeed.	Creates a classroom environment where students are encouraged to persist after making mistakes.	Tells students that making mistakes doesn't mean failure; they can learn from errors.	Provides inadequate support for students who make mistakes in class.
5	**Responsibility**	Successfully develops intrinsically engaged students with self-discipline, self- confidence, and a sense of responsibility.	Effectively manages students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.

LPS Effective Teaching Rubric

E. Professional Responsibilities					
	The Teacher	**4 Expert**	**3 Effective**	**2 Progressing**	**1 Needs Improvement**
1	**Participating in Professional Development**	Consistently participates in and leads site professional development, applies and models practices that result in student progress. professional development	Actively participates in site professional development, and applies best practices.	Shares personal best practices and helps colleagues problem solve.	Meets obligations, not active in collaboration time.
2	**Openness**	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
	Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it's needed.	Is reluctant to share concerns with the administration or ask for help.	Bottles up concerns or constantly complains, and is not open to help.
3	**Attendance**	Has perfect or near-perfect attendance.	Has very good attendance.	Has mediocre attendance.	Has poor attendance.
	Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records and attendance, and is never late.	Is punctual and reliable with paperwork, attendance, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
4 - 6	**LPS Responsibilities**	Maximizes Advisory, Week without Walls and tutorial programs to support student learning and college readiness.	Consistently & effectively implements Advisory, WWW & tutorial programs to support student learning & college readiness.	Somewhat effectively implements Advisory, WWW, and tutorial programs.	Ineffectively implements Advisory, Week without Walls and tutorial programs.
7	**Relationships**	Shows warmth, caring, respect, and fairness for all students and intentionally builds relationships in and out of the classroom. Shows a high level of cultural proficiency across multiple cultures	Is fair and respectful toward students and builds positive relationships. Interacts positively with students from a range of cultures.	Is fair and respectful toward most students and builds positive relationships with some. Is not intimidated by cultural differences	Is sometimes unfair and disrespectful to the class; plays favorites. Shows discomfort with some cultures.
	Respect	Wins the respect of students across cultures, languages and academic levels. Creates a climate in which disruption of learning is unthinkable.	Commands respect of a wide range of students and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
8	**Professional Growth**	Seeks out and critically uses best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources to further student achievement.	Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Keeps an eye out for new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

LEADERSHIP PUBLIC SCHOOLS

Resource Teacher Evaluation 2011- 2012

Teacher:	**Reviewer:**
School: **Date:**	**Grade(s)/Subject(s):**

A. PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION					
		Needs Improvement	Progressing	Effective	Expert
1	The teacher demonstrates a good understanding of the subject area he/she supports and a good understanding of how individual students learn.				
2	The teacher creates learning experiences that engage students in active learning.				
3	The teacher differentiates and scaffolds instruction to support both content and grade level skills and target remedial skills.				
4	The teacher provides direct instruction in the academic areas of need to students within the general education setting, in small groups and one on one.				
5	The teacher plans lessons and units with clear outcomes that meet individual students IEP goals and grade level content standards.				
6	The teacher uses instructional strategies and research or evidence based interventions that promote critical thinking (e.g., questioning, essential questions, critical reading and writing, labs) and student achievement.				
7	The teacher presents material clearly and explicitly and makes connections to prior knowledge and experience.				
8	The teacher monitors pupil progress on a regular basis, and uses the data to review and revise the IEP based on the recommendations and findings of the IEP team.				
9	The teacher provides emphasis at the secondary school level on students being able to be independently successful in the areas of: academic achievement, meeting proficiency standards, career and vocational development, and preparation for adult life				

B. MONITORING, ASSESSMENT and FOLLOW-UP					
		Needs Improvement	Progressing	Effective	Expert
1	The teacher uses diagnostic assessments to determine individual student baseline information, formative assessments on a daily basis that measure student progress towards IEP goals and CA state standards and inform day to day instructional decisions and the IEP process and mid year and end of year assessments to demonstrate growth and progress.				
2	The teacher regularly checks for understanding and provides students ongoing feedback on their learning during direct instruction from either the RS teacher or the Gen Ed teacher.				
3	Teacher uses school wide and state wide data points (CST, MAP, CAHSEE, Benchmarks and Final Exams) to track student progress and academic success and uses the information to target specific areas of need.				

C. CLASSROOM MANAGEMENT					
		Needs Improvement	Progressing	Effective	Expert
1	The teacher creates and maintains a positive, respectful, classroom climate that supports a safe academic culture.				
2	There is evidence of clear lesson planning with a lesson goal, agenda And materials that are differentiated to the individual student needs and daily assesses students progress.				
3	The teacher manages student behavior, proactively, effectively and appropriately.				
4	Learning time is maximized (e.g., beginning / end of period, transitions), students are on task and focused at all times when in the Gen Ed environment or in the RSP rooms.				
5	The teacher develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed.				

D. COORDINATION					
		Needs Improvement	Progressing	Effective	Expert
1	Coordinates referral and assessment procedures				
2	Coordinates the collection of relevant data pojnts for students who are being referred to the Special Education setting.				
3	Coordinates the 30-day, initial, annual and three year IEP review process by collecting student work samples, assessing students level of achievement on IEP goals, determining students areas of strengths and areas of growth, and working collaboratively with the entire IEP team to create an individualized plan that all team members agree upon.				
4	Coordinates instructional planning with the Gen Ed teachers to act as a resource for learning strategies that will best target the needs of individual students.				
5	Coordinates the implementation of special education services provided individuals with exceptional needs; assists in the coordination of designated instruction and services;				
6	Coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum				
7	Coordinates special education in-service workshops and workshops for staff and/or parents in conjunction with the program specialist;				
8	Coordinates tracking of service delivery to all individuals with exceptional needs to ensure that they are receiving their specified services.				

E. INTERPRETATION AND IMPLEMENTATION OF LAWS, REGULATION, AND OTHER COMPLIANCE REQUIREMENTS					
		Needs Improvement	Progressing	Effective	Expert
1	Monitors the development of the referral to SPED process in accordance with the legal requirements.				
2	Monitors the development of IEPs and conduct review meetings in accordance with legal requirements				
3	Facilitates the involvement of parent's approval and knowledge of services during the entire IEP process.				
4	Maintains caseload responsibilities in full compliance with legal requirements				

F. PROFESSIONAL RESPONSIBILITIES					
		Needs Improvement	Progressing	Effective	Expert
1	The teacher takes responsibility for participating in and applying professional development that results in student progress.				
2	The teacher seeks and welcomes constructive feedback from General Education teachers, other RSP teachers (both site and district level), RSP Lead teacher and other Administration.				
3	The teacher efficiently and effectively fulfills classroom and school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.)				
4	The teacher effectively implements the interventions during Enrichment that lead to student achievement/growth.				
5	The teacher effectively implements tutoring for homework support outside of school hours.				
6	The teacher effectively supports the Student Life Program (student activities, enrichment, WWW, etc).				
7	The teacher demonstrates cultural competence in interacting with the full range of students, family and colleagues.				
8	The teacher continually seeks to grow as a professional and effectively incorporate feedback into practice in a timely manner.				

G. LEADERSHIP WAY					
		Needs Improvement	Progressing	Effective	Expert
1	The teacher models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise.				
2	The teacher works in a collegial and collaborative manner with personnel at the school, across the network, with the students and with their student's families. .				
3	The teacher demonstrates a sense of urgency and tenacity in approaching student learning issues.				
4	The teacher continually reinforces the mission of having all students with learning differences gain strategies to become independently successful in the high school, college and work force settings.				
5	The teacher fosters student leadership				
6	The teacher forges partnerships with parents that foster learning and well being at home and at school.				

Resource Teacher Evaluation
2011-2012

RATING KEY
Expert: An area in which the teacher clearly excels and is a role model for other teachers within the profession.
Effective: Teacher demonstrates strength in this area and clearly meets the standards.
Progressing: Teacher has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.
Needs Improvement: An area that the teacher needs focus. Not yet meeting the standards.

COMMENTS ON SECTION A: PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION

COMMENTS ON SECTION B: MONITORING, ASSESSMENT and FOLLOW-UP

Resource Teacher Evaluation
2011-2012

COMMENTS ON SECTION C: CLASSROOM MANAGEMENT

COMMENTS ON SECTION D: COORDINATION

Resource Teacher Evaluation
2011-2012

COMMENTS ON SECTION E: INTERPRETATION OF LAWS, REGULATIONS, AND OTHER COMPLIANCE REQUIREMENTS

COMMENTS ON SECTION F: PROFESSIONAL RESPONSIBILITES

Resource Teacher Evaluation
2011-2012

COMMENTS ON SECTION G: LEADERSHIP WAY

Signature of Reviewer: _____ **Date:** _____

Teacher and Reviewer signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I may attach additional comments to this report.

Signature of Teacher: _____ **Date:** _____

Resource Teacher Evaluation
2011-2012

LPS Teacher Professional Growth and Evaluation Process

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

Coaching Support

- Each teacher will receive support approximately 2/ month to incorporate Responsive Teaching practices (looking at formative assessment results in relation to daily/unit/BM and year-long objectives).

Teacher Observation

- At the start of the year, all teachers will have a full observation (w/ video-tape) as a way to establish base-line data and areas of growth for the year.
- All teachers receive on-going informal observations and feedback connected the Responsive Teaching Coaching Cycle and Rubric focus areas. These informal observations happen approx. 1 x month.
- Every teacher receives one formal observation by the end of Semester 1. The focus is on the work the teacher has been doing during the 1:1 coaching sessions as well as the Rubric focus areas.
- Every teacher has a 3rd formal Observation by the end of May.

Goal Setting

- All teachers will self-assess their practice by reviewing a video-taped lesson using the LPS Effective Teacher Rubric at the start of the year.
- The instructional coach and teacher will identify key areas that the teacher will focus on for the school year. They will create a modified rubric that contains approx. 3 areas of focus.
- The teacher will receive feedback on these areas during the mid-year and final observation process.
- In addition, teachers may identify their own personal and professional goals

Learning from Colleagues

- Each teacher will be a member of a Professional Learning Community. This peer group provides growth-oriented feedback to the teacher on lesson design, instructional practices, and student work.
- There will be on-going peer observations on campus connected to PLC and PD work.
- Peer coaches may be provided to teachers who request or need additional support in the classroom.

Teacher Final Evaluation includes:

- 1 initial goal-setting observation, 1 mid-year observation, and 1 end of year observation with written feedback.
- On-going informal observations that focus on the key initiatives of the school, such as the responsive teaching coaching process.
- The work during the 1:1 Coaching session. There should be evidence that the teacher incorporates the use of data into their practice and differentiates practice to meet needs of students. Teacher also should make progress in their use of writing, using, and assessing SMART objectives, etc.
- Demonstrated use of essential LPS Richmond practices, including but not limited to, Pre-Assessments, Benchmark exams, SMART objectives, etc.
- Evidence of progress made on the agreed upon areas of focus on the Effective Teacher Rubric
- Feedback on any relevant topics within the Effective Teaching Rubric, including mastery of the subject area, classroom management, effective use of formative assessments, instructional planning and lesson design, and participation in professional development.
- If a teacher is in need of improvement for satisfactory performance, the teacher will have a mid-year evaluation and may need to address issues designated on an improvement plan.
- If applicable, any other relevant and significant evidence the teacher has done to push his or her own practice.

LPS Teacher Professional Growth and Evaluation Process

Key terms:

Formal Observation includes:
A 60 min scheduled observation
feedback
Post conference
Pre-conference, if requested

Informal Observation includes:
A portion of a 60 min class
Feedback

Self Assessment Process:
All teachers will self-assess on the LPS Effective Teacher Rubric and highlight 2-3 areas of focus for the school year.

Mid-year Evaluation
A written evaluation using the format of the end of the year final evaluation
Evaluation conference has a written narrative and highlights areas of improvement

Improvement Plan
This document includes instructional focus areas, measurable outcomes, action items/steps and evidence of completion. The improvement plan is signed by both the teacher and supervisor.

LPS Teacher Evaluation Cycle
2010-2011-2012

LPS Coaching, Observation, Goal Setting and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement.
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations.
- Help each teacher improve his or her practice from year to year.

New and Progressing Teacher Evaluation Cycle

- September planning meeting with each teacher
- Each Month a new and progressing teacher receives a Informal or Formal Observation
- One Formal observation by November 30th
- Second Formal Observation in January/February
- Mid-year Evaluation for new and progressing teachers by January 31st
- Non-returning notice by March 31st
- Formal Evaluation by May 31st

Effective and Expert Teacher Evaluation Cycle

- September planning meeting with each teacher
- Two Informal Observations with feedback by December 15th
- One Formal Observation by February 28th
- One Reflection-Career Development meeting in January/February
- Formal Evaluation by May 31st

Key evaluation terms:

Formal Observation includes:
A full-period scheduled observation with written feedback in a post conference
Pre-conference, if requested

Informal Observation includes:
A portion of a full period class with informal written feedback

Walk-Throughs include:
Instructional snapshots of under 10 minutes with limited feedback

Self Assessment Process:
All teachers (except first-year teachers) will self-assess on the LPS Effective Teacher Rubric and highlight 3-5 areas of focus for the school year.

Mid-year Evaluation:
A written evaluation using the format of the end-of-the-year final evaluation
Evaluation conference has a written narrative and highlights areas for improvement

Improvement Plan:
This document includes instructional focus areas, measurable outcomes, action items/steps and evidence of completion. The improvement plan is signed by both the teacher and supervisor.

Self-Assessment Meeting

Outcomes:

1. Establish 2-3 instructional focus areas for the year.
2. Set goal for each Instructional Area.
3. Determine how you will monitor growth towards focus areas.

Before the Meeting:

1. Have teachers complete a self-assessment (using the Effective Teacher Rubric) based on watching himself/herself teach and self-reflection.
2. Watch the video yourself. In addition, make sure you've visited the teacher's classroom enough so you have other data points about his/her performance that you can reference.
3. Fill out the Effective Teacher Rubric as well for the meeting and identify the highest leverage areas for the teacher to focus on (from Category A, B and C only).

During the Meeting: Proposed Agenda:

5 Minutes: Review/Clarify Evaluation Process

20 Minutes:

- Review Highly Effective Teacher Rubric.
- Compare what teacher and admin marked on the Rubric.
    - Use evidence (teacher actions/in-actions and/or student actions/inactions) from the lesson (or other lessons) to justify your response.
    - If there are major discrepancies, do one of the following:
        - agree to watch for that area in the future and revisit
        - state that this is not the case
        - have the teacher observe another teacher who is at the proficient standard
- Calibrate on the first 2 Areas – (Category A - Planning and Preparation and Category B - Assessment and Monitoring.)
- Choose 2 most High leverage Areas as focus areas

10 Minutes: Teacher sets SMART goal

10 Minutes: Discuss how you will monitor towards reaching goal

Reflect on Data. Improve Results.

Instructional leaders focused on improving student achievement need access to two critical data sources: student assessment and classroom instruction. Information about teacher practice and classroom instruction are as critical as students' formative and summative assessment data in ensuring strong gains in student learning. As teachers, principals, and coaches gather around both sets of data to reflect on practice, educators have the chance to collaborate on improvement goals and set ever-increasing student learning objectives.

Teachscape's Classroom Walkthrough offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follow. The Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system which tracks improvement relative to research-based indicators.

Classroom Walkthrough

What to Look for.

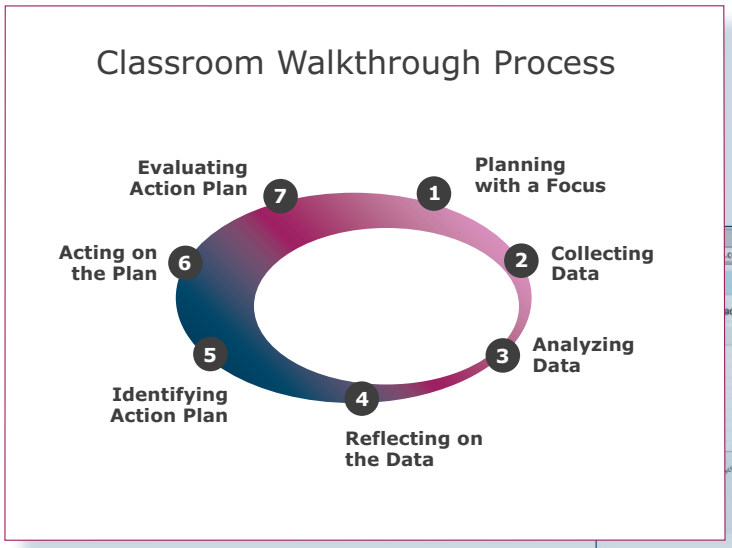
Classroom Walkthrough offers a variety of pre-developed indicators, or "look fors," based on a wide range of research. Alternatively, you can create your own look fors to meet specific needs in your district.

The CWT Standard Look Fors contain some of the most impactful research-based instructional factors in use today. These include:

- Use of Marzano's High Yield Strategies by teachers and students
- Bloom's Taxonomy to determine the levels of critical thinking skills
- Student engagement
- Diverse instructional methods and resources
- Quality of the learning environment
- Differentiation

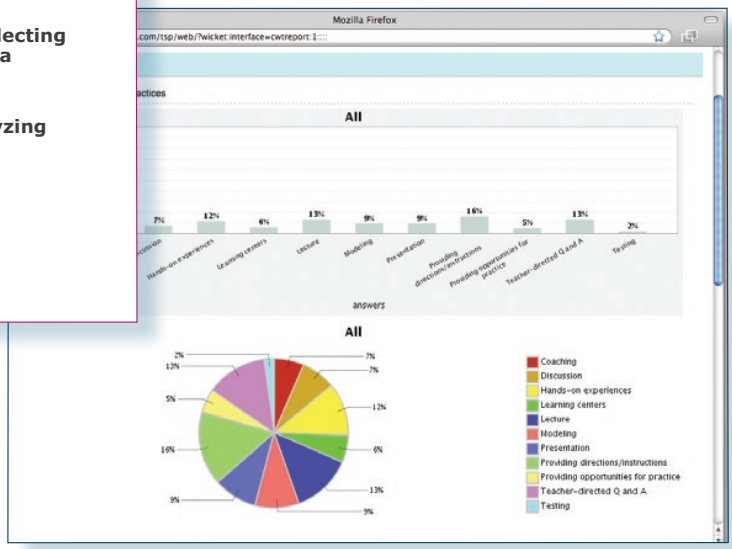
Additional look fors are also included:

- Math look fors
- Reading look fors
- Higher-Order Thinking Skills look fors from our partner, the Great Books Foundation



The research-based Classroom Walkthrough process ensures that data becomes actionable, making improvement possible.

Classroom Walkthrough supports improved instruction by collecting and reporting data about teaching and learning, which are essential for continuous improvement.



Focused Reflection. Powerful Technology.

Teachscape's Classroom Walkthrough technology offers a simple, easy-to-use interface for data collection, reporting, and analysis of key instructional practices and student behaviors. Classroom Walkthrough provides a rich array of management tools that allow you to report on every look for, map against goals, and much more.

FEATURES	BENEFITS
Robust, Customizable Walkthroughs	• Select from several pre-developed forms or create your own
Various Data Collection Methods	• Collect data on paper forms, a laptop or tablet computer, iPod touch, iPhone, or other wireless handheld device
Handheld Software Included	• Enables instructional leaders to quickly collect walkthrough data via a wireless connection for seamless data entry—Palm OS, Blackberry, and Windows Mobile devices are supported
Extensive Reporting Options	• A simple interface allows for robust reporting of collected walkthrough data through standard or customized reports
Security and Ease of Access	• The secure Web-based system provides easy access to walkthrough data from anywhere at any time, while relieving district staff from hosting and supporting additional applications
Technical Support Included	• Context-sensitive support to users who need assistance • Automated lost password recovery • Telephone support to district leaders from 9am–9pm Eastern Time • 24/7 email support with "next business day" maximum response time

Classrooms are rich with data about student engagement, teaching strategies, cognitive difficulty, and more — data that can help drive student achievement.

teachscape®

Effective Implementation. Quality Training.

Teachscape offers a wide range of implementation services, ensuring that districts will have a positive experience with Classroom Walkthrough. The following training options offer flexibility based on budget, available time, and previous experience with classroom walkthroughs.

Outcomes-Driven Face-to-Face Training

This option provides three full days of on-site training in Classroom Walkthrough's philosophy, process, and technology. Our most popular service option, this approach to implementation ensures better quality data, a thorough understanding of the improvement process, and the strongest integration with professional learning communities.

Classroom Walkthrough Blended Learning

This book-ended approach allows participants the benefit of support in a face-to-face setting during the first and last of three sessions. In the interim session, participants attend a facilitated Web conference and engage in online self-study. The content of this virtual learning continues the exploration of CWT Standard Look Fors from the first session, then delves into action planning, use of CWT technology to support collecting and analyzing data, and creating a plan to introduce CWT to the school community.

Online Classroom Walkthrough Training

In this virtual learning option, your district implements its Classroom Walkthrough training in an online format. Participants take responsibility for learning all content through online resources, online facilitated discussion, and Web conferences. This option is most effective when guided by a motivated, organized coordinator at the district, or when the district already has significant experience in conducting classroom walkthroughs.

To learn more about Teachscape's Classroom Walkthrough, visit our Web site at www.teachscape.com/cwt or call us at 1-877-988-3224.

877• 988•3224
info@teachscape.com
731 Market Street, Suite 400 San Francisco, CA 94103
www.teachscape.com/cwt

TEACHSCAPE CWT STANDARD LOOK FORS

Date:	Course/Content:
Time:	Subject:
Grade:	Focus:

1. Focus on Curriculum

1a. What is the learning objective(s) for the lesson?

Objective(s)?

1b. Learning objective(s) is evident to the students (select one)

☐ Evident ☐ Not evident ☐ Unable to determine

1c. Learning objective(s) on target for grade-level standards (select one)

☐ Yes ☐ No ☐ Unable to determine

2. Focus on Instruction

2a. Identify instructional practices

☐ Coaching
☐ Informal assessment
☐ Modeling
☐ Providing opportunities for practice
☐ Discussion
☐ Lecture
☐ Presentation
☐ Teacher-directed Q & A
☐ None
☐ Hands-on experiences
☐ Learning centers
☐ Providing directions/instructions
☐ Testing

2b. Identify grouping format

☐ Whole group ☐ Small group ☐ Paired ☐ Individual

2c-2d. Identify research-based instructional strategies (2c. Teacher, 2d. Student)

T	S	
		Identifying similarities and differences
		Summarizing/note-taking
		Reinforcing effort/recognition
		Homework/practice
		Nonlinguistic representations

T	S	
		Cooperative learning
		Setting objectives/providing feedback
		Generating/testing hypotheses
		Cues/questions/advance organizers

3. Focus on the Learner

3a. Identify student actions

☐ Listening
☐ Working with hands-on materials
☐ Reading
☐ Writing
☐ Speaking

3b. Identify instructional materials

☐ Computer software
☐ Lab/activity sheet
☐ Real-world objects
☐ Video
☐ None
☐ Content-specific manipulatives
☐ Overhead/board/flip chart
☐ Student-created materials
☐ Web sites
☐ Handheld technology
☐ Published print materials
☐ Textbook
☐ Worksheets

3c. Determine level(s) of student work

☐ Recalling information (Knowledge)
☐ Using information in a new way (Application)
☐ Putting information together in new ways (Synthesis)
☐ Understanding information (Comprehension)
☐ Breaking down information into parts (Analysis)
☐ Making judgments and justifying positions (Evaluation)

3d. Determine level of class engagement (select one)

☐ Highly engaged—Most students are authentically engaged
☐ Well managed—Students are willingly compliant, ritually engaged
☐ Dysfunctional—Many students actively reject the assigned task or substitute another activity

4. Focus on Classroom Environment

☐ Materials are available in the classroom
☐ Routines and procedures are evident
☐ Students interact with classroom environment
☐ None
☐ Models/exemplars of quality student work posted
☐ Scoring rubrics are displayed/provided
☐ Student work displayed

5. Focus on the Needs of All Learners

The teacher is responding to specific learning needs through differentiation of:

☐ Content
☐ Learning environment
☐ Process
☐ Unable to determine
☐ Product

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Literacy Observation Tool
School: _____

Course: _____ Teacher: _____ Date: _____
Time in Class: 5 – 10 minutes 15 – 20 minutes 25+ minutes ___ Beginning ___Middle __End

Lesson Plans	Is lesson plan available?	YES	NO	N/A
	Does lesson plan include literacy strategies?	YES	NO	N/A
Objective	Is the learning objective evident to students?	YES	NO	Can't Tell
	Is the learning objective literacy-focused?	YES	NO	Can't Tell
	Is instruction closely aligned to the objectives?	YES	NO	Can't Tell

Assessment
In-class assessment: 1. Reading comprehension 2.Vocabulary knowledge 3. Writing proficiency 4. Other

Instructional Strategies:

Literacy Practices
1. Reading strategy instruction 2. Reading + questions 3. Modeled text reading 4. Reading + annotation
5. Reading + graphic organizer 6. Predictions 7. Free reading /SSR 8. Reading + strategy practice
9. Concept map 10. Vocabulary instruction 11. Vocabulary practice 12. Vocabulary Word Wall work
13. Writing instruction 14. Writing practice 15. Reading + related writing activity 16. Socratic seminar
17. Building schema 18. Setting purpose/context for reading 19. Reading comprehension check 20. Test-based reading / writing 21. Project-based reading / writing

Student Action
1. Reading 2. Writing / Computing 3. Listening 4. Talking / Demonstrating 5. Working with hands-on materials

Grouping
1. Whole group 2, Small group 3. Paired 4. Individual 5. Other

Scaffolding

Pre-Reading / Pre-Lecture Vocabulary and Comprehension Supports			
Building schema (essential questions, what / why / how; anticipation guide, KWL, predictions, graphic organizer / semantic web, skimming text, text features)	YES	NO	N/A
Direct vocabulary instruction (context clues, affixes/roots, word maps, word forms / parts of speech, Spanish cognates, structured vocabulary practice, visuals)	YES	NO	N/A
During Reading / During Lecture Comprehension Supports			
Choral reading, annotation, scaffolded note taking, paraphrasing, interspersed summarizing, pause/ think / retell, identifying key vocabulary, questioning, assessing and revising predictions, graphic organizer	YES	NO	N/A
Post-Reading / Lecture Comprehension Supports (orally, graphically, in writing)			
Analyze, summarize, define, interpret, describe, evaluate, illustrate, justify, compare, contrast, persuade	YES	NO	N/A
Expository Writing / Lab Write ups			
Explicit modeling, structured writing frames, rubrics or guidelines, group editing	YES	NO	N/A

General Scaffolding
Is there enough appropriate support so that all populations are engaged? YES Somewhat NO

Rigor: Bloom's Taxonomy (Choose all that apply)

High (Analysis, Synthesis, Evaluation)	YES	NO
Mid (Application)	YES	NO
Low (Knowledge, Comprehension)	YES	NO

Summary

Based on the evidence, what is the likelihood that the students will attain the learning objective(s)?	HIGHLY SOMEWHAT NOT LIKELY
Based on the evidence, to what extent do the literacy strategies appear to support students' mastery of the learning objective(s)?	SIGNIFICANT SOME NO

Comments

Objectives

Assessment

Instructional Strategies

Rigor

General

LEADERSHIP PUBLIC SCHOOLS

Teacher Evaluation 2011-12

Teacher:	**Reviewer:**
School: **Date:**	**Grade(s)/Subject(s):**

A. PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION					
		Expert	Effective	Progressing	Needs Improvement
1	The teacher demonstrates a good understanding of his or her subject area and how students learn the subject best.				
2	The teacher creates learning experiences that engage students in active learning.				
3	The teacher differentiates and scaffolds instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers.) as well as specific individual student needs.				
4	The teacher plans lessons and units with clear outcomes that meet California subject matter and teaching standards as LPS prioritizes.				
5	The teacher uses instructional strategies that promote critical thinking (e.g., questioning, essential questions, critical reading and writing, labs).				
6	The teacher presents material clearly and explicitly and makes connections to prior knowledge and experience.				

B. MONITORING, ASSESSMENT and FOLLOW-UP					
		Expert	Effective	Progressing	Needs Improvement
1	The teacher appropriately documents student learning and provides clear grading criteria to students (e.g. rubrics or other tools) for that are fair and enhance students' abilities to self-assess.				
2	The teacher uses a variety of standards-based diagnostic, formative, summative, benchmark and other assessments to measure important student outcomes in a cycle of feedback and instructional improvement.				
3	The teacher regularly checks for understanding and provides students ongoing feedback on their learning.				
4	Individually and with colleagues, the teacher uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP). CAHSEE, discipline, grades or other data).				
5	Individually & with colleagues, the teacher reflects on lesson/unit effectiveness and continuously works to improve them.				
6	The Teacher demonstrates improved student achievement.				

C. CLASSROOM MANAGEMENT					
		Expert	Effective	Progressing	Needs Improvement
1	The teacher creates and maintains a positive, respectful, classroom climate that supports a safe academic culture.				
2	Materials, exemplars and student work that support student learning are evident.				
3	There is evidence of clear lesson planning with a lesson goal, agenda, launch and homework.				
4	The teacher manages student behavior, proactively, effectively and appropriately.				
5	Learning time is maximized (e.g., beginning / end of period, transitions)				
6	The teacher demonstrates high expectations for student behavior and academic culture.				
7	The teacher develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed.				

D. LEADERSHIP WAY					
		Expert	Effective	Progressing	Needs Improvement
1	The teacher models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise.				
2	The teacher works in a collegial and collaborative manner with personnel at the school and across the Network.				
3	The teacher demonstrates a sense of urgency and tenacity in approaching student learning issues.				
4	The teacher continually reinforces the college-going mission of LPS.				
5	The teacher fosters student leadership				
6	The teacher forges partnerships with parents that foster learning and well being at home and at school.				

E. PROFESSIONAL RESPONSIBILITIES					
		Expert	Effective	Progressing	Needs Improvement
1	The teacher takes responsibility for participating in and applying professional development that results in student progress.				
2	The teacher seeks and welcomes constructive feedback from others.				
3	The teacher efficiently and effectively fulfills classroom and school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.)				
4	The teacher effectively implements the Advisory Program.				
5	The teacher effectively implements the Tutorial Program.				
6	The teacher effectively supports the Student Life Program (student activities, enrichment, WWW, etc).				
7	The teacher demonstrates cultural competence in interacting with the full range of students, family and colleagues.				
8	The teacher continually seeks to grow as a professional				

RATING KEY
Expert: An area in which the teacher clearly excels and is a role model for other teachers within the profession.
Effective: Teacher demonstrates strength in this area and clearly meets the standards.
Progressing: Teacher has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.
Needs Improvement: An area that the teacher needs focus. Not yet meeting the standards.

(A.1.) Maps to LPS Effective Teacher Rubric.

COMMENTS ON SECTION A: PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION

COMMENTS ON SECTION B: MONITORING, ASSESSMENT and FOLLOW-UP

COMMENTS ON SECTION C: CLASSROOM MANAGEMENT

COMMENTS ON SECTION D: LEADERSHIP WAY

COMMENTS ON SECTION E: PROFESSIONAL RESPONSIBILITIES

SECTION 2: SUMMARY AND SPECIFIC OBJECTIVES FOR 2011-12
(Specific and Actionable)

SUMMARY COMMENTS

PROFESSIONAL DEVELOPMENT GOALS
Comment on the objectives agreed upon during the last review cycle. Development focus for the coming year (teacher effectiveness and professional development):

Signature of Reviewer: _____ **Date:** _____

Teacher and Reviewer signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Teacher: _____ **Date:** _____

Leadership Public Schools
Academic Dean Evaluation 2011-12

Dean		**Reviewer** (or self-evaluation)	
School		**Date**	

A. INSTRUCTIONAL and ASSESSMENT SUPPORT				
	Needs Improvement	Progressing	Effective	Expert
Guides teachers in instruction that is standards based and backwards mapped from clear student achievement outcomes that are linked to college success.				
Supports teachers' clear daily instructional plans including strategies that scaffold and support struggling students and English Learners and ongoing checks for understanding				
Supports classroom differentiation and scaffolding instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers) as well as specific individual student needs.				
Coordinates student intervention team. Creates a clear, effective system for identifying and supporting students in need of intervention – including IEP & 504 plans, credit recovery, ongoing course support and CAHSEE prep				
Supports lesson and unit planning with clear outcomes that meet teaching standards as LPS prioritizes.				
Facilitates use ongoing formative assessment and benchmark assessments to improve instruction as well as target students in need of additional support				
Supports LPS Benchmark assessments for planning instruction, and assessment results for modifying and targeting instruction.				
Individually and with colleagues uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP, CAHSEE, discipline, grades, etc.)				
Articulates a clear vision for how curriculum, instruction, assessment, professional development and intervention work together to improve student achievement and reflects this in daily leadership				
Effectively organizes regular classroom observations, coaching, and follow up on the instructional and learning environment priorities emphasized in professional development				

Assigned teachers are engaged in learning and refining their craft both alone and with their colleagues. Assistant Principal articulates a clear PD that includes presentation and collaboration as well as opportunities to review data and student work. PD / collaboration time is well utilized with clear implementation outcomes.				
Assigned teachers and school is on track for expected achievement gains on CAHSEE, CST, API and in terms of individual student growth, graduation and continuing education				
Organizes BTSA support for assigned teachers as liaison with OUSD BTSA-Induction program and BTSA Coach for assigned new teachers				
Comments**:**				

B. SCHOOL CLIMATE and VITALITY				
	Needs Improvement	Progressing	Effective	Expert
Creates and maintains effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement.				
Supports a clear academic culture, high expectations are pervasive, and a focus on college and leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling.				
Supports a vibrant student life of clubs, activities, college field trips, sports, WWW, and school / social service				
Coordinates school rituals and celebrations to promote positive culture and leads effective family meetings				
Builds a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations.				
Comments:				

Academic Dean Evaluation
2011-12

C. ORGANIZATIONAL LEADERSHIP				
	Needs Improvement	Progressing	Effective	Expert
Monitors departmental expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement.				
Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and performance evaluations for assigned staff.				
Recruits, interviews, orients, and manages a high quality afterschool tutors and coaches that work together to move student achievement and inspire success; Works effectively with the Principal and VP of HR in promoting school success				
Meets state, federal, WASC and other compliance mandates, including special education and school site councils.				
Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators.				
Coordinates monthly PGA meetings				
Designs, implements, adjusts and manages the school schedule to meet the needs of students and staff; makes sure that all students have a path to college that addresses their academic needs				
Monitors student achievement and transcripts; monitors student attendance and recommends appropriate responses.				
Takes responsibility for results. Designs systems, problem solves, and facilitates so that plans produce results. Has a sense of urgency, making sure that students are receiving high quality instructional and support in a timely and effective manner.				
Comments:				

Academic Dean Evaluation
2011-12

D. LEADERSHIP WAY				
	Needs Improvement	**Progressing**	**Effective**	**Expert**
Models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise				
Works in a collegial and collaborative manner with personnel at the school and across the Network				
Demonstrates a sense of urgency and tenacity in approaching student learning issues				
Continually reinforces the college-going mission of LPS				
Fosters student leadership				
Forges partnerships with parents that foster learning and well being at home and at school				
Comments:				

E. PROFESSIONAL RESPONSIBILITIES				
	Needs Improvement	Progressing	Effective	Expert
Takes responsibility for participating in and applying professional development that results in student progress.				
Seeks and welcomes constructive feedback from others.				
Efficiently and effectively fulfills school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.)				
Effectively implements the Advisory Program.				
Effectively implements the Tutorial Program.				
Effectively supports the Student Life Program (student activities, enrichment, student government, etc).				
Manages Week without Walls				
Demonstrates cultural competence in interacting with the full range of students, family and colleagues.				
Continually seeks to grow as a professional				
Comments:				

Academic Dean Evaluation
2011-12

RATING KEY
Expert: An area in which the dean clearly excels and is a role model for other teachers within the profession.
Effective: Dean demonstrates strength in this area and clearly meets the standards.
Progressing: Dean has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.
Needs Improvement: An area that the dean needs focus. Not yet meeting the standards.

SECTION 2: EVALUATION OF LPS SITE-SPECIFIC PRIORITIES

INDIVIDUAL DEAN RESPONSIBILITIES				
	Needs Improvement	Progressing	Effective	Expert

(Comment on the objectives agreed upon for this review cycle)

SECTION 3: SUMMARY AND SPECIFIC OBJECTIVES FOR 2009-2010
(Specific and Actionable)

SUMMARY COMMENTS

PROFESSIONAL DEVELOPMENT GOALS
Comment on the objectives agreed upon during the last review cycle. Development focus for the coming year (leadership effectiveness and professional development):

Academic Dean Evaluation
2011-12

Signature of Reviewer: _____ **Date:** _____

Dean and Reviewer signatures are required. The dean's signature indicates that the dean has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Dean: _____ **Date:** _____

Distribution: Copy – Principal file Copy – Employee Original – Personnel File

Academic Dean Evaluation
2011-12

Leadership Public Schools
Dean of Students Evaluation 2011-12

Dean		**Reviewer** (or self-evaluation)	
School		**Date**	

A. INSTRUCTIONAL and ASSESSMENT SUPPORT				
	Needs Improvement	Progressing	Effective	Expert
Supports teachers' understanding of how students learn the subject best.				
Creates learning experiences that engage students in active learning.				
Supports classroom differentiation and scaffolding instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers) as well as specific individual student needs.				
Supports lesson and unit planning with clear outcomes that meet teaching standards as LPS prioritizes.				
Supports diagnostic and formative assessments that measure important student outcomes.				
Supports LPS Benchmark assessments for planning instruction, and assessment results for modifying and targeting instruction.				
Individually and with colleagues uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP, CAHSEE, discipline, grades, etc.)				
Comments:				

B. CLASSROOM MANAGEMENT				
	Needs Improvement	Progressing	Effective	Expert
Creates and maintains a positive, respectful climate that supports a safe academic culture				
Supports teachers with classroom management and student interaction challenges				
Tracks and monitors all student conduct issues in PowerSchool log entries and follows up with teachers				
Manages student behavior, proactively, effectively and appropriately				
Meets with all student referrals, creates student contracts when appropriate, and facilitates meetings and partnering with parents				
Demonstrates high expectations for student behavior and academic culture				
Develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed				
Comments:				

C. SCHOOL CLIMATE and VITALITY				
	Needs Improvement	Progressing	Effective	Expert
Creates and maintains effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement.				
Supports a clear academic culture, high expectations are pervasive, and a focus on college and				

leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling.				
Creates a vibrant student life of clubs, activities, sports, WWW, and school / social service				
Coordinates school rituals and celebrations to promote positive culture				
Runs an effective weekly family meeting				
Creates a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations.				
Coordinates athletic teams and intramural activities as Athletic Director				
Comments:				

D. ORGANIZATIONAL LEADERSHIP				
	Needs Improvement	**Progressing**	**Effective**	**Expert**
Monitors departmental expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement.				
Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and performan evaluations for assigned staff.				
Recruits, interviews, orients, and manages a high quality afterschool tutors and coaches that work together to move student achievement and inspire success; Works effectively with the Principal and VP of HR in promoting school success				

Dean of Students Evaluation
2011

Meets state, federal, WASC and other compliance mandates, including special education and schoo site councils.				
Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators.				
Effectively manages summer school				
Coordinates monthly PGA meetings				
Comments:				

D. LEADERSHIP WAY				
	Needs Improvement	**Progressing**	**Effective**	**Expert**
Models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise				
Works in a collegial and collaborative manner with personnel at the school and across the Network				
Demonstrates a sense of urgency and tenacity in approaching student learning issues				
Continually reinforces the college-going mission of LPS				
Fosters student leadership				
Forges partnerships with parents that foster learning and well being at home and at school				
Comments:				

Dean of Students Evaluation
2011

E. PROFESSIONAL RESPONSIBILITIES				
	Needs Improvement	Progressing	Effective	Expert
Takes responsibility for participating in and applying professional development that results in student progress.				
Seeks and welcomes constructive feedback from others.				
Efficiently and effectively fulfills school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.)				
Effectively implements the Advisory Program.				
Effectively implements the Tutorial Program.				
Effectively supports the Student Life Program (student activities, enrichment, student government, etc).				
Manages Week without Walls				
Demonstrates cultural competence in interacting with the full range of students, family and colleagues.				
Continually seeks to grow as a professional				
Comments:				

RATING KEY
Expert: An area in which the dean clearly excels and is a role model for other teachers within the profession.
Effective: Dean demonstrates strength in this area and clearly meets the standards.
Progressing: Dean has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.
Needs Improvement: An area that the dean needs focus. Not yet meeting the standards.

Dean of Students Evaluation
2011

SECTION 2: EVALUATION OF LPS SITE-SPECIFIC PRIORITIES

INDIVIDUAL DEAN RESPONSIBILITIES				
	Needs Improvement	Progressing	Effective	Expert

(Comment on the objectives agreed upon for this review cycle)

SECTION 3: SUMMARY AND SPECIFIC OBJECTIVES FOR 2011-12
(Specific and Actionable)

SUMMARY COMMENTS

PROFESSIONAL DEVELOPMENT GOALS
Comment on the objectives agreed upon during the last review cycle. Development focus for the coming year (teacher effectiveness and professional development):

Dean of Students Evaluation
2011

Signature of Reviewer: _____ **Date:** _____

Dean and Reviewer signatures are required. The dean's signature indicates that the dean has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Dean: _____ **Date:** _____

Distribution: Copy – Principal file Copy – Employee Original – Personnel File

Dean of Students Evaluation
2011

LEADERSHIP PUBLIC SCHOOLS
PRINCIPAL EVALUATION FORM 2011-12

Employee:	**Title:**
Reviewer: (enter employee name if this is a self-evaluation)	**Date:**

SECTION 1: EVALUATION OF JOB-SPECIFIC EXPECTATIONS

AREA 1: INSTRUCTION		
INSTRUCTIONAL MANAGEMENT	Needs Improvement / Exemplary	Comments
Rigorous Curriculum: Instruction is standards based and backwards mapped from clear student achievement outcomes that are linked to college success.		
Powerful Instruction: Clear daily instructional plans include strategies that scaffold and support struggling students and English Learners and ongoing checks for understanding		
Use of Assessment: Teachers use ongoing formative assessment and benchmark assessments to improve instruction as well as target students in need of additional support		
Intervention: The school has a clear, effective system for identifying and supporting students in need of intervention – including credit recovery, ongoing course support and CAHSEE prep		

Instructional Vision and Implementation: The principal can articulate a clear vision for how curriculum, instruction, assessment, professional development and intervention work together to improve student achievement and reflects this in daily leadership		
Monitoring and Supporting Instruction: The principal effectively organizes the administrative team for regular classroom observations, coaching, and follow up on the instructional and learning environment priorities emphasized in professional development		
Professional Development: Teachers are engaged in learning and refining their craft both alone and with their colleagues. There is a clear plan of professional development that includes presentation and collaboration as well as opportunities to review data and student work. PD / collaboration time is well utilized with clear implementation outcomes.		
Results: The school is on track for expected achievement gains on CAHSEE, CST, API and in terms of individual student growth, graduation and continuing education		

AREA 2: BUDGET		
BUDGET MANAGEMENT	Needs Improvement/ Exemplary	
Revenue: Maximizes revenue sources through effective management of Enrollment, ADA, SHI, Revolution Foods. Works effectively with Director of Finance and Director of Development		
Expenditures: Monitors expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement.		

AREA 3: CLIMATE		
SCHOOL CLIMATE and VITALITY	Needs Improvement / Exemplary	
Climate: The school has effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement.		
Academic Culture: There is a clear academic culture, high expectations are pervasive, and a focus on college and leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling.		
Student Life: There is a vibrant student life of clubs, activities, sports, WWW, and school / social service		
Sense of Community: There is a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations.		

AREA 4: ORGANIZATIONAL LEADERSHIP		
ORGANIZATIONAL LEADERSHIP	Needs Improvement/ Exemplary	
Human Resources: Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and annual formal performance evaluations for all staff.		
Human Resources: Recruits, interviews, orients, and		

manages a high quality faculty and administrative team that work together to move student achievement and inspire success. Works effectively with the Superintendent and VP of HR in promoting school success		
Schedules: Effectively designs, implements, adjusts and manages the school schedule to meet the needs of students and staff. Makes sure that all students have a path to college that addresses their academic needs.		
Leveraging the Network: Works as a collaborative team member with others in the network, leveraging learnings from other sites, contributing to solutions, and valuing the needs and perspectives of the network as a whole. Actively participates in principal meetings and network professional development.		
Implementation: Takes responsibility for results. Designs systems, problem solves, and manages people so that plans produce results. Has a sense of urgency, making sure that every student is receiving high quality instructional and support in a timely and effective manner.		
Compliance: Meets state, federal, WASC and other compliance mandates, including special education and school site councils. Understands the intent behind the mandates and seeks to both streamline them and leverage them for school improvement goals.		
Constituency Satisfaction: Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators.		

AREA 5: PERSONAL LEADERSHIP		
THE LEADERSHIP WAY	Needs Improvement / Exemplary	
Belief in the LPS Mission: The principal selects, inspires, and supports staff who believe that all students have the potential to graduate ready for		

success in college and beyond. Displays a sense of urgency		
Commitment: The principal shows persistence and determination in overcoming obstacles. Follows up on commitments and agreements. Strives for both continual improvement and excellence		
Respect: Sets a tone of decency and respect that permeates all relationships and interactions demonstrates the value of all constituencies. Works as a collaborative and collegial team player. Shows appreciation for the diversity of our community. Seeks first to understand before seeking to be understood; assumes good intentions. When possible, resolves conflicts by going to the source.		
Responsibility: Takes responsibility for his/her own actions and behavior and learning. Steps in to help others when needed. Avoids blaming others and instead looks for solutions. Effectively uses data and fact-based evaluation processes.		

SECTION 2: SUMMARY

SUMMARY COMMENTS

SELF REFLECTION AND INITIAL GOAL SETTING FOR COMING YEAR

Signature of Reviewer: _____ **Date:** _____

Employee and Reviewer signatures are required. The employee's signature indicates that he/she has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that my self-evaluation will be attached and that I may attach additional comments if desired.

Employee Signature: _____ **Date:** _____

Distribution: Copy – Employee Copy – Personnel File

LPS Master Teacher Portfolio Process

2011-12

I. **Introduction**

II. **Portfolio Expectations**

   a. Introduction from the Master Teacher Candidate

III. **Domains**

   a. I. Student Achievement

   b. II. Domain: Planning, Preparation, and Delivery of Instruction

   c. III. Domain: Monitoring, Assessment and Follow-up

   d. IV. Domain: Classroom Management and Culture

   e. V. Domain: Professionalism

IV. **Portfolio Process**

   a. Letter of intent

   b. Portfolio Timeline

   c. Portfolio Review

   d. Master Teacher Renewal and Relationship with National Board Certification

V. **Appendix**

   a. Master Teacher Role

   b. Student Achievement Value-Add Matrix

   c. Intent to Apply

   d. References

      i. National Board Certification

      ii. Alignment

   e. LPS Master Teacher Rubric

I. Introduction

Dear LPS Teachers,

It is my pleasure to introduce the Leadership Public Schools Career Path process for Master Teachers. LPS has long envisioned an organization that recognizes and rewards teacher leadership. Two years ago, we piloted the LPS Effective Teacher Rubric, making modifications based on teacher and administrator input as we sought to better define what effective teaching means at LPS. We also received input on the design of the Master Teacher Portfolio Process from teacher meetings at each site. Last year the first pioneers participated in the inaugural Master Teacher Institute, either as candidates or as peer reviewers on the panel. The Master Teacher process for 2011-12 has been updated to reflect the learning from this pilot.

The Master Teacher designation represents both a role and the achievement of an Expert level of teaching on the LPS Effective Teaching Rubric. The process to become a Master Teacher includes the following components:

- Preparation of a portfolio demonstrating Expert-level teaching on the LPS Effective Teaching Rubric and student achievement. The portfolio draws from the processes of National Board Certification but is not identical.
- Review by a panel composed of four teachers and four administrators with representation from all sites and across subject areas. Included in the review is a presentation to the panel allowing panel members to ask clarifying questions from their prior portfolio review. The review protocols draw on the University promotion process.
- Design of an individualized Master Teacher role description in tandem with the site principal.

As discussed in section IV, a person applying for Master Teacher must have successfully completed a full year of teaching at LPS and be an Accomplished teacher. The designation lasts for three full years at the end of which a Master Teacher decides whether to renew (with a shortened, streamlined process) or revert to Accomplished status while retaining any step increases accrued.

I wish to thank the many LPS staff members who have contributed to the design of this process. I am excited about the increased professionalization that the formalization of the Master Teacher Portfolio Process represents. I think that together we have created a plan that offers a common sense third path in the dialog on teacher advancement. Specifically, the LPS process includes a component on student outcomes. However, unlike ones based on single test scores, it is multi-dimensional, based on value-add measures, and tailored to each subject area. Similarly, the LPS review includes substantive roles for both teachers and administrators and institutionalizes peer review with processes similar to those long established at the university level.

Thank you for your partnership as we move forward with this exciting new step to better serve our students, *Louise*

Dr. Louise Bay Waters, Superintendent & CEO, Leadership Public Schools, 10/2011

II. LPS Master Teacher Portfolio Expectations

The Master Teacher Portfolio consists of an Introduction from the Teacher along with responses to Overarching Questions and Annotated Exhibits in five Domains of the LPS Master Teaching Rubric:

- Student Achievement
- Planning, Preparation, and Delivery of Instruction
- Monitoring, Assessment and Follow-up
- Classroom Management and Culture
- Professionalism & The Leadership Way

Page lengths have been specified for the introduction and responses but not for the annotations. It is anticipated that these will range from sentences to paragraphs as appropriate. The annotations are seen as windows into your level of expertise at the Expert Teacher level, in contrast to that of an Accomplished teacher or to that expected of someone serving in a Lead Teacher role.

In your portfolio relate your exhibits and annotations to support your Overarching Question response. Evidence is expected to be comprehensive, detailed and aligned with the master teacher rubric, language and standards.

Master Teacher Portfolios are submitted both as an electronic portfolio (or web-based) and in binder format for the review panels. You may integrate supporting document evidence and/or organize your evidence in a separate appendix/binder. The organization and presentation of your portfolio will be impact the scoring.

Introduction from Teacher

An Introduction of 1-3 pages describing:

Context of classroom(s)

Personal goals for instruction in focus year(s)

Potential contributions in the role of Master Teacher

III. Master Teacher Domains

I. Domain: Student Achievement 30 %

Overarching Question: What evidence can you provide that the full range of students in your courses is making significant academic progress, that you are *accelerating* the achievement of the lowest students, and overall your students show strong achievement? (2-6 pages)

Exhibit 1: Provide data for the "student achievement value-add matrix and assessment options" to show student growth in your courses (*minimum* 1 course 1 year); you may elect to use relevant data over more than 1 year. **Note:** *it is anticipated that you will be using summative data from the 2010-2011 academic year since limited summative data from the current year will be available by June. Candidates without strong summative data and growth metrics may consider waiting until the next year to complete their portfolios.*

Annotation: Describe and discuss how the data demonstrates achievement and progress across types of students and how you help students entering academically behind to catch up.

Exhibit 2: Provide student work samples or individual student data from across the year for 2 or 3 students (for a high and low student including an English Learner) that demonstrates student growth (*Reference: NBC Entry 1 Mathematics).*

Annotation: Describe what you learned about the student from the data, how you responded to it, the progress you saw and the challenges you encountered.

II. Domain: Planning, Preparation, and Delivery of Instruction 25 %

Overarching Question: How do you plan and prepare lessons that result in growth for the full range of students, including differing achievement levels, language proficiency and cultural backgrounds? (2-6 page overview)

Exhibit 1: Provide a unit plan from one course with one or more daily lesson plans and the affiliated year-long plan including relevant diagnostic, formative, and summative assessments.

Annotation: Annotate your plan for the 7 highlighted elements in this domain included in the Master Teacher Scoring Rubric. Annotation includes reflections on level of effectiveness and changes made in implementation and/or subsequent units. Include commentary on how the unit plan includes the most

critical elements of teaching in your subject area (ex key standards, critical activities such as science labs, etc).

Exhibit 2: Provide a continuous video segment of 20-30 minutes. **Note:** *Your video selection is extremely important in representing your expertise. It is important to deliberately videotape a segment that fully demonstrates your teaching ability.*

Annotation: Describe how the video demonstrates the rubric elements of student engagement, repertoire and strategies (others may be also addressed).

(Reference: NBC – General Portfolio Instructions: Video Recording Tips)

III. Domain: Monitoring, Assessment and Follow-up 20 %

Overarching Question: How do you use diagnostic, formative and summative assessments to plan and modify instruction for full class and individual students? What have you learned about using assessment and data? (2-4 pages)

Exhibit 1: Provide sample diagnostic, formative, and summative assessments and data generated from the assessments.

Annotate: Describe how each assessment impacted your planning and/or delivery of instruction for the whole class and for individual students. **Note:** *Your level of analysis and self-reflection are at least as important as the assessments themselves.*

Exhibit 2: Provide evidence of student involvement in goal setting and/or self monitoring (ex. tracking own progress; setting goals for course / unit / skill; self-evaluation on rubrics).

IV. Domain: Classroom Management and Culture 10 %

Overarching Question: How do you provide a classroom environment that supports high academic expectations and shows evidence of cultural inclusion? (2-4 pages)

Exhibit 1: Provide a 20 minute video showing evidence of academic expectations and/or cultural inclusion. **Note***: Your video selection is extremely important in representing your expertise – while this may be the same video as in Domain II, be sure that it adequately addresses this Domain.*

Annotation: Explain how the video shows routines, expectations, engagement, modeling, linkage to college or other processes to promote high academic expectations; and/or explain how video shows responsiveness to students' cultural or language backgrounds and/or culturally inclusive context

Exhibit 2: Provide other evidence showing how the daily operation and environment of your classroom supports high academic achievement and provides a culturally inclusive classroom.

Annotation: Explain how the evidence addresses this domain and rubric elements included in the Master Teacher Scoring Rubric.

V. Domain: Professionalism & The Leadership Way 15 %

Overarching Question: What evidence can you show of your role as a professional beyond the classroom that advances learning at your school? (2-4 pages)

Exhibit 1: Provide evidence of leadership in professional development and other roles outside the classroom at your school site, at the LPS network and/or the educational community. **Note**: *If you include artifacts such as PowerPoint presentations or agendas, etc., include annotations. Please limit evidence to no more than two years.*

Exhibit 2: Provide evidence of teamwork, collaboration and effective communication at your school site and in the LPS network.

Exhibit 3: Provide evidence of personal characteristics of positive leadership, high expectations, tenacity and reflection (include annotations).

Exhibit 4: Provide evidence of engaging and communicating with parents (include annotations) representing high expectations for their students.

Exhibit 5: Provide evidence of ongoing growth as a professional.

Optional Exhibit for any Domain: Observations and Evaluations

Candidate may include LPS observations and evaluations with annotations as an exhibit for one or more domains. Observations or evaluations may span no more than three years and may include responses to the evaluation or observation.

IV. Portfolio Process

Letter of Intent (see Appendix page 13)

Portfolio Timeline

- October Candidate self reflection with Master Teacher Scoring Rubric
- November meeting or webinar to review exemplar portfolio and rubric
- November/December Intent to Apply filed with Principal & HR
- February optional data check in with Amy
- Intent confirmation to submit or postpone by April 1
- Teacher self assess with rubric/exemplar
- Optional submission of draft portfolio to Edie on Monday after Spring Break
- June 1 submission of final portfolio
- Panel Review second week following school year end
- Panel Presentation second week following school year end
- Awarding of Master Level in July

Portfolio Review

Review Panel

Four Teachers:

- 1 Accomplished Teacher from each school (distributed across content areas)
- CEO invites interest and selects Teachers from interested pool to ensure site and subject representation

Four Administrators:

- 3 LPS members: Dean or Assistant Principal, HR, Home Office Ed Team
- 1 Dean or AP from the candidate's school

Review Process

- Portfolio review at the Home Office or electronically during the second week after school in June
- Portfolio Presentation:
  - 15 minute introduction about why the candidate wants to become a Master Teacher
  - Clarifying questions from panel related to 5 Overarching Questions

Decision Process

- Panel recommends granting or encouragement to re-apply
- CAO/CEO approves or disapproves Panel decision
- Panel facilitators meet with each candidate to debrief

Master Teacher Renewal and National Board Certification Alignment

Master Teacher Renewal

- The Master Teacher designation is granted for 3 years. At the end of the third year, the teacher will submit a letter of intent to seek renewal or will revert to Accomplished Teacher status while maintaining Step advances accrued during Master Teacher service.
- Master Teacher Renewal Portfolio (50 pt) will consist of:
    - Domain I, Exhibit I (15 points)
    - Domain III (20 points)
    - Domain V (15 points)

National Board Certification Alignment

- National Board Certified teachers who wish to apply for LPS Master Teacher designation
    - Must complete one full year of LPS teaching and may submit their "Intent to Apply" letter in the fall of their second year
    - Must submit the full LPS Master Teacher Portfolio but may use exhibits from their National Board portfolio.

V. Appendix

Master Teacher Role

The Master Teacher serves as a bridge between teachers and administrators in a role that has both common features across Master Teachers and individualized aspects mutually designed by the Master Teacher and Principal.

Common Roles:

- serving on the Instructional Leadership Team
- fully implementing all site initiatives in a model classroom
- participating in site planning and school-year preparation

Individualized Roles which could include:

- coaching
- designing , implementing and leading professional development
- leading data analysis and intervention initiatives
- leading site support for English Learners and other types of differentiation
- providing content-area expertise at site and across network
- leading work with the School Site Council / PGA and Single Site Plan
- other roles mutually agreed upon

LPS Master Teacher Rubric

- LPS Master Teacher Rubric is attached at the end of this document.
- LPS Master Teacher Scoring Rubric is attached at the end of this document.

Measuring Student Performance Matrix

Measurement may focus on either 1) performance by the same students over time or 2) performance of groups made up each year of different students, such as all 9th graders in 2010-2011 compared to all 9th graders in 2011-2012. A teacher selects 3 measures from the available options. We recommend that you include CST results if they are relevant and available for your course(s).

English language arts metrics such as MAP and CAHSEE may be included by teachers across the curriculum doing content literacy work. In these cases, please be sure to describe how these results are linked to your teaching.

You are strongly encouraged to solicit information, thought partnership and support as needed for your data presentation and discussion.

COURSE	CAHSEE	CST Annual Results	CST Scale Score Growth	MAP	LPS Benchmarks & Other Assessments	Teacher-Constructed or Selected Assessments	Presentation of Student Work	Other
Academic Leadership		✓	*	✓		✓	✓	
Reading	✓	✓	*	✓		✓	✓	SRI
English 1		✓	*	✓	✓	✓	✓	
English 2	✓	✓	✓	✓	✓	✓	✓	
English 3	✓	✓	✓	✓	✓	✓	✓	EAP
English 4	✓			✓	✓	✓	✓	AP
Academic Numeracy	✓	✓	*	✓	✓	✓	✓	
Algebra 1	✓	✓		✓	✓	✓	✓	
Geometry	✓	✓		✓	✓	✓	✓	
Algebra 2	✓	✓		✓	✓	✓	✓	EAP
Pre Calculus	✓	✓		✓	✓	✓	✓	EAP
Calculus				✓	✓	✓	✓	AP/EAP
Statistics				✓	✓	✓	✓	AP/EAP
Biology		✓		✓	✓	✓	✓	
Chemistry		✓		✓	✓	✓	✓	
Physics		✓		✓	✓	✓	✓	AP
World History		✓		✓	✓	✓	✓	
US History		✓		✓	✓	✓	✓	AP
Government				✓		✓	✓	AP
Economics				✓		✓	✓	
Spanish				✓	✓	✓	✓	AP
Art, Drama, Electives				✓	✓ (Visual Art)	✓	✓	AP

* Middle school CST scores are available for some but not all schools

✓ MAP Reading growth can be used as a measure for non-ELA subject teachers doing content literacy work

Master Teacher Portfolio 2011-2012

ASSESSMENT OPTIONS	Metrics	Measures and Scores	Available For:
SAME STUDENTS OVER TIME			
CAHSEE Pre-test/Post-test	The percent of students who became 1) CAHSEE-proficient during the school year and 2) who met or surpassed the higher federal proficiency target (scale score >=380)	Scores from a prior spring or beginning-of-year CAHSEE or CAHSEE practice test compared with scores from a end-of-year CAHSEE or CAHSEE practice test	Available for math and ELA teachers for students who have not yet passed CAHSEE (9th and 10th grades plus 11th and 12th grade students who have not yet passed. Data must be available for 15 or more students
CST Scale Score Growth	The percent of students meeting scale score growth targets on the English Language Arts CST from the prior year *(targets vary by test and by starting scale score)*	Prior and current year CST scale scores	Available for English Language Arts teachers only. *Not available for 9th grade because students' 8th grade CST scores are not widely available.*
MAP RIT & Grade Level Equivalency	The percent of students making accelerated growth – gaining 1.5 or more grade levels in one year	Measures of Academic Progress (MAP) RIT and grade level equivalency scores	Available for all teachers of ELA or math, plus all teachers doing content literacy work
LPS Common Assessments ***(vary by course; discussed in more detail on next page)***	The percent of students meeting network or school growth and achievement targets	Assessments vary by course; performance level, overall percent correct, and percent correct by standard/cluster	Available for teachers of most courses
Teacher-Constructed/Selected Assessments	The percent of students meeting school or teacher growth and achievement targets	Assessments and scores vary by course and teacher and are subject to pre-approval by the principal	Available for teachers of all courses
Presentation of Student Work	The percent of students demonstrating standards-based mastery and significant growth toward mastery	Assessments and scores vary by course and teacher and are subject to pre-approval by the principal	Available for teachers of all courses
Other: SRI	The percent of students gaining 1.5 grade levels or more as measured by the SRI	SRI lexile score	Teachers of Reading/Read 180

One-Year Snapshots and/or Year-to-Year Comparisons			
CST Year-End Performance	High percentages of students scoring proficient or advanced on the CST; and/or strong performance in comparison to the state average	One or more years of CST performance levels	Available for teachers of courses tested by the CST
CAHSEE Pass and Proficiency Rates	High percentages of students passing and/or scoring proficient (>380) on CAHSEE	One or more years of CAHSEE pass and proficiency results	For teachers of CAHSEE takers only
LPS Benchmarks and Unit Tests	Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments	One or more years of LPS benchmark and/or unit test results	For teachers with LPS benchmark results only
LPS Benchmarks and Unit Tests	Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments	One or more years of LPS benchmark and/or unit test results	For teachers with LPS benchmark results only
Teacher-Constructed/Selected Assessments	Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments	Assessments and scores vary by course and teacher and are subject to pre-approval by the principal	Available for teachers of all courses
Other: AP	Percent scoring 3, 4 & 5 on AP exams	AP Exam performance levels	Teachers of AP courses
Other: EAP	Percent scoring “Ready” or “Conditionally Ready” on the EAP (11th grade ELA, Algebra 2, Pre Calculus, or Calculus only)	EAP readiness status results	

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Intent to Apply for LPS Master Teacher Designation

Name: _____ Date: _____

Application Intent Statement:

Process Acknowledgement:

I understand that a Master Teacher application for LPS Career Path Program is teacher initiated. The process is grounded in the Expert Level of the LPS Effective Teaching Rubric. A full-time Accomplished LPS Teacher with at least one year of service at LPS may be eligible to apply

The LPS Master Teacher Designation Process includes:

- Portfolio
- LPS Artifacts
- Assessments
- Video
- Written Commentary and Analysis
- Evaluations & Formal Observations (optional)
- Submission Checklist
- Portfolio submission
- Presentation to network panel

The Process Calendar includes:

- October Candidate self reflection with Master Teacher Scoring Rubric
- November meeting or webinar to review exemplar portfolio and rubric
- November/December Intent to Apply filed with Principal & HR
- February optional data check in with Amy
- Intent confirmation to submit or postpone by April 1
- Teacher self assess with rubric/exemplar
- Optional submission of draft portfolio to Edie on Monday after Spring Break
- June 1 submission of final portfolio
- Panel Review second week following school year end
- Panel Presentation second week following school year end
- Awarding of Master Level in July

Teacher Signature: _____ Date: _____

Administrator Signature: _____

Master Teacher Portfolio 2011-2012

References

LPS Master Teacher Portfolio Exemplar

Arrange with HR to view the 2011 Master Teacher Portfolio and Evidence in binders or electronically.

National Board for Professional Teaching Standards

Portfolio Instructions

These sections of the National Board Portfolio instructions may be helpful to review in preparing your LPS Master Teacher Portfolio. These references are optional and may help in gathering and organizing your teaching practice evidence.

http://www.nbpts.org/for_candidates/the_portfolio

General Portfolio Instructions:

Phase I Prepare, Develop *(pages noted)*

- *I-9* Architecture of Accomplished Teaching Helix
- *1.13* Ethics and Collaboration
- *1.23-26* Writing About Teaching
- *1.39-42* Video Recording Tips
- *1.44-47* Analyzing Student Work

LPS Domain References:

- Master Teacher Portfolio Exemplar 2011
- ***(Reference: NBC- Entry 1 Mathematics):***

National Board Portfolio Instructions: AYA Math page 10

http://www.nbpts.org/userfiles/File/AYA_Math_Portfolio_Instructions10.pdf

- ***(Reference: NBC – General Portfolio Instructions: Video Recording Tips)***

Part 1 General Portfolio Instructions page 41

http://www.nbpts.org/userfiles/file/Part1_general_portfolio_instructions_022010.pdf

Master Teacher Portfolio 2011-2012

Director of Professional Innovation

Learn about Leadership Public Schools. Our mission is to prepare students for college success and community leadership. LPS provides pathways to college for urban students of poverty and color in small charter high schools. You will be part of a dedicated, hardworking team that collaboratively shapes the school culture and professional development across our network of schools.

LPS is seeking a Director of Professional Innovation with experience as an instructional leader and coach to support our principals and staff in translating their passion and dedication into academic empowerment for our students. LPS is seeking an exceptional leader who can both build professional development systems to support coherence and collaboration across the Network while at the same time encouraging innovation at all levels of the organization. You will become part of the LPS Network leadership, functioning as a member of an R & D team addressing the challenges of urban secondary education.

Responsibilities:

Overall Responsibility for the Instructional Program implementation:

- Develop academic strategy for LPS working closely with CEO
- Assess needs of sites and network through classroom observations, discussions with site administrators and teachers, and review of data
- Identify needs and plan strategies in the areas of data and intervention with Director of Data & Intervention
- Design implementation strategy for instructional program with Ed Team
- Lead Ed Team in implementation of instructional program

Common Spine Implementation – Lead in concert with Curriculum Coordinator

- Responsible for overall implementation of common spine
    - Content resources, Assessment resources and Access resources
- Supervision of Curriculum Coordinator who manages
    - Revision, roll-out, version control of content resources
    - Coordination of course assessment liaisons and revision, roll-out and version control of common assessments
    - Coordination with resource manager in production and distribution of assessments and maintenance of Base Camp

Professional Development – Lead with support of Ed Team

- Network PD (June Curriculum Institute, Network Retreat, Network PD days)
- New teacher PD
- Supporting site PD – working with principals and academic deans on site PD
- Cross-site virtual PD
- PD to support new initiatives
- Administrator PD
- Master / accomplished teacher and career pathways in concert with VP of HR

Coach-Lead in concert with Curriculum Coordinator

- Coach the administrative lead and site lead teacher for Springboard implementation
    - Listening, monitoring, improving implementation
- Supervise Curriculum Coordinator in coaching of literacy programs
    - Read 180, DynEd, and Tech literacy

Collaborative partner in development of R & D and blended teaching / blended learning approaches

- Serve as collaborative team member with CEO, Director of Data & Intervention and Chief Innovation Officer and others in strategic development of
    - Instructional approaches utilizing technology
    - College launch program providing early college experiences and first year college support
    - Expanded college and career paths in Spanish

- The development of collaborative innovation and distributed incubation R & D strategies
- The involvement of teachers in students in research and development
- Other strategic initiatives related to increased and expanded college readiness

Other duties as assigned to best serve our students and organization.

Essential qualifications:

- Demonstrated commitment to improving urban high schools with an urgency for increasing educational opportunities for urban students
- Experience as an effective Principal and Teacher with diverse urban students
- Experience effectively coaching principals in an urban district
- Experience in managing and coaching teachers and other staff in the implementation of varied instructional strategies and curricular initiatives
- Expertise in educational program design and implementation in diverse communities
- Experience with data and assessment systems and providing professional development related to data inquiry
- Expertise in, or experience with, English Learner, literacy, and leadership programs
- Experience and facility with the use of technology in instruction, data inquiry, and professional development and supporting teachers and administrators in these areas
- Experience with research, innovation and / or design within and beyond the school setting
- Comfort with the iteration and development process of an incubator environment
- Success as a team player and collaborator
- Track record as a strategic thinker with proven ability to execute effectively against strategy; ability to produce results
- Masters degree or PhD in secondary education or a related field

Skills and Characteristics:

- Passion for our mission of college success for all students
- Creative and innovative thinker; eager to venture in new directions and inspire others
- Energized by complex challenges and uncharted territory
- Systems thinker who can translate vision into implementation; willing to get hands dirty
- Personification of professional and personal integrity

For more information about our educational philosophy and our background, we invite you to visit our website at www.leadps.org with links to each school's website or follow us on Facebook. http://www.facebook.com/leadps

We are strongly committed to hiring a diverse and multicultural staff.
Please send a resume and letter of interest via email, mail or fax to:
Email: jobs@leadps.org

Edie Hoffman, VP of HR
Leadership Public Schools
344 Thomas L Berkeley Way Suite 344
Oakland, CA 94612
Fax: 510-225-2550

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Educational Data Assessment Administrative Contractor

Job Posting

Leadership Public Schools (LPS) is seeking a short term full-time contractor to implement and manage data projects and provide administrative support to the Director of Data and Assessment.

The Data Administrative Contractor would work with LPS Education Team in compiling data into integrated files and posting instructional resources in Base Camp.

- Proficiency in Microsoft Office products
- Understanding of educational assessment tools and data
- Ability to perform complex, specialized office work involving independent judgment and requiring speed and accuracy
- Critical thinking and problem solving skills
- Precision and attention to detail
- Ability to manage projects independently with little direction
- Estimated Time: 150 hours
- Compensation: $20 - $25/hr depending on qualifications

If interested, please send a resume and cover letter via email or mail or fax to:
Email: jobs@leadps.org

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612

Curriculum Content Consultants – Science, Spanish, Special Education and Math

Job Postings

Physics and Chemistry Content Consultants

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in physics and in chemistry. Applicants should have a strong background as a high school physics or chemistry teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Science Consultants would Interview LPS physics or chemistry teachers to ascertain current practices and needs in physics or chemistry instruction and work with teachers and the LPS Education Team in

- Refining physics benchmark assessments including multiple choice and free-response sections
- (or) Refining chemistry benchmark assessments including multiple choice and free-response sections
- Defining and refining a Network scope and sequence
- Compiling, refining and expanding physics labs

Estimated Time: 100-150 hours variable
Compensation: $35 - $50/hr depending on qualifications

Biology Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in biology. Applicants should have a strong background as a high school biology teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

The Biology Consultant would work with LPS biology teachers and the LPS Education Team in

- Refining biology benchmark assessments including multiple choice and free-response sections
- Editing and refining the LPS – CK12 online collaboratively-developed biology textbook, including working with literacy staff on embedded literacy supports to the biology content
- Compiling, refining and expanding biology labs
- Estimated Time: 100-150 hours
- Compensation: $35 - $50/hr depending on qualifications

Spanish – Non-Native Speakers - Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Spanish. Applicants should have a strong background as a high school Spanish teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Spanish for Non-Native Speakers consultant would Interview LPS Spanish NNS teachers to ascertain current practices and needs in Spanish NNS instruction and work with teachers and the LPS Education Team in

- Defining and refining a Network scope and sequence
- Building and refining benchmark assessments including multiple choice and free-response sections
- identifying instructional materials needs and resources

Estimated Time: 100-125 hours
Compensation: $35 - $50/hr depending on qualifications

Spanish – Native Speakers - Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Spanish. Applicants should have a strong background as a high school Spanish teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Spanish for Native Speakers consultant would Interview LPS NS Spanish teachers to ascertain current instructional practices and needs in Spanish for Native Speakers and work with teachers and the LPS Education Team in

- Defining and refining a Network NS Spanish scope and sequence, backwards mapping from AP Spanish
- Building and refining benchmark assessments including multiple choice and free-response sections
- identifying instructional materials needs and resources

Estimated Time: 100-125 hours
Compensation: $35 - $50/hr depending on qualifications

Special Education Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Special Education. Applicants should have a strong background as a high school Special Education teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Special Education instructional consultant would Interview LPS Resource teachers to ascertain current instructional practices and needs in Special Education and work with teachers, the Director of Student Services and Special Education and the LPS Education Team in

- providing coaching / professional development in the Resource Room / Guided Studies portion of the program
- providing coaching / professional development in the push-in portion of the program
- providing coaching / professional development in the design of individual instructional supports

Estimated Time: 50 hours
Compensation: $35 - $50/hr depending on qualifications

Math Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in math. Applicants should have a strong background as a high school math teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

The Math Consultant would Interview LPS math teachers to ascertain current practices and needs in Algebra 2, and pre-calculus and statistics instruction and work with teachers and the LPS Education Team in

- Defining and refining a Network scope and sequence in both courses
- Refining / developing benchmark assessments including multiple choice and free-response sections
- Identifying instructional materials needs and resources

Estimated Time: 100-125 hours
Compensation: $35 - $50/hr depending on qualifications

If interested, please send a resume and cover letter via email or mail or fax to:
Email: jobs@leadps.org

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612

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On-line College Coordinator Consultant

Job Posting

Leadership Public Schools (LPS) is seeking a part-time consultant to implement and manage the on-line college projects and provide organizational collaboration with the Director of Professional Innovation and Principal.

The On-line College Coordinator would work with LPS Education Team

- Enrollment – assess student interest and strengths to best match with appropriate college level class – in order to advance skills and provide success
- Facilitate and monitor
- Available for office hours for support
- Estimated Time: 500 hours
- Compensation: $35 - $50/hr depending on qualifications

If interested, please send a resume and cover letter via email or mail or fax to:
Email: jobs@leadps.org

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612

APPENDIX H:
FINANCIAL CAPACITY

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	Financial Capacity Plan	H1
2	Narrative of Assumptions of Financial Capacity Plan	H6
2A	School Services Corporation Financial Projection Dartboard September 2011	H10
2B	LPS Oakland Budget Assumption and Outputs worksheet	H11
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5	Summary and Comparison LPSO & LPSCP 3 year budgets by year	H37
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6	Summary and Comparison LPSO & LPSCP Enrollment and Funding Projections	H49
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7A	FY 2013 Summary & Comparison Staffing and Benefits Projections	H59
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8	Combined Summary Budget LPSO & LPS CP	H65
8A	Combined Summary Budget, Balance Sheet, Cash Flow Statement	H65
9	LPS Operations Guide Section 5 Finance & Fundraising & Forms & Resolutions	H69
10	LPS FY 2011 Audit	H100

LPS Oakland R&D Financial Capacity Plan

1) Financial Operation

a) A balanced three-year budget accurately reflecting all budget assumptions

The attached worksheets include both LPS Oakland (Exhibit H.3.) and LPS College Park (Exhibit H.4) to demonstrate how their co-locating will work on a financial basis. Separate worksheets with budget, staffing, benefits and enrollments are provided for review. Summary reports combining both LPS Oakland and LPS College Park should assist the reader in reviewing the financial information. Projected budgets, balance sheets and cash flow statements are included for review. **Attachments are included in the order below:**

- H.1 Financial Capacity Plan
- H.2. Narrative of Assumptions of Financial Capacity Plan
  - H.2.A. School Services Corporation Financial Projection Dartboard September 2011 (1page)
  - H.2.B. LPS Oakland Budget Assumption and Outputs worksheet (2 pages)

- H.3. LPS Oakland R & D Campus Financial Capacity plan
  - H.3.A LPS Oakland Budget, Balance Sheet, Statement of Cash Flows (4 pages)
  - H.3.B LPS Oakland Enrollment and Funding Projections (3 pages)
  - H.3.C LPS Oakland Staffing and Benefits Forecast (2 pages)
  - H.3.D LPS Oakland Monthly Cash Flow worksheet (3 pages)

- H.4 LPS College Park Projected Financial Statements
  - H.4.A. LPS College Park Budget, Balance Sheet & Statement of Cash Flows (4 pages)
  - H.4.B. LPS College Park Enrollment and Funding Projections (3 pages)
  - H.4.C. LPS College Park Staffing and Benefits Forecast (2 pages)
  - H.4.D. LPS College Park Monthly Cash Flow Worksheet (3 pages)

- H.5. Summary and Comparison LPSO & LPSCP 3 year budgets by year
  - H.5.A. FY 2013 Summary Comparison Budget, Balance Sheet & Cash Flows (4 pages)
  - H.5.B. FY 2014 Summary Comparison Budget, Balance Sheet & Cash Flows (4 pages)
  - H.5.C. FY 2015 Summary Comparison Budget, Balance Sheet & Cash Flows (4 pages)

- H.6. Summary and Comparison LPSO & LPSCP Enrollment and Funding Projections
  - H.6.A Summary Enrollment Worksheet (1 page)
  - H.6.B FY 2013 Summary & Comparison Enrollment & Funding Projections (3 pages)
  - H.6.C FY 2014 Summary & Comparison Enrollment & Funding Projections (3 pages)
  - H.6.D FY 2015 Summary & Comparison Enrollment & Funding Projections (3 pages)

- H.7. Summary and Comparison LPSO & LPSCP Staffing and Benefits Projections
  - H.7.A FY 2013 Summary & Comparison Staffing and Benefits Projections (2 pages)
  - H.7.B FY 2014 Summary & Comparison Staffing and Benefits Projections (2 pages)
  - H.7.C FY 2015 Summary & Comparison Staffing and Benefits Projections (2 pages)

- H.8 Combined Summary Budget LPSO & LPS CP
  - H.8.A Combined Summary Budget, Balance Sheet, Cash Flow Statement (4 pages)

- H.9. LPS Operations Guide Section 5 Finance & Fundraising & Forms & Resolutions

- H.10 LPS FY 2011 Audit

b) A start-up year plan with reasonable assessment of and plan for costs

Leadership Public Schools has been in existence for 10 years and has a track record of proven positive financial performance that provides for a successful budgeting process. The startup plan is located in the Implementation Plan Appendix J.

c) A clear indication that the school has a sound plan for sustainability including funding for the core program that does not have ongoing reliance on "soft" money (e.g., donations, grants, etc.)

Leadership Public Schools budget as presented does not include any fundraising for the purpose of the three year budget program. LPS does have a development team which is charged with raising approximately $400/student per year. This amount is not included in the budget projections, but the transfers made of these funds will improve the financial results for the schools. All funds are raised in one year and transferred the next making all the fundraising amounts "collected", even if they are not included in these projections.

d) *Clear evidence and track record of sustainability, in the event there is an enduring reliance on "soft" money (e.g., donations, grants, etc.):*

LPS has had positive financial results and unqualified audits (FY 2011 is included in Exhibit H.10). The budget process for LPS is inclusive and schools are expected to budget within the funding received from the State and Federal Governments. However, the development team has been excellent in raising additional funding to assist the schools in this volatile economic climate.

e) *An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1):*

The summary pages for the combined budgets for LPS Oakland and LPS College Park show reserve balances at 4% for years 1 & 3. Year 2 drops slightly below that threshold, but it is expected that it can be managed to reach those reserve recommendations. Special attention is paid to managing the cash flow deferrals which have been challenging from a budgeting perspective. At the end of FY 2011, LPS Home Office had unrestricted reserves in the amount of $2.6M with $2.2M being available in cash. This has allowed LPS to manage the cash flow deferrals and difficult budgeting climate without looking toward outside borrowing.

f) *A sound plan for financial management systems:*

Leadership Public Schools has a sound plan for its financial management system which commences with Board Governance and continues with financial integrity and district oversight. The financial management system culminates with the rigorous annual audit (LPS has had annual unqualified audits). Included in this appendix is the financial section from the LPS Operations Guide, a copy of the signing authority matrix for approvals and a copy of the conflict of interest resolution (Exhibit H.9). Additionally a copy of the FY 2011 audit (Exhibit H.10) is included for your review.

g) *An audit assurance and/or plan with adequate budget allocations:*

A copy of the LPS FY 2011 audit is included (Exhibit H.10). LPS has had unqualified audits and is rated as a "low-risk" auditee under A-133 Single Audit Guidelines. There have been no findings.

h) *A plan for dissolution of assets should the school close:*

LPSO is a member of the LPSI network of schools. As such the assets belong to the network and would be re-deployed upon school closure.

2) Revenues

a) A narrative explaining key revenue assumptions:

Revenue assumptions are listed on separate pages in this document (Exhibits H.2.B, H.3, H.4 & H.6). Funding amounts were derived from the SSC dartboard (September 2011, Exhibit H.2.A) and extrapolated using the cola rates listed on the form.

b) Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal and private funds, and any fee-based programs and services:

Other funding amounts are based on current estimates, conversations with staff at CDE (Leslie Sharp-Title 1) and historical amounts received. Please review the enrollment, funding and assumptions pages for more information (Exhibits H.2.B, H.3, H.4, & H.6).

c) Realistic cash flow projection:

Cash flow statements and monthly cash flow worksheets are included for LPS Oakland (Exhibit H.3, H.3.D) and LPS College Park (Exhibit H.4, H.4.D). The worksheets use the current known deferrals for 2013-2015. There could be adjustments to that deferral schedule that are not known at this time. Currently LPS Oakland has an exemption from the deferrals, but it is unclear whether that exemption will carry over into 2013. Thus all known deferrals are used on the worksheets.

d) A fundraising plan including assumptions and report on current status:

Leadership Public Schools' fundraising plan has been successful since the network's inception. The fundraising is done through the Network Home Office under the direction of Dr. Ann Reidy. The annual giving program has been able to raise at least $400/student per year. Fundraising is solicited a year in advance and allocated to the school site in the following year, thus all fundraising included is collected funds. For FY 2012, the current amount raised (in cash) = $633,951.

Listed below are the audited fundraising amounts for the last three years.
2011 $939,373
2010 $1,044,319
2009 $1,648,425

3) Expenditures

a) Spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan:

The assumption pages include key assumptions for expenditures for many of the line items. These amounts are based on historical costs by student.

b) A budget narrative explaining key expense assumptions:

The assumption (Exhibit H.2) and staffing pages (H.3.C, H.4.C, H.7) contain the expected average salaries and benefits for the next few years. Containing costs and holding down expenses is a key component of the budget process and LPS has been very effective in working with vendors in order to keep costs from rising. Cola for non salary related expenses is anticipated to be 1.5% per year/per year.

c) Realistic expense projections addressing major operating expenses including staffing and benefits, special education, facility, materials and equipment, and contracted services:

Leadership Public Schools has been in existence for 10 years and has a track record of proven positive financial performance that provides for a successful and realistic budgeting process. The budget process is outlined in the Financial Section of the operations guide which is included as a reference (Exhibit H.9).

d) Budgeting to meet minimum insurance requirements:

Leadership Public Schools budgeting and financial management have met or exceeded those required by the insuring companies. Memorandums of Coverage are enclosed in the appendix materials of the charter petition submission.

e) Evidence to support key assumptions including that compensation is sufficient to attract qualified staff and that facilities budget is adequate:

LPS uses a system wide faculty salary scale which insures equality and competitiveness. The salary scale is compared on a regular basis to district scales. The facilities budget is reviewed by the Director of Operations and other involved stakeholders. It is expected that the new technology based program and facility will attract excellent teachers and administrators.

Assumptions for Financial Capacity Plan
Leadership Public Schools, Inc. &
LPS Oakland R&D Campus
January 2012

Enrollment and Funding Assumptions

The assumptions below list information that narrates the budget, cash flow and balance sheet worksheets included in this section. Worksheets are included for both LPS Oakland [Exhibit N.3](color coded with a blue band), and LPS College Park [Exhibit N.4] (color coded with a green band). The assumptions for each school are basically the same, and where different, the information regarding LPS College Park is provided on a separate line.

Enrollment: Enrollment for LPS Oakland R&D ("LPSO") and Leadership Public Schools, Inc. ("LPSI") is based on current enrollment and projected enrollment for the next few years. The enrollment is expected to be higher than the current LPS College Park ("LPSCP") campus due to the new technology based learning program and new facility. This program is expected to be a transition from LPSCP to LPSO. The initial enrollment for LPSO will be a freshman class of 120. Enrollment for the next three years is located on Exhibit N.6.A in this section.

ADA: LPSO and LPSI ADA% is expected to be 93%; in all years attrition is budgeted at 5% based on an average of the last 3 years attendance and attrition percentages for LPSO and LPSI.

Free and Reduced Price Lunch Eligible Students: For LPSO we currently assume a 90% FRL which is more conservative than the existing 100% FRL for LPSCP and their Provision 2 lunch program. This percentage is maintained as a steady number over the term of this financial plan for LPSO and LPSCP.

English Language Learners: The Financial Capacity Plan for LPSO is using 42% ELL based on a reduced percent of current student demographics (44% LPSCP 2012). This number is expected to be consistent throughout the financial plan.

Funding: Funding amounts and revenue COLA's for the high school program are those provided by School Services Corporation in their September 2011 Dartboard, a copy of which is included with these assumptions. Amounts for 2012 were extrapolated for future years using the SSC dartboard cola rates. LPS College Park and LPS Oakland have used the same funding rates unless otherwise indicated.

While the funding amounts from the State of California for General Purpose Block Grant and other programs continues to be erratic and volatile, LPSI has been navigating these difficult economic times successfully. A significant drop in state funding may have a detrimental effect on the budgets presented. However, due to vigilance on cost containment and attendance management, over the past 3 years Leadership Public Schools (LPSI) has not furloughed any staff, reduced benefits or increased class sizes. It is expected that LPSI including LPSO will also be able to weather this current economic situation.

State Aid

General Purpose Block Grant and Funding in Lieu of Property Taxes: The total of these two categories is estimated at $6339 per ADA for the 2012-2013 school year. For LPSO the in lieu property tax is based on P-2 2011 and that number is used consistently across the financial plan.

Categorical Block Grant: $423 per ADA for the 2012-2013 school year.

Other State Revenues: This includes the new charter flexible categorical funding replacement for new charter schools estimated to be $127/ADA.

LPSO-This school existed in 2008 so the amount of other state revenues (representing supplemental programs and flexible categorical programs) is set at approximately $76K per year and is not affected by enrollment or ADA.

Special Education State: ALL current LPS schools are members of the El Dorado County Charter SELPA. LPSO has applied to become a member of the El Dorado County Charter SELPA. Revenue is projected at $480 per ADA for FY 2012-2013 and is increased at the SSC COLA rates.

In Lieu Economic Impact Aid: Worksheets for each of the years is included with the financial plan, current funding is approximately $329 per eligible student for 2012-2013.

SB740: The new facility will be purchased through an LLC arrangement that will allow LPSO to apply for and receive SB740 facility lease funds. The amount in the financial plan is the lower of 75% of lease cost or $750/ADA for each year.

Lottery: $127 per ADA. The funding rate is assumed to increase at the same COLA rate as the other funding amounts.

Note: While both EIA and Lottery are based on prior year demographic numbers, it is expected that these will be apportioned in 2012-2013. Funding rates are listed on the enrollment and funding exhibits (N.3, N.4, N.6).

Federal Funding:

Title I, Title II, Title III: Title I funding is based on estimates obtained from Leslie Sharp at the Title I office of the CDE. New Charter Schools are disproportionately affected by the hold back for school improvement funds and thus the amount is rather small and grows slowly. Title III programs are offered for Limited English Proficient (LEP). LPSO will be part of the Leadership Public Schools Richmond Consortium for Title III. Title II (recruitment and retention of teachers) is calculated at a per student rate although the program does not fund on a per-student basis. LPSO intends to apply for the Title programs listed above.

Federal Sped: Federal special education money is distributed by the SELPA per ADA at $140 for 2012-2013. LPSO will not be eligible for these funds until operation year 2.

Student Meal Revenues: Estimates based on LPSI's actual experience as a national school lunch provider.

Philanthropy: The projected income statement does not include any projected gift receipts for LPSO. LPSI runs an annual giving drive that has met or exceeded the goal of $950K per year for the last 3 years. The fundraising goal for the development department is $400/student. This amount is raised in year 1, and distributed in year 2, so all funds are considered collected. These amounts improve the financial position of the school.

Start up costs: Currently LPSI is not eligible for start-up grant money for new charter schools from conventional sources. Instead it is expected that LPSI will transfer the amount of $400,000 from its reserves to LPSO as a surrogate for those funds. In FY 2011 LPSI Home Office had $2.6M in unrestricted reserves ($2.2M in cash) that is available to be used for bridging the current cash flow deferral program from the State of California. A copy of LPSI FY 2011 Audit is included with these assumptions.

Expenses

Expenditures have been conservatively estimated based on experience for LPSCP and the other LPSI schools.

Occupancy: LPSO is expected to co-locate with LPSCP. This financial plan assumes LPSCP will wind down its program one grade per year while LPSO grows one grade per year enrolling all new students into the LPSO R&D educational model. As such a number of the expenditures that are charged for facilities and occupancy are split based on the number of grades that exist at each school each year. For LPSO this means that co-located expenses such as lease, janitorial, home office, utilities, insurance etc., would be split 25%, 50%, 75% 100% over the next 4

years. Similarly, the LPSCP share of these expenses would be 75%, 50%, 25%, and 0% over the same time period. LPSI reserves the right to modify this plan at its discretion.

Average Annual Salary Growth: Salary costs are assumed to grow at approximately ½ the COLA rate as the state revenues as per SSC, plus an additional step of $1000/per year for faculty. Medical benefits are assumed to grow at a rate of 4% per year. A small increase in the STRS contributions by LPSI is included in these projections in FY 2014. The LPS salary scale is compared locally every other year to insure competitiveness and integrity. LPS participates annually in the National Charter Salary Survey. Staffing worksheets are included for each of the schools which include FTE, average salaries and benefit information plus detailed summary worksheets are included for each of the budget years.

Textbooks and Instructional Materials, *Supplies and Materials*, *and Non-Capitalized Equipment (NCE)*: This is calculated based on historical spending per student, extrapolated forward based on expected enrollment over the period of the financial projections and cost of living increases.

Computers and Equipment: This budget line item is funded at $75 per existing student and an additional $150 for each incremental student added.

Other per student expenditure estimates can be found on the per student assumption page (Exhibit N.2.B) following this narrative.

Services and Other Operating Expenses

Janitorial: Includes outsourced janitorial contracts and outsourced campus security. The cost of these contracts is based on a $/square foot increasing over time.

Substitutes, software licenses, and tickets and fees: This is calculated based on historical spending per student, extrapolated forward based on expected enrollment over the period of the financial plan.

Travel and Conferences: This category includes mileage, travel, conferences, student transportation (field trips), and home to school transportation.

Dues and Memberships & Insurance: This is calculated based on historical spending per student and increased using expense cola's.

Rents, Leases, Repairs and Non-Capital Improvements: This category includes facility rentals/leases, copier leases, and local facility repairs. The facility lease cost is based on the expected annual debt service of the purchase of the new building. Facility repairs are based on a per/square foot based with no repairs budgeted for year one due to the tenant improvements which should suffice for the first year. On each of the school site budget sheets, the information is broken out with the respective categories for review.

Professional Consulting Services and Operating Expenditures: Included in this line item are outsourced consultants who are part of the special education program as well as any expected legal expense. Costs are based on a historical dollar cost averaging per student.

Communications: This category includes advertising, employee recruitment, printing expense, postage and shipping, telephone, cell phones and internet expense. Costs are based on a historical dollar cost averaging per student.

Other Outgo

Network Admin Fee: 25% of the network expense is paid directly by each of the school sites. The LPSI Home Office provides human resources, financial, accounting, legal, facilities, operations, professional development, enrollment and administrative support to the LPS campuses. In this plan LPSO will pay 25% of 25% or 6.25% of the

home office expense during year 1. That percent will increase incrementally as new grades are added to the school. LPSI Home Office reserves the right to change the home office expense allocation method at its discretion.

Charter Authorizer Fees: LPSO is expecting to pay 1% oversight fee on all General Purpose and Categorical Funding.

Special Education Administrative Fee: County of El Dorado charges a reducing scale for administration of fees which would start at 6% and reduce to 4% in year 3.

Since LPSCP is a founding member of the El Dorado County Charter SELPA, the administration fee is a flat 4% for each of the years presented.

Interest: Interest is estimated for the revolving loan that is expected to be used to help fund the LPSO start up. The loan is a $250,000 loan with a 5 year repayment plan.

Balance Sheets & Cash Flows:

Balance Sheets: Individual and summary pro forma balance sheets are presented for review.

Cash Flow Statements: Individual and summary pro forma and monthly cash flow statements are presented for review.

Monthly cash flow statements are based on current known cash deferrals for revenue limit programs, with the exception of new charter advance funding for general purpose, categorical block and EIA. These programs are eligible for a special advance apportionment in the first six months of year one, and then revert to the existing deferral program in the second half of year one and each subsequent year.

The projections represent a good faith effort to provide financial plans of operating activities based on the assumptions outlined above. Actual results will vary from presented projections.

SSC School District and County O ice Financial Pro ection Dartboard

Post AB 114 Prohibitions Se tember 12 2011

This version of SSC's Financial Projection Dartboard is based on the Adopted 2011-12 State Budget. The provisions of Assembly Bill (AB) 114 that prohibited school districts from budgeting for possible midyear trigger reductions applied to only district budget adoptions—they do not apply to the interim reports. We have, therefore, updated the planning factors accordingly. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are, at best, general guidelines.

Factor		2010-11	2011-12	2012-13	2013-14	2014-1	201 -16
Statutory COLA (applies to K-12 and COE Revenue Limits)		-0.39%	2.24%	3.10%[1]	2.80%	3.00%	3.20%
K-12 Revenue Limit Deficit %		17.963%	19.754%	19.754%	19.754%	19.754%	19.754%
COE Revenue Limit Deficits %		18.250%	20.041%	20.041%	20.041%	20.041%	20.041%
Revenue Limit Trigger Cuts (one-time)[2]:	Elementary	—	-$250 per ADA	—	—	—	—
	Unified		-$260 per ADA				
	High		-$300 per ADA				
Home-to-School and Special Education Transportation Trigger Cuts (one-time)[3]		—	-50%	—	—	—	—
Net Revenue Limit Change:	K-12	5.17%	0.00%	3.10%	2.80%	3.00%	3.20%
	COEs	5.17%	0.00%	3.10%	2.80%	3.00%	3.20%
Special Education COLA (on state and local share only)		0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
State Categorical Funding (including adult education and ROC/P)	Tier I	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
	Tier II	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
	Tier III	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
California CPI		1.80%	3.20%	2.80%	3.00%	3.10%	3.30%
California Lottery	Base	$111.75	$111.75	$111.75	$111.75	$111.75	$111.75
	Proposition 20	$17.00	$17.00	$17.00	$17.00	$17.00	$17.00
Interest Rate for Ten-Year Treasuries		3.10%	3.50%	4.00%	4.10%	4.20%	4.40%

ESTIMATED STATEWIDE A ERAGE BASE RE ENUE LIMITS PER ADA UNDEFICITED			
Year	**Elementary**	**High School**	**Unified**
2010-11 Statewide Average (est.)	$6,110	$7,340	$6,392
2011-12 Inflation Increase @ 2.24% COLA	$137	$164	$143
2011-12 Statewide Average (est.)	$6,247	$7,504	$6,535

2011-12 BUDGET ACT ESTIMATED CHARTER SCHOOL RATES				
	K-3	**4-6**	**7-8**	**9-12**
General Purpose Block Grant (will change at each apportionment)	$5,077	$5,153	$5,306	$6,148
Categorical Block Grant (est.)[4]	$410	$410	$410	$410
Total	$5,487	$5,563	$5,716	$6,558

[1] While a positive statutory COLA is projected for 2012-13, the state's ability to fund it is suspect. Districts should have a contingency plan if the state decides not to fund the COLA.

[2] The Budget Act provides for trigger reductions if state revenues are projected to fall short of the budgeted level. The average maximum reductions to revenue limit funding are about $260 per ADA for unified school districts, $300 per ADA for high school districts, and $250 per ADA for elementary school districts

[3] The Budget Act provides for trigger reductions if state revenues are projected to fall short of the budgeted level. These reductions include cuts of up to 50% of a district's Home-to-School and special education transportation funding.

[4] The Charter School Categorical Block Grant rates do not include Economic Impact Aid funding, which is provided separately. In addition, for charter schools that began operation in or after 2008-09, there is an additional amount per ADA in supplemental categorical block grant funding.

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Budget Assumptions & Key Outputs		FY 2012-13	FY 2013-14	FY 2014-15
	Growth Rates			
	Revenues (State and Federal)	3.10%	2.80%	3.00%
	Expenses	1.50%	1.50%	1.50%
	Salaries	1.55%	1.40%	1.50%
	Health Care	4.00%	4.00%	4.00%
	Funding Rates			
	HS Funding	$6,339	$6,516	$6,711
	MS Funding	$5,524	$5,679	$5,849
	ELEM funding	$5,365	$5,515	$5,680
	Enrollment - % of targets achieved	95.00%	95.00%	95.00%
	High School ADA (agreed 93% -hold)	93.00%	93.00%	93.00%
	Student/Teacher Ratio	24.0	24.0	24.0
	Apply Assumption Globally? (1=yes, 0=no)	1	1	1
OTHER ASSUMPTIONS				
FUNDING RATES (for other rates see Enrollment & Funding worksheets)				
	NSLP per FRL	$354	$354	$354
	Federal Special Ed Funding per ADA	$140	$142	$144
FACILITIES				
	Lease Per Square FooT (Hayward)	$31	$31	$32
	Janitorial Expense per square foot	$1.90	$1.93	$1.96
	Utilities Expense per square foot	$1.30	$1.32	$1.34

Budget Assumptions & Key Outputs		FY 2012-13	FY 2013-14	FY 2014-15
SCHOOL EXPENSE ASSUMPTIONS				
	Textbooks and Instr. Matl's per ALL Students	$60	$61	$62
	Textbooks/Instr. Matl's per Incremental Student	$118	$120	$122
	Supplies and Materials per Student	$110	$112	$113
	Non-Capitalized Equipment per ALL Students	$75	$76	$77
	Non-Cap. Equip. per Incremental Student	$150	$152	$155
	Food Cost, % of NSLP Revenue	105.0%	105.0%	105.0%
	Substitute Contractors, % of Teacher Salaries	2.2%	2.2%	2.2%
	Travel and Conferences, per student	$50	$51	$52
	Insurance per ADA	$45	$46	$46
	Prof. Consulting Services & Ops per Student	$125	$127	$129
	Communications per Student	$35	$36	$38
	Software Licenses per Student	$25	$25	$26
	HO Allocation (1 = per ADA, 0 = 25% each)	0	0	0
BALANCE SHEET / CASH FLOW ASSUMPTIONS				
	Gifts Receivable (HO only)	15%	15%	15%
	State Revenue Deferral (estimated)	26%	26%	26%
	Federal Revenue Deferral (estimated)	15%	15%	15%
	Accounts Payable	10%	10%	10%
	Accrued Liabilities (% of expenditures)	3%	3%	3%
Benefits Assumptions				
	Workers Compensation	1.93%	1.96%	1.99%
	Medicare	1.45%	1.45%	1.45%
	Unemployment	1.63%	1.66%	1.68%
	Disability	0.51%	0.52%	0.52%

LPS OAKLAND R & D Campus	Year 1	Year 2	Year 3
Financial Capacity Plan	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment	120	256	371
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	106.02	226.18	327.78
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 517,900	$ 1,144,995	$ 1,723,423
Funding in Lieu of Property Taxes	$ 154,117	$ 328,783	$ 476,478
Sub total	$ 672,017	$ 1,473,778	$ 2,199,902
Categorical Block Grant	$ 44,816	$ 98,284	$ 146,708
In Lieu Economic Impact Aid	$ 50,741	$ 52,162	$ 114,771
Special Education	$ 50,871	$ 111,564	$ 166,531
SB 740	$ 79,515	$ 169,632	$ 245,834
Other State Revenues	$ 13,465	$ 28,724	$ 41,628
Lottery	$ 13,486	$ 13,353	$ 28,487
Subtotal State Revenues	$ 924,910	$ 1,947,498	$ 2,943,861
Federal Revenues			
Title 1	$ 38,249	$ 81,598	$ 118,253
Title II & III	$ 9,812	$ 20,173	$ 31,168
NSLP	$ 38,249	$ 81,598	$ 118,253
SPED		$ 15,065	$ 32,622
Subtotal Federal Revenues	$ 86,310	$ 198,434	$ 300,296
Other Revenues			
Student Meals & Intersite Transfer	$ 403,000	$ 6,000	$ 9,000
TOTAL REVENUES	**$ 1,414,220**	**$ 2,151,932**	**$ 3,253,157**

LPS OAKLAND R & D Campus	Year 1	Year 2	Year 3
Financial Capacity Plan	FY 2012-13	FY 2013-14	FY 2014-15
EXPENDITURES			
Certificated Personnel Salaries	$ 383,571	$ 786,831	$ 1,181,533
Classified Personnel Salaries	$ 46,478	$ 133,436	$ 198,010
Subtotal Salaries	$ 430,049	$ 920,267	$ 1,379,543
Employee Benefits	$ 95,621	$ 210,303	$ 318,261
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 21,360	$ 31,879	$ 36,913
Supplies and Materials	$ 13,200	$ 28,582	$ 42,043
Non-Capitalized Equipment	$ 27,000	$ 40,194	$ 46,437
Food	$ 40,161	$ 85,678	$ 124,166
Subtotal Books, Sup., NCE, Food	$ 101,721	$ 186,333	$ 249,560
Services & Other Operating Expenses			
Janitorial Service	$ 24,700	$ 50,141	$ 76,340
Substitute Teachers	$ 6,520	$ 13,419	$ 20,069
Travel and Conferences	$ 1,500	$ 6,496	$ 14,333
Dues and Memberships	$ 761	$ 2,000	$ 3,500
Insurance	$ 1,193	$ 5,165	$ 11,397
Software Licenses	$ 3,000	$ 6,490	$ 9,546
Utilities	$ 16,900	$ 34,307	$ 52,232
Tickets and Fees	$ 11,313	$ 22,966	$ 34,966
Rentals, Leases, Repairs and Noncap	$ 176,617	$ 365,863	$ 557,486
Professional Consulting Services and Ops	$ 3,750	$ 16,224	$ 35,797
Communications	$ 1,050	$ 4,659	$ 10,533
Subtotal Services and Other	$ 247,304	$ 527,730	$ 826,200
Depreciation	$ -	$ -	$ -
Other			
Network Admin Fee (EMO)	$ 121,699	$ 258,370	$ 394,486
Charter Authorizer Fees	$ 7,168	$ 15,721	$ 23,466
Selpa Admin Fee	$ 3,052	$ 6,331	$ 7,966
Interest Expense	$ 4,000	$ 3,000	$ 2,000
Subtotal Other Outgo	$ 135,920	$ 283,422	$ 427,919
TOTAL EXPENDITURES	**$ 1,010,615**	**$ 2,128,055**	**$ 3,201,482**
Change in Net Assets	**$ 403,605**	**$ 23,876**	**$ 51,675**
Beginning Net Assets	**$ -**	**$ 403,605**	**$ 427,482**
Ending Net Assets	**$ 403,605**	**$ 427,482**	**$ 479,156**

Rentals, Leases, Repairs & Noncapitalized improvements

LPS-College Park	FY 2012-13	FY 2013-14	FY 2014-15
Copier Lease	$6,556	$18,112	$27,167
Facility Rental Events	$4,288	$8,705	$18,000
Property/Building Rental	$165,773	$331,546	$497,319
Repairs/Maintenance	$0	$7,500	$15,000
Total	$176,617	$365,863	$557,486

LPS Oakland Balance Sheet	FY 2012-13	FY 2013-14	FY 2014-15
Balance Sheet			
Cash and Equivalents	$499,507	$113,759	$81,363
Accounts Receivable	$191,166	$672,655	$1,018,479
Prepaid Expenses and Deposits	$ 10,106	$ 10,106	$ 10,106
Total Current Assets	**$700,780**	**$796,520**	**$1,109,948**
Property Plant & Equipment			
Property Plant & Equipment			
Less Accumulated Depreciation	$0	$0	$0
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$700,780**	**$796,520**	**$1,109,948**
Liabilities & Net Assets			
Accounts Payable	$70,507	$147,948	$221,582
Accrued Liabilities	$26,667	$56,091	$84,210
CDE Revolving & Other Loans	$200,000	$150,000	$100,000
Loan from Reserves for Deferrals		$15,000	$225,000
Total Liablilities	**$297,174**	**$369,038**	**$630,791**
Net Assets			
Beginning Net Assets	$0	$403,605	$427,482
Change in Net Assets	$403,605	$23,876	$51,675
Ending Net Assets	**$403,605**	**$427,482**	**$479,156**
Total Liabilities and Net Assets	**$700,780**	**$796,520**	**$1,109,948**

LPS Oakland Statement of Cash Flows	FY 2012-13	FY 2013-14	FY 2014-15
Statement of Cash Flows			
Operations	$403,605	$23,876	$51,675
Accts Receivable	-$191,166	-$481,489	-$345,824
Prepaids and Deposits	-$10,106	$0	$0
Accounts Payable	$97,174	$106,864	$101,753
Financing - Reserve / Deferral		$15,000	$210,000
Financing-CDE Revolving	$200,000	-$50,000	-$50,000
change to cash	**$499,507**	**-$385,748**	**-$32,396**
starting cash	$0	$499,507	$113,759
ending cash	$499,507	$113,759	$81,363

LPS OAKLAND R & D CAMPUS Financial Capacity Plan	FY 2012-13	FY 2013-14	FY 2014-15
ENROLLMENT ASSUMPTIONS			
Prior Year ADA		106	226
Total Enrollment	120	256	371
Total ADA	106.02	226.18	327.78
ADA as % of Enrollment	93.0%	93.0%	93.0%
Free and Reduced Lunch Students	108	230	334
Federal Poverty Students	74	159	230
English Language Learners	54	115	167
Special Education Students	12	26	38
PUBLIC REVENUES			
Annual Growth Rate in State Revenues(Per SSC-Jan 20	3.1%	2.8%	3.0%
Funding Rates			
GP Block Grant (per ADA) (Per SSC-Sept 2011)	$ 6,339	$ 6,516	$ 6,712
GP From State	$ 4,885	$ 5,062	$ 5,258
In Lieu from District (2011 P-2)	$ 1,454	$ 1,454	$ 1,454
Categorical Block Grant (per SSC-Sept 2011)	$ 423	$ 435	$ 448
Lottery (calculated on prior year ADA)	$ 127	$ 126	$ 126
Special Education Funding (per ADA)	$ 480	$ 493	$ 508
In Lieu Economic Impact Aid (estimate per eligible s	$ 329	$ 338	$ 348
Title I (per Free and Reduced Lunch eligible pupil)	$ 354	$ 354	$ 354
Title II & III (per ELL Student)	$ 182	$ 187	$ 192

LPS OAKLAND R & D CAMPUS	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade	120	128	128
10th Grade		128	128
11th Grade			115
12th Grade			
Total	120	256	371
Prior Year CBEDS Enrollment		120	256
Growth in Enrollment from Prior Year	120	136	115
Prior Year Average Daily Attendance (#)		106.0	226.2
Average Daily Attendance (%)	93.0%	93.0%	93.0%
Average Daily Attendance (#)	106.0	226.2	327.8
Free and Reduced Lunch Students (%)	90%	90%	90%
Free and Reduced Lunch Students (#)	108	230	334
Federal Poverty Students (%)	62%	62%	62%
Federal Poverty Students (#)	74	159	230
Prior Year English Language Learners		54	115
English Language Learners (%)	45%	45%	45%
English Language Learners (#)	54	115	167
Special Education Students (%)	10%	10%	10%
Special Education Students (#)	12	26	38

LPS Oakland Economic Impact Aid Block Grant	FY 2012-13	FY 2013-14	FY 2014-15
Federal Poverty Students - PY	74	74	159
English Language Learners - PY	54	54	115
Pupil enrollment - PY CBEDS	120	120	256
PY pupil enrollment CBEDS / 2	60	60	128
Weighted pupil concentration calculation	68	68	146
Weighted pupil concentration factor	34	34	73
Total Disadvantaged Pupils	162	162	347
Amount per disadvantaged pupil	$329	$338	$348
Funding for disadvantaged pupils	$53,412	$54,907	$120,812
Proration Factor	95.0%	95.0%	95.0%
Total Economic Impact Aid Block Grant	$50,741	$52,162	$114,771

LPS OAKLAND R & D CAMPUS			
Staffing and Benefits Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Average Annual Salary Growth	1.6%	1.4%	1.5%
Certificated Personnel			
Certificated Non-Teaching FTEs			
Principal	0.25	0.50	0.75
Dean	0.50	1.00	1.50
Counselors	0.50	1.00	1.50
Total Certificated Non-Teaching FTEs	1.3	2.5	3.8
Principal Salary	$ 97,488	$ 98,853	$ 100,336
Dean	$ 67,531	$ 68,476	$ 69,503
Counselors	$ 58,178	$ 58,992	$ 59,877
Teaching FTEs	5.5	11.2	16.5
Calculated Student / Teacher Ratio	24.0	24.0	24.0
Average Salary for Teaching Positions	$ 52,881	$ 53,621	$ 54,425
Classified Personnel			
Academic Support Co-ordinator/Enrollment		0.5	0.8
School Manager	0.3	1.0	1.5
Campus Supervisor	0.3	0.5	0.8
Technology Coordinator	0.3	0.5	0.8
Total Other Staff FTEs	0.8	2.5	3.8
Average Salary for Other Staff Positions	$ 48,637	$ 49,318	$ 50,058
Other Classified Salaries (Food Services, etc.)	$ 10,000	$ 10,140	$ 10,292
Total FTEs	**7.5**	**16.2**	**24.0**

LPS OAKLAND R & D CAMPUS			
Staffing and Benefits Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Certificated Non-Teaching Salaries	$ 87,226	$ 176,895	$ 269,323
Certificated Teaching Salaries	$ 296,344	$ 609,936	$ 912,211
Classified Salaries	$ 46,478	$ 133,436	$ 198,010
Total Salaries	**$ 430,049**	**$ 920,267**	**$ 1,379,543**
Payroll Taxes and Benefits			
Variable Benefits (all employees)			
Workers Compensation	1.93%	1.96%	1.99%
Medicare	1.45%	1.45%	1.45%
Unemployment	1.63%	1.66%	1.68%
Disability and Life Insurance	0.51%	0.52%	0.52%
Total	5.52%	5.58%	5.64%
Retirement Plans			
Certificated Retirement Plan (STRS)	8.25%	8.50%	8.50%
Classified Retirement Plan (LPS 401a Plan)	8.00%	8.00%	8.00%
Health Benefits Annual Growth		4%	4%
Health Benefits Annual Cost	$ 5,217	$ 5,426	$ 5,643
Total Headcount Eligible for Health Benefits	7	15	22
Total Health Benefits Cost	$ 36,519	$ 81,385	$ 124,140

FY 2013	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
Beginning Cash	0	601,556	533,643	478,450	635,962	578,232	618,882	724,653	679,434	620,754	602,234	570,601	0		
Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
Receipts															
Property Taxes		9,247	18,494	12,329	12,329	12,329	12,329	12,329	23,118	11,559	11,559	11,559	147,182	154,117	6,935
Principal Apportionment							176,047	12,290	0	42,916	17,671	0	248,924	326,927	78,003
SB 740													0	79,515	79,515
Federal Revenue			3,825	3,825	15,840	3,825	3,825	15,840	3,825	3,825	15,840	3,825	74,295	86,310	12,015
Other State Revenue	0	673	673	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	12,253	13,465	1,212
Lottery										0			0	13,486	13,486
Other Local		250	250	250	250	250	250	250	250	250	250	500	3,000	3,000	0
New Charter Apportionments				226,979		110,422							337,401	337,401	0
Fundraising/Transfers	400,000												400,000	400,000	0
All Other Financing Sources	250,000												250,000	250,000	0
Total Receipts	650,000	10,170	23,242	244,595	29,631	128,038	193,663	41,921	28,404	59,761	46,532	17,095	1,473,054	1,664,220	191,166
Disbursements															
Certificated Salaries		29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	326,035	383,571	57,536
Classified Salaries	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	41,830	46,478	4,648
Employee Benefits	7,968	7,968	7,968	7,968	7,968	7,968	7,968	7,968	7,968	7,968	7,968	7,968	95,621	95,621	0
Books & Supplies	7,825	7,825	7,825	7,825	7,825	7,825	7,825	7,825	7,825	7,825	7,825	7,825	93,897	101,721	7,825
Services	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	19,023	228,281	247,304	19,023
Interest Expense				667	667	667	667	667	667				4,000	4,000	0
Selpa Admin	0	0	351	0	278	305	809	56	0	197	81	0	2,078	3,052	975
EMO Fees	10,142	10,142	10,142	10,142	10,142	10,142	10,142	10,142	10,142	10,142	10,142	10,142	121,699	121,699	0
Charter Authorizer Fees													0	7,168	7,168
All Other Financing Uses-Principal				8,333	8,333	8,333	8,333	8,334	8,334				50,000	50,000	0
Prepaid Expense	0	0	0	0	0	0	0	0	0	0	0	10,106	10,106	0	
Total Disbursements	48,444	78,084	78,435	87,083	87,361	87,388	87,892	87,141	87,084	78,281	78,165	88,190	973,547	1,060,615	97,174
Prior Year Transactions															
Principal Apportionment													0		0
Property Taxes													0		0
SB 740													0		0
Federal Revenue													0		0
Other State Revenue													0		0
Lottery													0		0
Accounts Payable-9500													0		
SELPA Payable													0		
Due To Grantor Govts.													0		
Net Pr. Yr. Transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Increase/Decrease (B-C+D)	601,556	(67,913)	(55,192)	157,512	(57,730)	40,650	105,771	(45,219)	(58,680)	(18,520)	(31,633)	(71,094)	499,507	603,605	93,992
Ending Cash (A+E)	601,556	533,643	478,450	635,962	578,232	618,882	724,653	679,434	620,754	602,234	570,601	499,507	499,507		
Ending Cash plus Accruals															1,103,112

FY 2014	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
Beginning Cash	499,507	392,752	260,120	312,698	176,621	197,213	244,299	479,400	398,443	285,379	290,069	227,648	499,507		
Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
Receipts															
Property Taxes		19,727	39,454	26,303	26,303	26,303	26,303	26,303	49,317	24,659	24,659	24,659	313,988	328,783	14,795
Principal Apportionment	0	0	161,806	0	128,037	140,701	372,856	26,030	0	90,893	37,426	0	957,748	1,407,005	449,257
SB 740													0	169,632	169,632
Federal Revenue			8,160	8,160	37,369	8,160	8,160	37,369	8,160	8,160	37,369	8,160	169,225	198,434	29,209
Other State Revenue	0	1,436	1,436	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	2,585	26,139	28,724	2,585
Lottery						3,338				3,338			6,677	13,353	6,677
Other Local		500	500	500	500	500	500	500	500	500	500	500	5,500	6,000	500
LPS Reserve Financing-Deferrals												15,000	15,000	15,000	0
Total Receipts	0	21,663	211,356	37,548	194,794	181,586	410,404	92,786	60,562	130,135	102,539	50,904	1,494,277	2,166,932	672,655
Disbursements															
Certificated Salaries		60,801	60,801	60,801	60,801	60,801	60,801	60,801	60,801	60,801	60,801	60,801	668,807	786,831	118,025
Classified Salaries	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	10,008	120,092	133,436	13,344
Employee Benefits	17,525	17,525	17,525	17,525	17,525	17,525	17,525	17,525	17,525	17,525	17,525	17,525	210,303	210,303	0
Books & Supplies	14,333	14,333	14,333	14,333	14,333	14,333	14,333	14,333	14,333	14,333	14,333	14,333	172,000	186,333	14,333
Services	40,595	40,595	40,595	40,595	40,595	40,595	40,595	40,595	40,595	40,595	40,595	40,595	487,135	527,730	40,595
Interest Expense				500	500	500	500	500	500				3,000	3,000	0
Selpa Admin	0	0	728	0	576	633	1,678	117	0	409	168	0	4,310	6,331	2,022
EMO Fees	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	258,370	258,370	0
Charter Authorizer Fees													0	15,721	15,721
All Other Financing Uses-Principal				8,333	8,333	8,333	8,333	8,334	8,334				50,000	50,000	0
Total Disbursements	103,992	164,792	165,520	173,625	174,201	174,258	175,303	173,743	173,626	165,201	164,961	164,792	1,974,017	2,178,055	204,038
Prior Year Transactions															
State Apportionment	22.1%	1.74%													
Principal Apportionment	72,316	5,687											78,003	78,003	0
Property Taxes	6,935												6,935	6,935	0
SB 740						39,758				39,758			79,515	79,515	0
Federal Revenue	6,905	5,110											12,015	12,015	0
Other State Revenue	1,212												1,212	1,212	0
Lottery	6,743		6,743										13,486	13,486	0
Other Local	0												0	0	0
Accounts Payable-9500	26,848												26,848		
SELPA Payable	675	299											975	975	0
Due To Grantor Govts.	7,168												7,168		
Delay Pay & Payroll Payable	62,183												62,183		
Net Pr. Yr. Transactions	**(2,764)**	**10,498**	**6,743**	**-**	**-**	**39,758**	**-**	**-**	**-**	**39,758**	**-**	**-**	**93,992**	**190,192**	**(0)**
Net Increase/Decrease (B-C+D)	(106,756)	(132,631)	52,578	(136,078)	20,593	47,085	235,101	(80,957)	(113,064)	4,691	(62,422)	(113,889)	(385,748)	179,068	468,616
Ending Cash (A+E)	392,752	260,120	312,698	176,621	197,213	244,299	479,400	398,443	285,379	290,069	227,648	113,759	113,759		
Ending Cash plus Accruals															292,827

FY 2015	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
Beginning Cash	113,759	111,668	115,531	188,905	106,381	144,424	248,185	613,680	496,320	327,149	361,315	267,603	113,759		
Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
Receipts															
Property Taxes		28,589	57,177	38,118	38,118	38,118	38,118	38,118	71,472	35,736	35,736	35,736	455,037	476,478	21,442
Principal Apportionment	0	0	247,415	0	195,780	215,143	570,130	39,802	0	138,983	57,228	0	1,464,481	2,151,434	686,953
SB 740													0	245,834	245,834
Federal Revenue			11,825	11,825	57,336	11,825	11,825	57,336	11,825	11,825	57,336	11,825	254,785	300,296	45,511
Other State Revenue	0	2,081	2,081	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	3,747	37,881	41,628	3,747
Lottery						7,122				7,122			14,243	28,487	14,243
Other Local		750	750	750	750	750	750	750	750	750	750	750	8,250	9,000	750
LPS Reserve Financing-Deferrals	10,000	70,000		120,000								10,000	210,000	210,000	0
Total Receipts	10,000	101,420	319,249	174,440	295,731	276,705	624,570	139,752	87,794	198,162	154,797	62,058	2,444,678	3,463,157	1,018,479
Disbursements															
Certificated Salaries		91,300	91,300	91,300	91,300	91,300	91,300	91,300	91,300	91,300	91,300	91,300	1,004,303	1,181,533	177,230
Classified Salaries	14,851	14,851	14,851	14,851	14,851	14,851	14,851	14,851	14,851	14,851	14,851	14,851	178,209	198,010	19,801
Employee Benefits	26,522	26,522	26,522	26,522	26,522	26,522	26,522	26,522	26,522	26,522	26,522	26,522	318,261	318,261	0
Books & Supplies	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	19,197	230,363	249,560	19,197
Services	63,554	63,554	63,554	63,554	63,554	63,554	63,554	63,554	63,554	63,554	63,554	63,554	762,646	826,200	63,554
Interest Expense				333	333	333	333	333	333				2,000	2,000	0
Selpa Admin	0	0	916	0	725	797	2,111	147	0	515	212	0	5,423	7,966	2,544
EMO Fees	32,874	32,874	32,874	32,874	32,874	32,874	32,874	32,874	32,874	32,874	32,874	32,874	394,486	394,486	0
Charter Authorizer Fees													0	23,466	23,466
All Other Financing Uses-Principal				8,333	8,333	8,333	8,333	8,334	8,334				50,000	50,000	0
Total Disbursements	156,997	248,297	249,213	256,964	257,689	257,760	259,075	257,112	256,965	248,812	248,509	248,297	2,945,691	3,251,482	305,791
Prior Year Transactions															
State Apportionment	22.1%	9.81%													
Principal Apportionment	311,230	138,027											449,257	449,257	0
Property Taxes	14,795												14,795	14,795	0
SB 740						84,816				84,816			169,632	169,632	0
Federal Revenue	15,875	13,334											29,209	29,209	0
Other State Revenue	2,585												2,585	2,585	0
Lottery	3,338		3,338										6,677	6,677	0
Other Local	500												500	500	0
Accounts Payable-9500	54,928												54,928		
SELPA Payable	1,401	621											2,022	0	
Due To Grantor Govts.	15,721												15,721		
Delay Pay & Payroll Payable	131,368												131,368		
Net Pr. Yr. Transactions	**144,906**	**150,740**	**3,338**	**-**	**-**	**84,816**	**-**	**-**	**-**	**84,816**	**-**	**-**	**468,616**	**672,655**	**(0)**
Net Increase/Decrease (B-C+D)	(2,091)	3,863	73,374	(82,524)	38,043	103,761	365,495	(117,360)	(169,171)	34,166	(93,713)	(186,240)	(32,396)	884,330	712,687
Ending Cash (A+E)	111,668	115,531	188,905	106,381	144,424	248,185	613,680	496,320	327,149	361,315	267,603	81,363	81,363		
Ending Cash plus Accruals															965,692

LPS College Park			
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Enrollment	238	167	85
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	210.27	148	75
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 1,027,168	$ 746,931	$ 394,854
Funding in Lieu of Property Taxes	$ 305,665	$ 214,480	$ 109,166
Sub total	$ 1,332,834	$ 961,410	$ 504,021
Categorical Block Grant	$ 88,884	$ 64,115	$ 33,612
In Lieu Economic Impact Aid	$ 136,479	$ 117,215	$ 84,537
Special Education	$ 100,895	$ 72,778	$ 38,154
SB 740	$ 157,705	$ 110,658	$ 56,323
Other State Revenues	$ 74,927	$ 74,927	$ 74,927
Lottery	$ 31,978	$ 26,484	$ 18,583
Subtotal State Revenues	$ 1,923,702	$ 1,427,588	$ 810,158
Federal Revenues			
Title 1	$ 100,935	$ 75,861	$ 53,230
Title II & III	$ 24,857	$ 21,339	$ 15,422
Asset Grant	$ 130,500	$ 130,500	$ 130,500
NSLP	$ 75,861	$ 53,230	$ 27,093
SPED	$ 29,438	$ 20,966	$ 10,831
Subtotal Federal Revenues	$ 361,590	$ 301,895	$ 237,077
Other Revenues			
Intersite Transfers			
Student Meals & Donations	$ 9,000	$ 6,000	$ 3,000
TOTAL REVENUES	**$ 2,294,293**	**$ 1,735,483**	**$ 1,050,234**

LPS College Park			
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
EXPENDITURES			
Certificated Personnel Salaries	$ 849,878	$ 611,588	$ 341,498
Classified Personnel Salaries	$ 188,071	$ 129,057	$ 80,934
Subtotal Salaries	$ 1,037,949	$ 740,645	$ 422,433
Employee Benefits	$ 225,929	$ 163,329	$ 93,197
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 8,734	$ 10,170	$ 5,254
Supplies and Materials	$ 26,180	$ 18,646	$ 9,633
Non-Capitalized Equipment	$ 10,800	$ 12,713	$ 6,568
Food	$ 79,654	$ 55,891	$ 28,448
Subtotal Books, Sup., NCE, Food	$ 125,368	$ 97,420	$ 49,902
Services & Other Operating Expenses			
Janitorial Service	$ 74,100	$ 50,141	$ 25,447
Substitute Teachers	$ 12,940	$ 9,563	$ 5,538
Travel and Conferences	$ 11,900	$ 8,475	$ 4,378
Dues and Memberships	$ 3,045	$ 3,091	$ 3,137
Insurance	$ 9,462	$ 6,739	$ 3,482
Software Licenses	$ 5,950	$ 4,233	$ 2,187
Utilities	$ 50,700	$ 34,307	$ 17,411
Tickets and Fees	$ 45,254	$ 45,933	$ 46,622
Rentals, Leases, Repairs and Noncap	$ 529,852	$ 365,863	$ 185,829
Professional Consulting Services and Ops	$ 29,750	$ 21,167	$ 10,935
Communications	$ 8,330	$ 6,079	$ 3,218
Subtotal Services and Other	$ 781,283	$ 555,591	$ 308,183
Depreciation			
Other			
Network Admin Fee (EMO)	$ 380,098	$ 258,370	$ 131,495
Charter Authorizer Fees	$ 14,217	$ 10,255	$ 5,376
Selpa Admin Fee	$ 5,213	$ 3,750	$ 1,959
Subtotal Other Outgo	$ 399,528	$ 272,375	$ 138,831
TOTAL EXPENDITURES	**$ 2,570,057**	**$ 1,829,361**	**$ 1,012,546**
Change in Net Assets	**$ (275,765)**	**$ (93,878)**	**$ 37,688**
Beginning Net Assets	**$ 4,489**	**$ (271,276)**	**$ (365,154)**
Ending Net Assets	**$ (271,276)**	**$ (365,154)**	**$ (327,465)**

Rentals, Leases, Repairs & Noncapitalized improvements

LPS-College Park	FY 2012-13	FY 2013-14	FY 2014-15
Copier Lease	$19,667	$18,112	$9,056
Facility Rental Events	$12,865	$8,705	$6,000
Property/Building Rental	$497,319	$331,546	$165,773
Repairs/Maintenance	$0	$7,500	$5,000
Total	$529,852	$365,863	$185,829

LPS-College Park Balance Sheet	FY 2012-13	FY 2013-14	FY 2014-15
Balance Sheet			
Cash and Equivalents	-$82,881	-$106,665	$45,598
Certificate of Deposit			
Accounts Receivable	$645,574	$469,893	$253,551
Contribution Receivable			
Prepaid Expenses and Deposits	$ 16,996	$ 16,996	$ 16,996
Total Current Assets	**$579,689**	**$380,225**	**$316,146**
Property Plant & Equipment			
Property Plant & Equipment	$39,227	$39,227	$39,227
Less Accumulated Depreciation	-$39,227	-$39,227	-$39,227
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$579,689**	**$380,225**	**$316,146**
Liabilities & Net Assets			
Accounts Payable	$268,266	$181,248	$100,179
Accrued Liabilities	$65,699	$47,130	$26,432
CDE Revolving & Other Loans			
Facility Loan Payable			
Loans Payable (intersite)	$517,000	$517,000	$517,000
Total Liablilities	**$850,965**	**$745,378**	**$643,611**
Net Assets			
Beginning Net Assets	$4,489	-$271,276	-$365,154
Change in Net Assets	-$275,765	-$93,878	$37,688
Ending Net Assets	**-$271,276**	**-$365,154**	**-$327,465**
Total Liabilities and Net Assets	**$579,689**	**$380,225**	**$316,146**

Statement of Cash Flows	FY 2012-13	FY 2013-14	FY 2014-15
Statement of Cash Flows			
Operations	-$275,765	-$93,878	$37,688
Depreciation	$0	$0	$0
Accts Receivable	$44,803	$175,681	$216,342
Prepaids and Deposits	$0	$0	$0
Accounts Payable	$138,509	-$105,587	-$101,767
Capital Expenditure		$0	$0
Financing - Intersite		$0	$0
Financing		$0	$0
change to cash	**-$92,453**	**-$23,784**	**$152,263**
starting cash	$9,572	-$82,881	-$106,665
ending cash	-$82,881	-$106,665	$45,598

LPS College Park Enrollment and Funding Projections	FY 2012-13	FY 2013-14	FY 2014-15
ENROLLMENT ASSUMPTIONS			
Prior Year ADA	251	210	148
Total Enrollment	238	167	85
Total ADA	210.3	147.5	75.1
ADA as % of Enrollment	93.0%	93.0%	93.0%
Free and Reduced Lunch Students	214	150	77
Federal Poverty Students	169	118	60
English Language Learners	114	80	41
Special Education Students	24	17	9
PUBLIC REVENUES			
Annual Growth Rate in State Revenues(Per SSC-Jan 2012)	3.1%	2.8%	3.0%
Funding Rates			
GP Block Grant (per ADA) (Per SSC-Sept 2011)	$ 6,339	$ 6,516	$ 6,712
GP From State	$ 4,885	$ 5,062	$ 5,258
In Lieu from District (2011 P-2)	$ 1,454	$ 1,454	$ 1,454
Categorical Block Grant (per SSC-Sept 2011)	$ 423	$ 435	$ 448
Lottery (calculated on prior year ADA)	$ 127	$ 126	$ 126
Special Education Funding (per ADA)	$ 480	$ 493	$ 508
In Lieu Economic Impact Aid (estimate per eligible student)	$ 329	$ 338	$ 348
Title I (per Free and Reduced Lunch eligible pupil)	$ 354	$ 354	$ 354
Title II & III (per ELL Student)	$ 182	$ 187	$ 192

LPS College Park	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade			
10th Grade	100		
11th Grade	78	92	
12th Grade	60	75	85
Total	238	167	85
Prior Year CBEDS Enrollment	285	238	167
Growth in Enrollment from Prior Year	(47)	(71)	(82)
Prior Year Average Daily Attendance (#)	251.4	210.3	147.5
Average Daily Attendance (%)	93.0%	93.0%	93.0%
Average Daily Attendance (#)	210.3	147.5	75.1
Free and Reduced Lunch Students (%)	90%	90%	90%
Free and Reduced Lunch Students (#)	214	150	77
Federal Poverty Students (%)	71%	71%	71%
Federal Poverty Students (#)	169	118	60
Prior Year English Language Learners	137	114	80
English Language Learners (%)	48%	48%	48%
English Language Learners (#)	114	80	41
Special Education Students (%)	10%	10%	10%
Special Education Students (#)	24	17	9

LPS College Park Economic Impact Aid Block Grant	FY 2012-13	FY 2013-14	FY 2014-15
Federal Poverty Students - PY	202	169	118
English Language Learners - PY	137	114	80
Pupil enrollment - PY CBEDS	285	238	167
PY pupil enrollment CBEDS / 2	143	119	84
Weighted pupil concentration calculation	196	164	115
Weighted pupil concentration factor	98	82	57
Total Disadvantaged Pupils	437	365	256
Amount per disadvantaged pupil	$329	$338	$348
Funding for disadvantaged pupils	$143,662	$123,385	$88,987
Proration Factor	95.0%	95.0%	95.0%
Total Economic Impact Aid Block Grant	$136,479	$117,215	$84,537

LPS College Park			
Staffing and Benefits Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Average Annual Salary Growth	1.6%	1.4%	1.5%
Certificated Personnel			
Certificated Non-Teaching FTEs			
Principal	0.75	0.50	0.25
Dean	1.50	1.00	0.50
Counselors	1.50	1.00	0.50
Total Certificated Non-Teaching FTEs	3.8	2.5	1.3
Principal Salary	$ 97,488	$ 98,853	$ 100,336
Dean	$ 67,531	$ 68,476	$ 69,503
Counselors	$ 58,178	$ 58,992	$ 59,877
Teaching FTEs	10.9	8.0	4.5
Calculated Student / Teacher Ratio	24.0	24.0	24.0
Average Salary for Teaching Positions	$ 52,881	$ 53,621	$ 54,425
Classified Personnel			
Other Staff FTEs			
Academic Support Co-ordinator/Enrollment	0.8	0.5	0.3
School Manager	0.8	0.5	0.3
Campus Supervisor	1.0	0.5	0.3
Technology Coordinator	0.8	0.5	0.3
Total Other Staff FTEs	3.3	2.0	1.0
Average Salary for Other Staff Positions	$ 48,637	$ 49,318	$ 50,058
Other Classified Salaries (Food Services, etc.)	$ 30,000	$ 30,420	$ 30,876
Total FTEs	**17.9**	**12.5**	**6.8**

LPS College Park			
Staffing and Benefits Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Certificated Non-Teaching Salaries	$ 261,679	$ 176,895	$ 89,774
Certificated Teaching Salaries	$ 588,199	$ 434,693	$ 251,724
Classified Salaries	$ 188,071	$ 129,057	$ 80,934
Total Salaries	**$ 1,037,949**	**$ 740,645**	**$ 422,433**
Payroll Taxes and Benefits			
Variable Benefits (all employees)			
Workers Compensation	1.93%	1.96%	1.99%
Medicare	1.45%	1.45%	1.45%
Unemployment	1.63%	1.66%	1.68%
Disability and Life Insurance	0.51%	0.52%	0.52%
Total	5.52%	5.58%	5.64%
Retirement Plans			
Certificated Retirement Plan (STRS)	8.25%	8.50%	8.50%
Classified Retirement Plan (LPS 401a Plan)	8.00%	8.00%	8.00%
Health Benefits Annual Growth	-12%	4%	4%
Health Benefits Annual Cost	$ 5,217	$ 5,426	$ 5,643
Total Headcount Eligible for Health Benefits	16	11	6
Total Health Benefits Cost	$ 83,472	$ 59,682	$ 33,856

	LPS-COLLEGE PARK FY 2013	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
A	**Beginning Cash**	9,572	89,511	88,113	298,241	148,583	152,588	137,914	370,325	309,209	173,116	109,186	57,463	9,572		
	Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
	Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
	Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
B	**Receipts**															
	Property Taxes		18,340	36,680	24,453	24,453	24,453	24,453	24,453	45,850	22,925	22,925	22,925	291,911	305,665	13,755
	Principal Apportionment		0	155,644	0	123,162	135,343	358,658	25,038	0	87,431	36,001	0	921,278	1,353,427	432,149
	SB 740													0	157,705	157,705
	Federal Revenue			40,211	7,586	46,394	7,586	40,211	79,019	7,586	7,586	79,019	27,161	342,358	361,590	19,232
	Other State Revenue	0	3,746	3,746	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	68,184	74,927	6,743
	Lottery						7,995				7,995			15,989	31,978	15,989
	Other Local		900	900	900	900	900	900	900	900	900	900		9,000	9,000	0
	New Charter Apportionments													0		
	Fundraising													0		0
	All Other Financing Sources													0		0
	Total Receipts	0	22,986	237,181	39,683	201,652	183,020	430,966	136,154	61,079	133,580	145,588	56,829	1,648,719	2,294,293	645,574
C	**Disbursements**															
	Certificated Salaries		65,672	65,672	65,672	65,672	65,672	65,672	65,672	65,672	65,672	65,672	65,672	722,396	849,878	127,482
	Classified Salaries	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	169,264	188,071	18,807
	Employee Benefits	18,827	18,827	18,827	18,827	18,827	18,827	18,827	18,827	18,827	18,827	18,827	18,827	225,929	225,929	0
	Books & Supplies	5,714	5,714	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	79,371	125,368	45,997
	Services	60,099	60,099	60,099	60,099	60,099	60,099	60,099	60,099	60,099	60,099	60,099	60,099	721,184	781,283	60,099
	Interest Expense													0	0	0
	Selpa Admin	0	0	600	0	474	521	1,382	96	0	337	139	0	3,549	5,213	1,665
	EMO Fees	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	31,675	380,098	380,098	0
	Charter Authorizer Fees													0	14,217	14,217
	All Other Financing Uses-Principal													0		0
	Prepaid Expense/accrued liabilites (cha	0	0	0	0	0	0	0	0	0	0	0		0	0	
	Total Disbursements	130,421	196,093	197,772	197,173	197,647	197,694	198,554	197,269	197,173	197,510	197,312	197,173	2,301,791	2,570,057	268,266
D	**Prior Year Transactions**															
	Principal Apportionment	250,143	223,141	125,566										598,850	598,850	0
	Property Taxes	17,143												17,143	17,143	0
	SB 740													0		0
	Federal Revenue		13,050	45,153										58,203	58,203	0
	Other State Revenue													0		0
	Lottery	8,349			7,833									16,182	16,182	0
	Accounts Payable-9500	65,276	64,482											129,758	129,758	0
	SELPA Payable													0		
	Due To Grantor Govts.													0		
	Net Pr. Yr. Transactions	**210,359**	**171,709**	**170,719**	**7,833**	-	-	-	-	-	-	-	-	**560,620**	**560,620**	-
E	Net Increase/Decrease (B-C+D)	79,939	(1,398)	210,128	(149,658)	4,005	(14,674)	232,411	(61,116)	(136,094)	(63,929)	(51,724)	(140,344)	(92,453)	284,855	377,308
F	Ending Cash (A+E)	89,511	88,113	298,241	148,583	152,588	137,914	370,325	309,209	173,116	109,186	57,463	(82,881)	(82,881)		
G	Ending Cash plus Accruals															201,975

	LPS-COLLEGE PARK FY 2014	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
A	**Beginning Cash**	(82,881)	(96,282)	(105,385)	(55,950)	(167,406)	(158,566)	(84,819)	100,632	69,793	(26,649)	10,721	(13,112)	(82,881)		
	Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
	Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
	Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
B	**Receipts**															
	Property Taxes		12,869	25,738	17,158	17,158	17,158	17,158	17,158	32,172	16,086	16,086	16,086	204,828	214,480	9,652
	Principal Apportionment	0	0	115,119	0	91,095	100,104	265,275	18,519	0	64,667	26,628	0	681,407	1,001,039	319,632
	SB 740													0	110,658	110,658
	Federal Revenue			37,948	5,323	34,864	5,323	37,948	67,489	5,323	5,323	67,489	24,898	291,929	301,895	9,966
	Other State Revenue	0	3,746	3,746	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	68,184	74,927	6,743
	Lottery						6,621				6,621			13,242	26,484	13,242
	Other Local		600	600	600	600	600	600	600	600	600	600		6,000	6,000	0
	Prepaid Expense (change)													0	0	0
	Total Receipts	0	17,215	183,151	29,825	150,461	136,550	327,725	110,510	44,838	100,040	117,546	47,727	1,265,590	1,735,483	469,893
C	**Disbursements**															
	Certificated Salaries		47,259	47,259	47,259	47,259	47,259	47,259	47,259	47,259	47,259	47,259	47,259	519,850	611,588	91,738
	Classified Salaries	9,679	9,679	9,679	9,679	9,679	9,679	9,679	9,679	9,679	9,679	9,679	9,679	116,151	129,057	12,906
	Employee Benefits	13,611	13,611	13,611	13,611	13,611	13,611	13,611	13,611	13,611	13,611	13,611	13,611	163,329	163,329	0
	Books & Supplies	5,191	5,191	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	75,006	97,420	22,414
	Services	42,738	42,738	42,738	42,738	42,738	42,738	42,738	42,738	42,738	42,738	42,738	42,738	512,854	555,591	42,738
	Interest Expense													0		0
	Selpa Admin	0	0	431	0	341	375	994	69	0	242	100	0	2,552	3,750	1,197
	EMO Fees	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	21,531	258,370	258,370	0
	Charter Authorizer Fees													0	10,255	10,255
	Accrued Liabilities change													0		0
	Total Disbursements	92,750	140,009	141,711	141,280	141,621	141,655	142,274	141,349	141,280	141,522	141,380	141,280	1,648,112	1,829,361	181,248
D	**Prior Year Transactions**															
	State Apportionment	22.1%	9.81%													
	Principal Apportionment	299,378	131,753											431,131	432,149	1,018
	Property Taxes	13,755												13,755	13,755	0
	SB 740						78,852				78,852			157,705	157,705	0
	Federal Revenue	19,232												19,232	19,232	0
	Other State Revenue	6,743												6,743	6,743	0
	Lottery	7,995		7,995										15,989	15,989	0
	Other Local	0												0	0	0
	Accounts Payable-9500	106,095	17,551											123,646	106,095	0
	SELPA Payable	1,153	511											1,665	1,665	0
	Due To Grantor Govts.	14,217												14,217	14,217	0
	Delay Pay & Payroll Payable	146,289												146,289	146,289	0
	Net Pr. Yr. Transactions	**79,349**	**113,691**	**7,995**	**-**	**-**	**78,852**	**-**	**-**	**-**	**78,852**	**-**	**-**	**358,739**	**377,308**	**1,018**
E	Net Increase/Decrease (B-C+D)	(13,401)	(9,103)	49,435	(111,455)	8,839	73,747	185,451	(30,839)	(96,442)	37,370	(23,834)	(93,553)	(23,784)	283,430	289,663
F	Ending Cash (A+E)	(96,282)	(105,385)	(55,950)	(167,406)	(158,566)	(84,819)	100,632	69,793	(26,649)	10,721	(13,112)	(106,665)	(106,665)		
G	Ending Cash plus Accruals															176,765

	LPS-COLLEGE PARK FY 2015	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Expected	Remainder
A	**Beginning Cash**	(106,665)	(84,316)	(74,154)	(30,123)	(89,865)	(79,759)	(24,606)	93,815	96,729	44,629	79,795	86,611	(106,665)		
	Cash Flow Schedule-In Lieu		6%	12%	8%	8%	8%	8%	8%	15%	8%	8%	8%	96%		
	Cash Flow Schedule-Apportionment			11.5%		9%	10%	26.5%	1.85%		6.460%	2.66%		68%		
	Other State Revenue		5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	91%		
B	**Receipts**															
	Property Taxes		6,550	13,100	8,733	8,733	8,733	8,733	8,733	16,375	8,187	8,187	8,187	104,254	109,166	4,912
	Principal Apportionment	0	0	63,383	0	50,155	55,116	146,057	10,196	0	35,605	14,661	0	375,173	551,158	175,985
	SB 740													0	56,323	56,323
	Federal Revenue			35,334	2,709	22,580	2,709	35,334	55,205	2,709	2,709	55,205	22,284	236,781	237,077	296
	Other State Revenue	0	3,746	3,746	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	6,743	68,184	74,927	6,743
	Lottery						4,646				4,646			9,292	18,583	9,292
	Other Local		300	300	300	300	300	300	300	300	300	300		3,000	3,000	0
	LPS Reserve Financing-Deferrals													0		0
	Total Receipts	0	10,596	115,864	18,486	88,512	78,248	197,168	81,178	26,128	58,191	85,097	37,215	796,683	1,050,234	253,551
C	**Disbursements**															
	Certificated Salaries		26,388	26,388	26,388	26,388	26,388	26,388	26,388	26,388	26,388	26,388	26,388	290,273	341,498	51,225
	Classified Salaries	6,070	6,070	6,070	6,070	6,070	6,070	6,070	6,070	6,070	6,070	6,070	6,070	72,841	80,934	8,093
	Employee Benefits	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	7,766	93,197	93,197	0
	Books & Supplies	2,682	2,682	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	3,339	38,749	49,902	11,153
	Services	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	23,706	284,476	308,183	23,706
	Interest Expense													0		0
	Selpa Admin	0	0	225	0	178	196	519	36	0	127	52	0	1,334	1,959	626
	EMO Fees	10,958	10,958	10,958	10,958	10,958	10,958	10,958	10,958	10,958	10,958	10,958	10,958	131,495	131,495	0
	Charter Authorizer Fees													0	5,376	5,376
	All Other Financing Uses-Principal													0		0
	Total Disbursements	51,183	77,571	78,453	78,228	78,406	78,424	78,747	78,264	78,228	78,354	78,280	78,228	912,366	1,012,546	100,179
D	**Prior Year Transactions**															
	State Apportionment	22.1%	9.81%													
	Principal Apportionment	221,430	97,341											318,771	319,632	861
	Property Taxes	9,652												9,652	9,652	0
	SB 740						55,329				55,329			110,658	110,658	0
	Federal Revenue	9,966												9,966	9,966	0
	Other State Revenue	6,743												6,743	6,743	0
	Lottery	6,621		6,621										13,242	13,242	0
	Other Local	0												0	0	0
	Accounts Payable-9500	65,152	19,837											84,989		
	SELPA Payable	829	368											1,197	0	
	Due To Grantor Govts.	10,255												10,255		
	Delay Pay & Payroll Payable	104,644												104,644		
	Net Pr. Yr. Transactions	**73,532**	**77,136**	**6,621**	**-**	**-**	**55,329**	**-**	**-**	**-**	**55,329**	**-**	**-**	**267,947**	**469,893**	**861**
E	Net Increase/Decrease (B-C+D)	22,349	10,161	44,032	(59,742)	10,106	55,153	118,421	2,914	(52,100)	35,166	6,817	(41,013)	152,264	507,582	154,233
F	Ending Cash (A+E)	(84,316)	(74,154)	(30,123)	(89,865)	(79,759)	(24,606)	93,815	96,729	44,629	79,795	86,611	45,599	45,599		
G	Ending Cash plus Accruals															553,181

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2012-13**	**Total**
Enrollment	238	120	358
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	210	106	316
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 1,027,168	$ 517,900	$ 1,545,069
Funding in Lieu of Property Taxes	$ 305,665	$ 154,117	$ 459,782
Sub total	$ 1,332,834	$ 672,017	$ 2,004,851
Categorical Block Grant	$ 88,884	$ 44,816	$ 133,700
In Lieu Economic Impact Aid	$ 136,479	$ 50,741	$ 187,220
Special Education	$ 100,895	$ 50,871	$ 151,766
SB 740	$ 157,705	$ 79,515	$ 237,220
Other State Revenues	$ 74,927	$ 13,465	$ 88,392
Lottery	$ 31,978	$ 13,486	$ 45,464
Subtotal State Revenues	$ 1,923,702	$ 924,910	$ 2,848,613
Federal Revenues			
Title 1	$ 100,935	$ 38,249	$ 139,184
Title II & III	$ 24,857	$ 9,812	$ 34,669
Asset Grant	$ 130,500	$ -	$ 130,500
NSLP	$ 75,861	$ 38,249	$ 114,110
SPED	$ 29,438	$ -	$ 29,438
Subtotal Federal Revenues	$ 361,590	$ 86,310	$ 447,900
Other Revenues			
Student Meals & Intersite Transfers	$ 9,000	$ 403,000	$ 412,000
TOTAL REVENUES	**$ 2,294,293**	**$ 1,414,220**	**$ 3,708,513**

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2012-13**	**Total**
EXPENDITURES			
Certificated Personnel Salaries	$ 849,878	$ 383,571	$ 1,233,449
Classified Personnel Salaries	$ 188,071	$ 46,478	$ 234,549
Subtotal Salaries	$ 1,037,949	$ 430,049	$ 1,467,998
Employee Benefits	$ 225,929	$ 95,621	$ 321,550
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 8,734	$ 21,360	$ 30,094
Supplies and Materials	$ 26,180	$ 13,200	$ 39,380
Non-Capitalized Equipment	$ 10,800	$ 27,000	$ 37,800
Food	$ 79,654	$ 40,161	$ 119,815
Subtotal Books, Sup., NCE, Food	$ 125,368	$ 101,721	$ 227,089
Services & Other Operating Expenses			
Janitorial Service	$ 74,100	$ 24,700	$ 98,800
Substitute Teachers	$ 12,940	$ 6,520	$ 19,460
Travel and Conferences	$ 11,900	$ 1,500	$ 13,400
Dues and Memberships	$ 3,045	$ 761	$ 3,806
Insurance	$ 9,462	$ 1,193	$ 10,655
Software Licenses	$ 5,950	$ 3,000	$ 8,950
Utilities	$ 50,700	$ 16,900	$ 67,600
Tickets and Fees	$ 45,254	$ 11,313	$ 56,567
Rentals, Leases, Repairs and Noncap	$ 529,852	$ 176,617	$ 706,469
Professional Consulting Services and Ops	$ 29,750	$ 3,750	$ 33,500
Communications	$ 8,330	$ 1,050	$ 9,380
Subtotal Services and Other	$ 781,283	$ 247,304	$ 1,028,587
Other			
Network Admin Fee (EMO)	$ 380,098	$ 121,699	$ 501,797
Charter Authorizer Fees	$ 14,217	$ 7,168	$ 21,386
Selpa Admin Fee	$ 5,213	$ 3,052	$ 8,266
Interest Expense	$ -	$ 4,000	$ 4,000
Subtotal Other Outgo	$ 399,528	$ 135,920	$ 535,448
TOTAL EXPENDITURES	**$ 2,570,057**	**$ 1,010,615**	**$ 3,580,673**
Change in Net Assets	**$ (275,765)**	**$ 403,605**	$ 127,840
Beginning Net Assets	$ 4,489	$ -	$ 4,489
Ending Net Assets	**$ (271,276)**	**$ 403,605**	**$ 132,329**

Balance Sheet	FY 2012-13	FY 2012-13	Total
Balance Sheet			
Cash and Equivalents	-$82,881	$499,507	$416,626
Certificate of Deposit			
Accounts Receivable	$645,574	$191,166	$836,740
Contribution Receivable	$0		$0
Prepaid Expenses and Deposits	$16,996	$10,106	$27,102
Total Current Assets	**$579,689**	**$700,780**	**$1,280,468**
Property Plant & Equipment	$0	$0	$0
Property Plant & Equipment	$39,227	$0	$39,227
Less Accumulated Depreciation	-$39,227	$0	-$39,227
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$579,689**	**$700,780**	**$1,280,468**
Liabilities & Net Assets			
Accounts Payable	$268,266	$70,507	$338,773
Accrued Liabilities	$65,699	$26,667	$92,366
CDE Revolving & Other Loans	$0	$200,000	$200,000
Facility Loan Payable	$0	$0	$0
Loans Payable (intersite)	$517,000	$0	$517,000
Total Liablilities	**$850,965**	**$297,174**	**$1,148,139**
Net Assets			
Beginning Net Assets	$4,489	$0	$4,489
Change in Net Assets	-$275,765	$403,605	$127,840
Ending Net Assets	**-$271,276**	**$403,605**	**$132,329**
Total Liabilities and Net Assets	**$579,689**	**$700,780**	**$1,280,468**

Statement of Cash Flows	FY 2012-13	FY 2012-13	Total
Statement of Cash Flows			
Operations	-$275,765	$403,605	$127,840
Depreciation	$0	$0	$0
Accts Receivable	$44,803	-$191,166	-$146,363
Prepaids and Deposits	$0	-$10,106	-$10,106
Accounts Payable	$138,509	$97,174	$235,683
Capital Expenditure	$0	$0	$0
Financing	$0	$0	$0
Financing-Intersite-Defferal	$0	$200,000	$200,000
change to cash	**-$92,453**	**$499,507**	**$407,054**
starting cash	$9,572	$0	$9,572
ending cash	-$82,881	$499,507	$416,626

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2013-14**	**FY 2013-14**	**Total**
Enrollment	167	256	423
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	148	226	374
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 746,931	$ 1,144,995	$ 1,891,926
Funding in Lieu of Property Taxes	$ 214,480	$ 328,783	$ 543,263
Sub total	$ 961,410	$ 1,473,778	$ 2,435,188
Categorical Block Grant	$ 64,115	$ 98,284	$ 162,399
In Lieu Economic Impact Aid	$ 117,215	$ 52,162	$ 169,377
Special Education	$ 72,778	$ 111,564	$ 184,342
SB 740	$ 110,658	$ 169,632	$ 280,290
Other State Revenues	$ 74,927	$ 28,724	$ 103,651
Lottery	$ 26,484	$ 13,353	$ 39,837
Subtotal State Revenues	$ 1,427,588	$ 1,947,498	$ 3,375,085
Federal Revenues			
Title 1	$ 75,861	$ 81,598	$ 157,458
Title II & III	$ 21,339	$ 20,173	$ 41,512
Asset Grant	$ 130,500	$ -	$ 130,500
NSLP	$ 53,230	$ 81,598	$ 134,828
SPED	$ 20,966	$ 15,065	$ 36,032
Subtotal Federal Revenues	$ 301,895	$ 198,434	$ 500,329
Other Revenues			
Student Meals & Intersite Transfers	$ 6,000	$ 6,000	$ 12,000
TOTAL REVENUES	**$ 1,735,483**	**$ 2,151,932**	**$ 3,887,415**

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2013-14**	**FY 2013-14**	**Total**
EXPENDITURES			
Certificated Personnel Salaries	$ 611,588	$ 786,831	$ 1,398,420
Classified Personnel Salaries	$ 129,057	$ 133,436	$ 262,492
Subtotal Salaries	$ 740,645	$ 920,267	$ 1,660,912
Employee Benefits	$ 163,329	$ 210,303	$ 373,632
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 10,170	$ 31,879	$ 42,049
Supplies and Materials	$ 18,646	$ 28,582	$ 47,228
Non-Capitalized Equipment	$ 12,713	$ 40,194	$ 52,907
Food	$ 55,891	$ 85,678	$ 141,569
Subtotal Books, Sup., NCE, Food	$ 97,420	$ 186,333	$ 283,753
Services & Other Operating Expenses			
Janitorial Service	$ 50,141	$ 50,141	$ 100,282
Substitute Teachers	$ 9,563	$ 13,419	$ 22,982
Travel and Conferences	$ 8,475	$ 6,496	$ 14,971
Dues and Memberships	$ 3,091	$ 2,000	$ 5,091
Insurance	$ 6,739	$ 5,165	$ 11,904
Software Licenses	$ 4,233	$ 6,490	$ 10,723
Utilities	$ 34,307	$ 34,307	$ 68,614
Tickets and Fees	$ 45,933	$ 22,966	$ 68,899
Rentals, Leases, Repairs and Noncap	$ 365,863	$ 365,863	$ 731,726
Professional Consulting Services and Ops	$ 21,167	$ 16,224	$ 37,391
Communications	$ 6,079	$ 4,659	$ 10,738
Subtotal Services and Other	$ 555,591	$ 527,730	$ 1,083,321
Other			
Network Admin Fee (EMO)	$ 258,370	$ 258,370	$ 516,741
Charter Authorizer Fees	$ 10,255	$ 15,721	$ 25,976
Selpa Admin Fee	$ 3,750	$ 6,331	$ 10,081
Interest Expense	$ -	$ 3,000	$ 3,000
Subtotal Other Outgo	$ 272,375	$ 283,422	$ 555,798
TOTAL EXPENDITURES	**$ 1,829,361**	**$ 2,128,055**	**$ 3,957,416**
Change in Net Assets	**$ (93,878)**	**$ 23,876**	$ (70,001)
Beginning Net Assets	$ (271,276)	$ 403,605	$ 132,329
Ending Net Assets	**$ (365,154)**	**$ 427,482**	**$ 62,328**

Balance Sheet	FY 2013-14	FY 2013-14	Total
Balance Sheet			
Cash and Equivalents	-$106,665	$113,759	$7,094
Certificate of Deposit			
Accounts Receivable	$469,893	$672,655	$1,142,548
Contribution Receivable	$0		$0
Prepaid Expenses and Deposits	$16,996	$10,106	$27,102
Total Current Assets	**$380,225**	**$796,520**	**$1,176,745**
Property Plant & Equipment	$0	$0	$0
Property Plant & Equipment	$39,227	$0	$39,227
Less Accumulated Depreciation	-$39,227	$0	-$39,227
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$380,225**	**$796,520**	**$1,176,745**
Liabilities & Net Assets			
Accounts Payable	$181,248	$147,948	$329,196
Accrued Liabilities	$47,130	$56,091	$103,220
CDE Revolving & Other Loans	$0	$150,000	$150,000
Facility Loan Payable	$0		$0
Loans Payable (intersite)	$517,000	$15,000	$532,000
Total Liablilities	**$745,378**	**$369,038**	**$1,114,417**
Net Assets			
Beginning Net Assets	-$271,276	$403,605	$132,329
Change in Net Assets	-$93,878	$23,876	-$70,001
Ending Net Assets	**-$365,154**	**$427,482**	**$62,328**
Total Liabilities and Net Assets	**$380,225**	**$796,520**	**$1,176,745**

Statement of Cash Flows	FY 2013-14	FY 2013-14	Total
Statement of Cash Flows			
Operations	-$93,878	$23,876	-$70,001
Depreciation	$0	$0	$0
Accts Receivable	$175,681	-$481,489	-$305,808
Prepaids and Deposits	$0	$0	$0
Accounts Payable	-$105,587	$106,864	$1,277
Capital Expenditure	$0	$0	$0
Financing - Intersite	$0	$15,000	$15,000
Financing	$0	-$50,000	-$50,000
change to cash	**-$23,784**	**-$385,748**	**-$409,532**
starting cash	-$82,881	$499,507	$416,626
ending cash	-$106,665	$113,759	$7,094

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2014-15**	**FY 2014-15**	**Total**
Enrollment	85	371	456
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	75	328	403
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 394,854	$ 1,723,423	$ 2,118,278
Funding in Lieu of Property Taxes	$ 109,166	$ 476,478	$ 585,645
Sub total	$ 504,021	$ 2,199,902	$ 2,703,923
Categorical Block Grant	$ 33,612	$ 146,708	$ 180,320
In Lieu Economic Impact Aid	$ 84,537	$ 114,771	$ 199,308
Special Education	$ 38,154	$ 166,531	$ 204,685
SB 740	$ 56,323	$ 245,834	$ 302,157
Other State Revenues	$ 74,927	$ 41,628	$ 116,555
Lottery	$ 18,583	$ 28,487	$ 47,070
Subtotal State Revenues	$ 810,158	$ 2,943,861	$ 3,754,018
Federal Revenues			
Title 1	$ 53,230	$ 118,253	$ 171,483
Title II & III	$ 15,422	$ 31,168	$ 46,590
Asset Grant	$ 130,500	$ -	$ 130,500
NSLP	$ 27,093	$ 118,253	$ 145,346
SPED	$ 10,831	$ 32,622	$ 43,453
Subtotal Federal Revenues	$ 237,077	$ 300,296	$ 537,373
Other Revenues			
Student Meals & Intersite Transfers	$ 3,000	$ 9,000	$ 12,000
TOTAL REVENUES	**$ 1,050,234**	**$ 3,253,157**	**$ 4,303,391**

LPS -Summary	LPS College Park	LPS Oakland	
Multi-Year Budget Forecast	**FY 2014-15**	**FY 2014-15**	**Total**
EXPENDITURES			
Certificated Personnel Salaries	$ 341,498	$ 1,181,533	$ 1,523,032
Classified Personnel Salaries	$ 80,934	$ 198,010	$ 278,944
Subtotal Salaries	$ 422,433	$ 1,379,543	$ 1,801,976
Employee Benefits	$ 93,197	$ 318,261	$ 411,458
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 5,254	$ 36,913	$ 42,167
Supplies and Materials	$ 9,633	$ 42,043	$ 51,676
Non-Capitalized Equipment	$ 6,568	$ 46,437	$ 53,005
Food	$ 28,448	$ 124,166	$ 152,614
Subtotal Books, Sup., NCE, Food	$ 49,902	$ 249,560	$ 299,462
Services & Other Operating Expenses			
Janitorial Service	$ 25,447	$ 76,340	$ 101,786
Substitute Teachers	$ 5,538	$ 20,069	$ 25,607
Travel and Conferences	$ 4,378	$ 14,333	$ 18,711
Dues and Memberships	$ 3,137	$ 3,500	$ 6,637
Insurance	$ 3,482	$ 11,397	$ 14,878
Software Licenses	$ 2,187	$ 9,546	$ 11,733
Utilities	$ 17,411	$ 52,232	$ 69,643
Tickets and Fees	$ 46,622	$ 34,966	$ 81,588
Rentals, Leases, Repairs and Noncap	$ 185,829	$ 557,486	$ 743,315
Professional Consulting Services and Ops	$ 10,935	$ 35,797	$ 46,733
Communications	$ 3,218	$ 10,533	$ 13,751
Subtotal Services and Other	$ 308,183	$ 826,200	$ 1,134,383
Other			
Network Admin Fee (EMO)	$ 131,495	$ 394,486	$ 525,982
Charter Authorizer Fees	$ 5,376	$ 23,466	$ 28,842
Selpa Admin Fee	$ 1,959	$ 7,966	$ 9,926
Interest Expense	$ -	$ 2,000	$ 2,000
Subtotal Other Outgo	$ 138,831	$ 427,919	$ 566,750
TOTAL EXPENDITURES	**$ 1,012,546**	**$ 3,201,482**	**$ 4,214,028**
Change in Net Assets	**$ 37,688**	**$ 51,675**	$ 89,363
Beginning Net Assets	$ (365,154)	$ 427,482	$ 62,328
Ending Net Assets	**$ (327,465)**	**$ 479,156**	**$ 151,691**

Balance Sheet	FY 2014-15	FY 2014-15	Total
Balance Sheet			
Cash and Equivalents	$45,598	$81,363	$126,961
Certificate of Deposit			
Accounts Receivable	$253,551	$1,018,479	$1,272,030
Contribution Receivable	$0		$0
Prepaid Expenses and Deposits	$16,996	$10,106	$27,102
Total Current Assets	**$316,146**	**$1,109,948**	**$1,426,093**
Property Plant & Equipment	$0	$0	$0
Property Plant & Equipment	$39,227	$0	$39,227
Less Accumulated Depreciation	-$39,227	$0	-$39,227
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$316,146**	**$1,109,948**	**$1,426,093**
Liabilities & Net Assets			
Accounts Payable	$100,179	$221,582	$321,761
Accrued Liabilities	$26,432	$84,210	$110,641
CDE Revolving & Other Loans	$0	$100,000	$100,000
Facility Loan Payable	$0		$0
Loans Payable (intersite)	$517,000	$225,000	$742,000
Total Liablilities	**$643,611**	**$630,791**	**$1,274,402**
Net Assets			
Beginning Net Assets	-$365,154	$427,482	$62,328
Change in Net Assets	$37,688	$51,675	$89,363
Ending Net Assets	**-$327,465**	**$479,156**	**$151,691**
Total Liabilities and Net Assets	**$316,146**	**$1,109,948**	**$1,426,093**

Statement of Cash Flows	FY 2014-15	FY 2014-15	Total
Statement of Cash Flows			
Operations	$37,688	$51,675	$89,363
Depreciation	$0	$0	$0
Accts Receivable	$216,342	-$345,824	-$129,482
Prepaids and Deposits	$0	$0	$0
Accounts Payable	-$101,767	$101,753	-$14
Capital Expenditure	$0	$0	$0
Financing - Intersite	$0	$210,000	$210,000
Financing	$0	-$50,000	-$50,000
change to cash	**$152,263**	**-$32,396**	**$119,867**
starting cash	-$106,665	$113,759	$7,094
ending cash	$45,598	$81,363	$126,961

ENROLLMENT GOALS

LPS Oakland R& D Campus

Years	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade	120	128	128
10th Grade		128	128
11th Grade			115
12th Grade			
Total HS	120	256	371
Total School	120	256	371

LPS College Park

Years	FY 2012-13	FY 2013-14	FY 2014-15
9th Grade			
10th Grade	100		
11th Grade	78	92	
12th Grade	60	75	85
Total HS	238	167	85
Total School	238	167	85

LPS-Summary Enrollment

Years	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade	120	128	128
10th Grade	100	128	128
11th Grade	78	92	115
12th Grade	60	75	85
Total HS	358	423	456
Total School	358	423	456

ENROLLMENT AFTER ATTRITION (5%)

LPS Oakland R& D Campus

Years	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade	114	122	122
10th Grade	0	122	122
11th Grade	0	0	109
12th Grade	0	0	0
Total HS	114	243	352
Total School	114	243	352

LPS College Park

Years	FY 2012-13	FY 2013-14	FY 2014-15
9th Grade	0	0	0
10th Grade	95	0	0
11th Grade	74	87	0
12th Grade	57	71	81
Total HS	226	159	81
Total School	226	159	81

Summary Enrollment after attrition

Years	FY 2012-13	FY 2013-14	FY 2014-15
Enrollment			
9th Grade	114	122	122
10th Grade	95	122	122
11th Grade	74	87	109
12th Grade	57	71	81
Total HS	340	402	433
Total School	340	402	433

LPS-Summary Enrollment & Funding FY 2013	LPS College Park FY 2012-13	LPS Oakland FY 2012-13	Total FY 2012-13
ENROLLMENT ASSUMPTIONS			
Prior Year ADA	251		251
Total Enrollment	238	120	358
Total ADA	210	106	316
ADA as % of Enrollment	93.0%	93.0%	93.0%
Free and Reduced Lunch Students	214	108	322
Federal Poverty Students	169	74	238
English Language Learners	114	54	166
Special Education Students	24	12	36
PUBLIC REVENUES			
Annual Growth Rate in State Revenues(Per SSC-Jan 201	3.1%	2.8%	3.0%
Funding Rates			
GP Block Grant (per ADA) (Per SSC-Sept 2011)	$ 6,339	$ 6,339	$ 6,339
GP From State	$ 4,885	$ 4,885	$ 4,885
In Lieu from District (2011 P-2)	$ 1,454	$ 1,454	$ 1,454
Categorical Block Grant (per SSC-Sept 2011)	$ 423	$ 423	$ 423
Lottery (calculated on prior year ADA)	$ 127	$ 127	$ 127
Special Education Funding (per ADA)	$ 480	$ 480	$ 480
In Lieu Economic Impact Aid (estimate per eligible s	$ 329	$ 329	$ 329
Title I (per Free and Reduced Lunch eligible pupil)	$ 354	$ 354	$ 354
Title II & III (per ELL Student)	$ 182	$ 182	$ 182

LPS-Summary Enrollment & Funding	LPS College Park FY 2012-13	LPS Oakland FY 2012-13	TOTAL
Enrollment			
9th Grade		120	120
10th Grade	100		100
11th Grade	78		78
12th Grade	60		60
Total	238	120	358
Prior Year CBEDS Enrollment	285	-	285
Growth in Enrollment from Prior Year	(47)	120	73
Prior Year Average Daily Attendance (#)	251.4	-	251.4
Average Daily Attendance (%)	93.0%	93.0%	93%
Average Daily Attendance (#)	210.3	106.0	316.3
Free and Reduced Lunch Students (%)	90%	90%	90%
Free and Reduced Lunch Students (#)	214	108	322
Federal Poverty Students (%)	71%	62%	66%
Federal Poverty Students (#)	169	74	238
Prior Year English Language Learners	137	-	137
English Language Learners (%)	48%	45%	47%
English Language Learners (#)	114	54	166
Special Education Students (%)	10%	10%	10%
Special Education Students (#)	24	12	36

	LPS College Park	LPS Oakland	
Economic Impact Aid Block Grant	**FY 2012-13**	**FY 2012-13**	**Total**
Federal Poverty Students - PY	202		202
English Language Learners - PY	137		137
Pupil enrollment - PY CBEDS	285		285
PY pupil enrollment CBEDS / 2	143		143
Weighted pupil concentration calculation	196		196
Weighted pupil concentration factor	98		98
Total Disadvantaged Pupils	437		437
Amount per disadvantaged pupil	$ 329	$ 329	329
Funding for disadvantaged pupils	$143,662		$143,662
Proration Factor	95.0%	95.0%	95.0%
Total Economic Impact Aid Block Grant	$136,479		$136,479

LPS-Summary Enrollment & Funding FY 2014	LPS College Park FY 2013-14	LPS Oakland FY 2013-14	Total FY 2013-14
ENROLLMENT ASSUMPTIONS			
Prior Year ADA	210	106	316
Total Enrollment	167	256	423
Total ADA	148	226	374
ADA as % of Enrollment	93.0%	93.0%	93.0%
Free and Reduced Lunch Students	150	230	381
Federal Poverty Students	118	159	281
English Language Learners	80	115	197
Special Education Students	17	26	43
PUBLIC REVENUES			
Annual Growth Rate in State Revenues(Per SSC-Jan 201	3.1%	2.8%	3.0%
Funding Rates			
GP Block Grant (per ADA) (Per SSC-Sept 2011)	$ 6,516	$ 6,516	$ 6,516
GP From State	$ 5,062	$ 5,062	$ 5,062
In Lieu from District (2011 P-2)	$ 1,454	$ 1,454	$ 1,454
Categorical Block Grant (per SSC-Sept 2011)	$ 435	$ 435	$ 435
Lottery (calculated on prior year ADA)	$ 126	$ 126	$ 126
Special Education Funding (per ADA)	$ 493	$ 493	$ 493
In Lieu Economic Impact Aid (estimate per eligible s	$ 338	$ 338	$ 338
Title I (per Free and Reduced Lunch eligible pupil)	$ 354	$ 354	$ 354
Title II & III (per ELL Student)	$ 187	$ 187	$ 187

LPS-Summary Enrollment & Funding	LPS College Park FY 2013-14	LPS Oakland FY 2013-14	TOTAL
Enrollment			
9th Grade		128	128
10th Grade		128	128
11th Grade	92		92
12th Grade	75		75
Total	167	256	423
Prior Year CBEDS Enrollment	238	120	358
Growth in Enrollment from Prior Year	(71)	136	65
Prior Year Average Daily Attendance (#)	210.3	106.0	316.3
Average Daily Attendance (%)	93.0%	93.0%	93%
Average Daily Attendance (#)	147.5	226.2	373.7
Free and Reduced Lunch Students (%)	90%	90%	90%
Free and Reduced Lunch Students (#)	150	230	381
Federal Poverty Students (%)	71%	62%	66%
Federal Poverty Students (#)	118	159	281
Prior Year English Language Learners	114	54	114
English Language Learners (%)	48%	45%	47%
English Language Learners (#)	80	115	197
Special Education Students (%)	10%	10%	10%
Special Education Students (#)	17	26	43

	LPS College Park	LPS Oakland	
Economic Impact Aid Block Grant	**FY 2013-14**	**FY 2013-14**	**Total**
Federal Poverty Students - PY	169	74	243
English Language Learners - PY	114	54	168
Pupil enrollment - PY CBEDS	238	120	358
PY pupil enrollment CBEDS / 2	119	60	179
Weighted pupil concentration calculation	164	68	232
Weighted pupil concentration factor	82	34	116
Total Disadvantaged Pupils	365	162	527
Amount per disadvantaged pupil	$ 338	$ 338	338
Funding for disadvantaged pupils	$123,385	$54,907	$178,292
Proration Factor	95.0%	95.0%	95.0%
Total Economic Impact Aid Block Grant	$117,215	$52,162	$169,377

LPS-Summary Enrollment & Funding FY 2015	LPS-College Park FY 2014-15	LPS-Oakland FY 2014-15	Total FY 2014-15
ENROLLMENT ASSUMPTIONS			
Prior Year ADA	148	226	374
Total Enrollment	85	371	456
Total ADA	75	328	403
ADA as % of Enrollment	93.0%	93.0%	93.0%
Free and Reduced Lunch Students	77	334	410
Federal Poverty Students	60	230	303
English Language Learners	41	167	212
Special Education Students	9	38	46
PUBLIC REVENUES			
Annual Growth Rate in State Revenues(Per SSC-Jan 201	3.1%	2.8%	3.0%
Funding Rates			
GP Block Grant (per ADA) (Per SSC-Sept 2011)	$ 6,711	$ 6,711	$ 6,711
GP From State	$ 5,257	$ 5,257	$ 5,257
In Lieu from District (2011 P-2)	$ 1,454	$ 1,454	$ 1,454
Categorical Block Grant (per SSC-Sept 2011)	$ 448	$ 448	$ 448
Lottery (calculated on prior year ADA)	$ 126	$ 126	$ 126
Special Education Funding (per ADA)	$ 508	$ 508	$ 508
In Lieu Economic Impact Aid (estimate per eligible s	$ 348	$ 348	$ 348
Title I (per Free and Reduced Lunch eligible pupil)	$ 354	$ 354	$ 354
Title II & III (per ELL Student)	$ 192	$ 192	$ 192

LPS-Summary Enrollment & Funding	LPS College Park FY 2014-15	LPS Oakland FY 2014-15	TOTAL
Enrollment			
9th Grade		128	128
10th Grade		128	128
11th Grade		115	115
12th Grade	85		85
Total	85	371	456
Prior Year CBEDS Enrollment	167	256	423
Growth in Enrollment from Prior Year	(82)	115	33
Prior Year Average Daily Attendance (#)	147.5	226.2	373.7
Average Daily Attendance (%)	93.0%	93.0%	93%
Average Daily Attendance (#)	75.1	327.8	402.9
Free and Reduced Lunch Students (%)	90%	90%	90%
Free and Reduced Lunch Students (#)	77	334	410
Federal Poverty Students (%)	71%	62%	66%
Federal Poverty Students (#)	60	230	303
Prior Year English Language Learners	80	115	80
English Language Learners (%)	48%	45%	47%
English Language Learners (#)	41	167	212
Special Education Students (%)	10%	10%	10%
Special Education Students (#)	9	38	46

	LPS College Park	LPS Oakland	
Economic Impact Aid Block Grant	**FY 2014-15**	**FY 2014-15**	**Total**
Federal Poverty Students - PY	118	159	277
English Language Learners - PY	80	115	195
Pupil enrollment - PY CBEDS	167	256	423
PY pupil enrollment CBEDS / 2	84	128	212
Weighted pupil concentration calculation	115	146	260
Weighted pupil concentration factor	57	73	130
Total Disadvantaged Pupils	256	347	602
Amount per disadvantaged pupil	$ 348	$ 348	348
Funding for disadvantaged pupils	$88,987	$120,812	$209,798
Proration Factor	95.0%	95.0%	95.0%
Total Economic Impact Aid Block Grant	$84,537	$114,771	$199,308

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2012-13**	**FY 2012-13**	**FY 2012-13**
Average Annual Salary Growth			
Certificated Personnel			
Certificated Non-Teaching FTEs			
Principal	0.75	0.25	1.00
Dean	1.50	0.50	2.00
Counselors	1.50	0.50	2.00
Total Certificated Non-Teaching FTEs	3.8	1.3	5.0
Principal Salary	$97,488	$97,488	$97,488
Dean	$67,531	$67,531	$67,531
Counselors	$58,178	$58,178	$58,178
Teaching FTEs	10.9	5.5	16.4
Calculated Student / Teacher Ratio	24.0	24.0	24.0
Average Salary for Teaching Positions	$52,881	$52,881	$52,881
Classified Personnel			
Other Staff FTEs			
Academic Support Co-ordinator/Enrollment (HS	0.75		0.75
School Manager	0.75	0.25	1.00
Campus Supervisor	1.00	0.25	1.25
Technology Coordinator	0.75	0.25	1.00
Total Other Staff FTEs	3.25	0.75	4.00
Average Salary for Other Staff Positions	$48,637	$48,637	$48,637
Other Classified Salaries (Food Services, etc.)	$30,000	$10,000	$40,000
Total FTEs	**17.9**	**7.5**	**25.4**

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2012-13**	**FY 2012-13**	**FY 2012-13**
Certificated Non-Teaching Salaries	$261,679	$87,226	$348,905
Certificated Teaching Salaries	$588,199	$296,344	$884,543
Classified Salaries	$188,071	$46,478	$234,549
Total Salaries	**$ 1,037,949**	**$ 430,049**	**$ 1,467,998**
Payroll Taxes and Benefits			
Variable Benefits (all employees)			
Workers Compensation	1.93%	1.93%	1.93%
Medicare	1.45%	1.45%	1.45%
Unemployment	1.63%	1.63%	1.63%
Disability and Life Insurance	0.51%	0.51%	0.51%
Total	5.52%	5.52%	5.52%
Retirement Plans			
Certificated Retirement Plan (STRS)	8.25%	8.25%	8.25%
Classified Retirement Plan (LPS 401a Plan)	8.00%	8.00%	8.00%
Health Benefits Annual Growth	-11.52%	-11.52%	-11.52%
Health Benefits Annual Cost	$5,217	$5,217	$10,434
Total Headcount Eligible for Health Benefits	16	7	23
Total Health Benefits Cost	$ 83,472	$ 36,519	$ 239,982

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2013-14**	**FY 2013-14**	**FY 2013-14**
Average Annual Salary Growth			
Certificated Personnel			
Certificated Non-Teaching FTEs			
Principal	0.50	0.50	1.00
Dean (HS)	1.00	1.00	2.00
Counselors	1.00	1.00	2.00
Total Certificated Non-Teaching FTEs	2.5	2.5	5.0
Principal Salary	$98,853	$98,853	$98,853
Dean	$68,476	$68,476	$68,476
Counselors	$58,992	$58,992	$58,992
Teaching FTEs	8.0	11.2	19.1
Calculated Student / Teacher Ratio	24.0	24.0	24.0
Average Salary for Teaching Positions	$53,621	$53,621	$53,621
Classified Personnel			
Other Staff FTEs			
Academic Support Co-ordinator/Enrollment (HS	0.50	0.50	1.00
School Manager	0.50	1.00	1.50
Campus Supervisor	0.50	0.50	1.00
Technology Coordinator	0.50	0.50	1.00
Total Other Staff FTEs	2.00	2.50	4.50
Average Salary for Other Staff Positions	$49,318	$49,318	$49,318
Other Classified Salaries (Food Services, etc.)	$30,420	$10,140	$40,560
Total FTEs	**12.5**	**16.2**	**28.6**

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2013-14**	**FY 2013-14**	**FY 2013-14**
Certificated Non-Teaching Salaries	$176,895	$176,895	$353,790
Certificated Teaching Salaries	$434,693	$609,936	$1,044,629
Classified Salaries	$129,057	$133,436	$262,492
Total Salaries	**$ 740,645**	**$ 920,267**	**$ 1,660,912**
Payroll Taxes and Benefits			
Variable Benefits (all employees)			
Workers Compensation	1.96%	1.96%	1.96%
Medicare	1.45%	1.45%	1.45%
Unemployment	1.66%	1.66%	1.66%
Disability and Life Insurance	0.52%	0.52%	0.52%
Total	5.58%	5.58%	5.58%
Retirement Plans			
Certificated Retirement Plan (STRS)	8.50%	8.50%	8.50%
Classified Retirement Plan (LPS 401a Plan)	8.00%	8.00%	8.00%
Health Benefits Annual Growth	4.00%	4.00%	4.00%
Health Benefits Annual Cost	$5,426	$5,426	$10,851
Total Headcount Eligible for Health Benefits	11	15	26
Total Health Benefits Cost	$ 59,682	$ 81,385	$ 282,135

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2014-15**	**FY 2014-15**	**FY 2014-15**
Average Annual Salary Growth			
Certificated Personnel			
Certificated Non-Teaching FTEs			
Principal	0.25	0.75	1.00
Dean (HS)	0.50	1.50	2.00
Counselors	0.50	1.50	2.00
Total Certificated Non-Teaching FTEs	1.3	3.8	5.0
Principal Salary	$100,336	$100,336	$100,336
Dean	$69,503	$69,503	$69,503
Counselors	$59,877	$59,877	$59,877
Teaching FTEs	4.5	16.5	21.0
Calculated Student / Teacher Ratio	24.0	24.0	24.0
Average Salary for Teaching Positions	$54,425	$54,425	$54,425
Classified Personnel			
Other Staff FTEs			
Academic Support Co-ordinator/Enrollment (HS	0.25	0.75	1.00
School Manager	0.25	1.50	1.75
Campus Supervisor	0.25	0.75	1.00
Technology Coordinator	0.25	0.75	1.00
Total Other Staff FTEs	1.00	3.75	4.75
Average Salary for Other Staff Positions	$50,058	$50,058	$50,058
Other Classified Salaries (Food Services, etc.)	$30,876	$10,292	$41,168
Total FTEs	**6.8**	**24.0**	**30.8**

Leadership Public Schools:	LPS College Park	LPS Oakland	Total
Staffing and Benefits Summary	**FY 2014-15**	**FY 2014-15**	**FY 2014-15**
Certificated Non-Teaching Salaries	$89,774	$269,323	$359,097
Certificated Teaching Salaries	$251,724	$912,211	$1,163,935
Classified Salaries	$80,934	$198,010	$278,944
Total Salaries	**$ 422,433**	**$ 1,379,543**	**$ 1,801,976**
Payroll Taxes and Benefits			
Variable Benefits (all employees)			
Workers Compensation	1.99%	1.99%	1.99%
Medicare	1.45%	1.45%	1.45%
Unemployment	1.68%	1.68%	1.68%
Disability and Life Insurance	0.52%	0.52%	0.52%
Total	5.64%	5.64%	5.64%
Retirement Plans			
Certificated Retirement Plan (STRS)	8.50%	8.50%	8.50%
Classified Retirement Plan (LPS 401a Plan)	8.00%	8.00%	8.00%
Health Benefits Annual Growth	4.00%	4.00%	4.00%
Health Benefits Annual Cost	$5,643	$5,643	$11,285
Total Headcount Eligible for Health Benefits	6	22	28
Total Health Benefits Cost	$ 33,856	$ 124,140	$ 315,992

Leadership Public Schools Combined Summary	LPS College Park & LPS-Oakland		
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
Enrollment	358	423	456
ADA %	93.0%	93.0%	93.0%
Average Daily Attendance (ADA)	316	374	403
Growth in Expenses	1.5%	1.5%	1.5%
REVENUES			
State Revenues			
General-Purpose Block Grant	$ 1,545,069	$ 1,891,926	$ 2,118,278
Funding in Lieu of Property Taxes	$ 459,782	$ 543,263	$ 585,645
Sub total	$ 2,004,851	$ 2,435,188	$ 2,703,923
Categorical Block Grant	$ 133,700	$ 162,399	$ 180,320
In Lieu Economic Impact Aid	$ 187,220	$ 169,377	$ 199,308
Special Education	$ 151,766	$ 184,342	$ 204,685
SB 740	$ 237,220	$ 280,290	$ 302,157
Other State Revenues	$ 88,392	$ 103,651	$ 116,555
Lottery	$ 45,464	$ 39,837	$ 47,070
Subtotal State Revenues	$ 2,848,613	$ 3,375,085	$ 3,754,018
Federal Revenues			
Title 1	$ 139,184	$ 157,458	$ 171,483
Title II & III	$ 34,669	$ 41,512	$ 46,590
Asset Grant	$ 130,500	$ 130,500	$ 130,500
NSLP	$ 114,110	$ 134,828	$ 145,346
SPED	$ 29,438	$ 36,032	$ 43,453
Subtotal Federal Revenues	$ 447,900	$ 500,329	$ 537,373
Other Revenues			
Rental Income (from LLC)			
Home Office Transfer	$400,000		
Student Meals	$ 12,000	$ 12,000	$ 12,000
TOTAL REVENUES	**$ 3,708,513**	**$ 3,887,415**	**$ 4,303,391**

Leadership Public Schools Combined Summary	LPS College Park & LPS-Oakland		
Multi-Year Budget Forecast	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**
EXPENDITURES			
Certificated Personnel Salaries	$ 1,233,449	$ 1,398,420	$ 1,523,032
Classified Personnel Salaries	$ 234,549	$ 262,492	$ 278,944
Subtotal Salaries	$ 1,467,998	$ 1,660,912	$ 1,801,976
Employee Benefits	$ 321,550	$ 373,632	$ 411,458
Books, Supplies, and NCE, Food			
Textbooks and Instructional Materials	$ 30,094	$ 42,049	$ 42,167
Supplies and Materials	$ 39,380	$ 47,228	$ 51,676
Non-Capitalized Equipment	$ 37,800	$ 52,907	$ 53,005
Food	$ 119,815	$ 141,569	$ 152,614
Subtotal Books, Sup., NCE, Food	$ 227,089	$ 283,753	$ 299,462
Services & Other Operating Expenses			
Janitorial Service	$ 98,800	$ 100,282	$ 101,786
Substitute Teachers	$ 19,460	$ 22,982	$ 25,607
Travel and Conferences	$ 13,400	$ 14,971	$ 18,711
Dues and Memberships	$ 3,806	$ 5,091	$ 6,637
Insurance	$ 10,655	$ 11,904	$ 14,878
Software Licenses	$ 8,950	$ 10,723	$ 11,733
Utilities	$ 67,600	$ 68,614	$ 69,643
Tickets and Fees	$ 56,567	$ 68,899	$ 81,588
Rentals, Leases, Repairs and Noncap	$ 706,469	$ 731,726	$ 743,315
Professional Consulting Services and Ops	$ 33,500	$ 37,391	$ 46,733
Communications	$ 9,380	$ 10,738	$ 13,751
Subtotal Services and Other	$ 1,028,587	$ 1,083,321	$ 1,134,383
Other			
Network Admin Fee (EMO)	$ 501,797	$ 516,741	$ 525,982
Charter Authorizer Fees	$ 21,386	$ 25,976	$ 28,842
Selpa Admin Fee	$ 8,266	$ 10,081	$ 9,926
Interest	$ 4,000	$ 3,000	$ 2,000
Subtotal Other Outgo	$ 535,448	$ 555,798	$ 566,750
TOTAL EXPENDITURES	**$ 3,580,673**	**$ 3,957,416**	**$ 4,214,028**
Change in Net Assets	**$ 127,840**	**$ (70,001)**	**$ 89,363**
Beginning Net Assets	**$ 4,489**	**$ 132,329**	**$ 62,328**
Ending Net Assets	**$ 132,329**	**$ 62,328**	**$ 151,691**
Reserves	**4%**	**2%**	**4%**

Balance Sheet	FY 2012-13	FY 2013-14	FY 2014-15
Balance Sheet			
Cash and Equivalents	$416,626	$7,094	$126,961
Certificate of Deposit			
Accounts Receivable	$836,740	$1,142,548	$1,272,030
Contribution Receivable	$0	$0	$0
Prepaid Expenses and Deposits	$27,102	$27,102	$27,102
Total Current Assets	**$1,280,468**	**$1,176,745**	**$1,426,093**
Property Plant & Equipment			
Property Plant & Equipment	$39,227	$39,227	$39,227
Less Accumulated Depreciation	-$39,227	-$39,227	-$39,227
Net Property, Plant & Equipment	$0	$0	$0
Total Assets	**$1,280,468**	**$1,176,745**	**$1,426,093**
Liabilities & Net Assets			
Accounts Payable	$338,773	$329,196	$321,761
Accrued Liabilities	$92,366	$103,220	$110,641
CDE Revolving & Other Loans	$200,000	$150,000	$100,000
Intersite Payable	$517,000	$532,000	$742,000
Total Liablilities	**$1,148,139**	**$1,114,417**	**$1,274,402**
Net Assets			
Beginning Net Assets	$4,489	$132,329	$62,328
Change in Net Assets	$127,840	-$70,001	$89,363
Ending Net Assets	**$132,329**	**$62,328**	**$151,691**
Total Liabilities and Net Assets	**$1,280,468**	**$1,176,745**	**$1,426,093**

Statement of Cash Flows	FY 2012-13	FY 2013-14	FY 2014-15
Statement of Cash Flows			
Operations	$127,840	-$70,001	$89,363
Depreciation			
Accts Receivable	-$146,363	-$305,808	-$129,482
Prepaids and Deposits	-$10,106	$0	$0
Accounts Payable	$235,683	$1,277	-$14
Capital Expenditure	$0	$0	$0
Financing - Intersite	$0	$15,000	$210,000
Financing	$200,000	-$50,000	-$50,000
change to cash	**$407,054**	**-$409,532**	**$119,867**
starting cash	$9,572	$416,626	$7,094
ending cash	$416,626	$7,094	$126,961

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Chapter 5 – Finance and Fundraising

INTRODUCTION

This section provides tips on managing your school budget, an introduction to LPS accounting methods and financial reports, an overview of LPS budget policies and procedures, and "nuts and bolts" procedures for expense reports, purchasing, payroll, petty cash, and contracts.

In order to have efficient and sound financial systems, and to avoid audit problems, most of the processes in this section are mandatory. Following is a summary of key responsibilities, which are explained in more detail below.

Area	Home Office Role	School-Site Role
Audit	Coordinates the audit process.	Provides required information.
Budget Development	Develops guidelines. Assists Principals in developing budgets.	Principal leads development of discretionary budget.
Budget Monitoring	Provides monthly financial reports and advises Principals on budget adjustments.	Monitors budget and attendance to ensure budget is adhered to.
Cash Receipts	Records transactions in accounting system.	School keeps careful records of cash receipts (food sales, yearbook sales, etc.), deposits cash and forwards documentation to Home Office.
Contracts	Reviews, negotiates, approves, and signs contracts.	Identifies vendors and consultants, defines scope of work, and submits contract requests to the Home Office.
Credit Cards	Reviews and records transactions using the LPS credit card	Submits reconcilement forms for approval after using LPS credit card.
Expense Reports	Reviews expense reports and issues reimbursements.	Principal approves and submits expense reports to the Home Office.
Fundraising	Raises all startup funds and assists with enrichment fundraising. Manages donor database.	Conducts school-based fundraising and coordinates with Home Office on grant proposals.
Payroll	Processes payroll and maintains HR data.	Approves and submits timesheets on a monthly basis.
Petty Cash	Records transactions in accounting system and replenishes petty cash.	Keeps receipts for all petty cash transactions and forwards information to Home Office on a monthly basis.
Purchasing	Coordinates selected major orders. Encumbers funds for major purchases.	School Manager handles most purchases, submits copies of purchase orders and packing slips to Home Office. CEO approval needed for purchases over $5K.

LPS SUSTAINABILITY PLANS

Following is a brief overview of our overall sustainability plans and fundraising needs

Schools are expected to be self-sufficient upon reaching full-scale (Year 5), assuming average facilities and special education encroachment costs. Until schools are at full scale, each school requires about $1.6 million of major donor start-up funding. The Home Office raises this start-up funding for each school. Additional philanthropy donated to a school would fund enhanced programs and facilities.

Each school pays a management fee to the Home Office. Once the LPS network reaches sufficient scale, the management fee will cover all Home Office costs.

OVERVIEW OF KEY SCHOOL BUDGET ASSUMPTIONS

Following is a brief overview of the key assumptions built into our school budgets. More information is included in our business plan in Appendix 1A.

Enrollment and Revenue

Our business plan assumes each school starts with a freshman class of 125 students and grows to serve 500 students in grades 9-12 at full scale.

School budgets are highly sensitive to enrollment and average daily attendance ("ADA"). Our business plan assumes 90% ADA in Year 1, and 93% thereafter. Our main revenue source is state and federal funding, which is calculated based on ADA. We receive about $7,000 in state and federal funds for each student. In addition, some of our main donors have tied funding to enrollment targets (see Chapter 8 – Enrollment and Trailblazing for more information). School budgets may be adjusted at any time if a school does not maintain the enrollment and ADA levels needed to support the budget.

Following are explanations of the key revenue items included in the budget:

- *General Purpose Block Grant*. This is the majority of our funding (about $6, 000 per student based on ADA). Part of this amount is provided directly by the state ("state aid"); the remainder comes from the local school district ("in lieu property taxes"). From a budget perspective, we do not distinguish between the state and local portions.

- *Categorical Block Grant*. The state pays charter schools about $400 per student based on ADA in lieu of requiring charter schools to "apply and comply" with various state categorical programs. This funding is completely unrestricted. However, as a result of the categorical block grant, charter schools are not allowed to apply to a large number of state categorical programs including Gifted and Talented Education, Transportation Funding, 9th grade class size reduction, 10th grade counseling, dropout prevention, math and reading professional development, BTSA, and Advanced Placement.

- *Lottery*. California schools receive about $130 per student based on their prior year's ADA (therefore a first year school receives nothing). A small portion of these funds are restricted for instructional supplies.

- *Economic Impact Aid*. California charter schools receive about $120 per student that qualifies for free or reduced lunch or is an English Language Learner. Students can be counted twice (a low-income ELL student generates $240 in funding). These funds are unrestricted.

- *Lunch Program*. We receive federal breakfast and lunch subsidies which are restricted for providing meals to low-income students. Typically these revenues are not enough to cover our costs, so schools run food programs at a loss.

- *No Child Left Behind*. We receive about $500 in federal Title I funds per low income student. We also receive small amounts from other federal programs. These funds must be spent in accordance with the school's LEA (Lead Education Agency) Plan.

- *CDE Startup Grant or CDE Implementation Grants*. These are grants of $400,000 to $450,000 that are awarded through a competitive application process. Funds must be spent according to CDE-approved budgets. CDE grants cannot be used for ongoing costs or facilities.

- *School-Based Fundraising*. Our budgets do not include any targets for school-based fundraising. Additional funds raised by the school can be used for enrichment, subject to board approval.

- *Fundraising by the Home Office*. These are the startup and enrichment funds raised by the Home Office. These funds may be restricted depending on donor instructions.

Expenses

School budgets are very sensitive to changes in class size. Our student-teacher ratio is targeted at about 23 to 1, which due to teacher prep periods translates into core class sizes of about 25 and Advisory class sizes of about 15. Principals can adjust the ratio if desired, with approval from the CEO.

Since most of our cost structure is salary and benefits, the staffing ratio and average teacher salary determine a large portion of the school cost structure. The average teacher salary will vary based on the mix of teachers hired at each school. Benefits typically run at about 23% of salary.

As mentioned above, a fee is charged to each school for Home Office administration. Schools also pay a legally mandated oversight fee of 1%-3% of revenue to the charter authorizer.

Our business plan relies on securing low cost facilities so we can put most of our resources into teaching and learning. Facilities costs are averaged across all of our schools, so each school pays the same amount for facilities.

TIPS ON MANAGING YOUR SCHOOL BUDGET

MANAGING SCHOOL REVENUE

Following are some of the key revenue drivers principals should manage and monitor closely:

1. Maintaining Budgeted Attendance and Enrollment. Maintaining budgeted average daily attendance (ADA) is critical; exceeding budgeted ADA is the easiest way to generate additional funds for school enrichment (as noted in the Attendance chapter, a 5% increase in ADA will generate over $700,000 in additional school revenues over a 5 year period). Budget cuts are likely to be necessary if a school does not meet its attendance and enrollment targets.

2. Collection of Free and Reduced Price Lunch (FRL) Forms. Federal Title I funding and certain state funds (as much as $1,000 per student) are directly tied to the number of FRL eligible students enrolled in the school. Collecting FRL forms from high school students and their parents can be challenging, but is well worth the effort. A higher FRL rate also increases our API Similar Schools rank, which is very important for charter renewal and external relations.

3. School-Based Fundraising. The Home Office has the primary responsibility to fundraise for the startup costs of each school (approximately $1.5 million per site). Additionally, the Home Office raises approximately $1M annually as part of the annual fund drive. Any additional school-based fundraising can be used for enrichment.

4. Other Drivers. Other revenue drivers that can have a significant impact include collecting food revenues and conducting independent study programs to boost ADA (see the Attendance chapter for more information).

MANAGING SCHOOL EXPENSES

Following are areas where the Principal and school staff may be able to help cut costs:

- Utilities (turn off lights, minimize use of AC)
- Staff recruiting (referral is the cheapest and most effective method, even taking into account our $500 per hire referral bonus)
- Classroom and campus tidiness (reduces custodial expense)
- Careful control of textbook checkout and recovery at end of term to reduce attrition
- Theft control (discourage unsupervised use of computers or student access to supplies, implement asset tagging system, implement key control/checkout policy, train staff on use of burglar alarm system)
- Food service (only order number of meals that will be served, require students to order and pay for lunches in advance)
- Travel (carpool or take public transportation when on LPS business)
- Regulate use of copier (use double sided copies if possible; minimize waste)
- Materials and supplies (establish department budgets and hold Department Chairs accountable to stay within them)

OVERVIEW OF LPS ACCOUNTING METHODS AND FINANCIAL REPORTS

ROLE OF THE HOME OFFICE AND SCHOOL-SITES

The Home Office Accounting Department enters all financial transactions and produces financial reports for the schools and Home Office. While the Home Office has primary responsibility for accounting, the school must follow the procedures for attendance reporting, purchasing, expense reports, and petty cash to ensure accurate and timely financial reports. These procedures are outlined in detail below.

METHOD OF ACCOUNTING

LPS uses an “accrual basis” method of accounting, which means that revenues and expenses are recorded when the economic activity occurs, as opposed to “cash basis” in which transactions are recorded only when cash is disbursed. The accrual basis helps us avoid surprises, avoid budget overages, and gives us a more accurate picture of the budget status of the school.

Accrual accounting is very helpful in monitoring whether we are hitting revenue targets, as the state funding system lags significantly behind our actual attendance. We recognize ADA-based revenue based on the school’s projected annual ADA, with approximately 10% of annual revenues recognized in each month from September to June.

ENCUMBRANCES

LPS protects against budget overages by using encumbrances for major purchases and contracts. In essence, the money for the purchase or contract is “earmarked” in the financial

system, even if the product or service has yet to be provided or invoiced. This allows us to provide Principals with more accurate budget reports.

It is important that School Managers send a copy of every approved purchase order to the Home Office so the appropriate encumbrances can be recorded. This is especially true during the summer and beginning of the year when most large purchases are made.

Note that excessive and unregulated use of out-of-pocket expenses by teachers or other school staff will make it very difficult to monitor school budget balances, as we often don't know about the expenditure until an expense report is received, often months later. Principals are encouraged to establish strict guidelines over which expenses may be paid out of pocket by school staff.

MONTHLY FINANCIAL REPORTING

Principals will receive a package of monthly financial reports including the following:

Income statements. Also known as the "statement of revenues and expenditures." Shows revenues and expenses and budget remaining. These reports can be organized by object code or by function code (department), or a hybrid. Most reports will only show the discretionary segment. These are the key reports for Principals to monitor performance against budget.

Invoice registers. This shows a list of all invoices charged to the school site during the reporting period, split out by fixed and discretionary segments and showing which department (function code) each invoice was charged against. Principals should review these reports and report back any possible errors to the Home Office.

SCHOOL ACCOUNT CODE STRUCTURE (SACS)

LPS uses the account code structure, called SACS, which is used by all California school districts. LPS financial statements are in "plain English," so principals need not memorize account numbers. The key segments Principals should become familiar with are as follows:

Object Code – a classification scheme for expenses; most budget reports are organized by object code. Codes are four digits, with the first digit indicating the general category:

1000-1999 – certificated salaries (teaching staff)
2000-2999 – classified salaries (administrators and support staff)
3000-3999 – employee benefits
4000-4999 – instructional materials, supplies, and non-capitalized equipment (items costing less than $5,000)
5000-5999 – operating expenses, including insurance, advertising, consultants, leases, utilities, and the like
6000-6999 – capital expenses such as site improvements and equipment costing more than $5000
7000-7999 – "other outgo," including contingency funds, loan repayments, district oversight fees, Home Office management fees, and the like
8000-8999 – revenue accounts

9000-9999 – balance sheet accounts

Function Code – denotes departments within schools and the Home Office. There are function codes for each academic department (math, science, etc.) as well as other activities such as enrollment, pupil testing, technology, athletics, student life, and special education.

Site Code – 000 for Home Office, 100 for Richmond, 200 for Oakland, 400 for East San Jose, 500 for Hayward, and 600 for Campbell.

AUDIT PROCESS AND GUIDELINES

We are required by law to conduct an audit annually of each school. The resulting audit reports are submitted to our charter authorizers and the California Department of Education. The audit report will also often be shared with foundations and donors.

The Home Office will coordinate the audit process and inform the School Manager of the dates of the audit visit and what records should be available for inspection. At a minimum, the auditors will want to inspect: (1) weekly attendance verification reports signed by each teacher, (3) credentials of teachers in all core subjects, (4) employment contracts, (5) evidence that the school provided the required minimum 170 instructional days and 6 62949minutes of instruction. The audit typically occurs between July and October. Thus the first audit for a new school will therefore occur during the beginning of its second year of operation.

Audit findings or exceptions are very serious and can result in the state demanding the return of funding, and can even lead to revocation or non-renewal of the charter. There have been several high-profile cases in which charter schools and charter school networks were shut down over audit issues. Principals can ensure clean audits by carefully following the procedures outlined in the Finance, Human Resources, and Attendance chapters of this Guide.

LPS BUDGET POLICIES

The LPS Board of Trustees has approved the following policies for developing and managing LPS budgets.

FISCAL YEAR

LPS operates on a fiscal year that matches the school year – July 1 to June 30. Fiscal years are named for the year in which they end – for example, FY 2006 starts on July 1, 2005 and ends on June 30, 2006.

FIXED AND DISCRETIONARY BUDGET SEGMENTS

LPS school budgets are divided into “fixed” and “discretionary” segments. The fixed segment is limited to areas that are generally outside of the school’s control or are managed by the Home

Office, such as facilities, special education, and school district oversight fees. Principals are not held accountable for fixed segment budget performance.

The Principal has broad autonomy and accountability for managing the remaining discretionary segment of the budget, which includes salaries and benefits, instructional materials, furniture and equipment, professional development, and other operating expenses. This typically represents well over half of the total school budget. Principals have the authority to make unlimited budget transfers among discretionary line items in the budget, as long as the same bottom line (net income) is maintained. Principals will be asked to cut discretionary budgets if the school is failing to meet its bottom line budget targets.

Please note that while salaries and benefits are included in the discretionary segment of the budget, schools are required to follow the LPS Teacher Compensation Plan and other Home Office guidelines for staff compensation. Salaries and benefits are still considered discretionary because the Principal determines the overall staffing plan for the school, and has decision-making authority over who is hired. If a school hires a more experienced teaching staff, the average salary will increase, which will require adjustments in class size or other discretionary spending to meet the overall budget. However, more experienced and thus expensive staff members may better contribute to the smooth functioning of the school and allow savings in other areas.

The following table details which expenses are included in each segment:

Fixed Segment	Discretionary Segment
• HO fundraising for the school • Restricted funds (Special Ed) • Averaged facilities costs (facility meeting LPS standards) • Classroom furniture • Utilities • Averaged Special Ed costs • Evaluation and accreditation • LPS management fee and district oversight (1%-3%) • HO costs directly related to school startup • Contingency funds (only accessed with board consent) • Insurance, audit, debt service • Technology	• ADA • School-based fundraising • Compensation • • Professional development (subject to approved PD plan) • Textbooks, supplies & materials, • Additional furniture and equipment beyond classroom furniture • Food service P&L • Travel, mileage, dues, subscriptions, postage, printing • Staff and student recruitment • Operating expenses (custodial, light maintenance, phone) • Discretionary facilities enhancements beyond minimum LPS standards

BUDGET TRANSFERS

The LPS CEO and CEO can authorize budget transfers of up to $5,000 without prior board approval; the board must be informed of such changes at the next board meeting or financial report.

The $5,000 limit does not apply to transfers within the discretionary segment of the school budget. Principals can make unlimited transfers among discretionary line items in the budget, as long as the same bottom line is maintained. The board will also be notified of these changes at the next board meeting or financial report.

SEPARATE FUND BALANCES FOR EACH SCHOOL

LPS maintains separate fund balances for the Home Office and for each school. Fund transfers or loans between schools or the Home Office, if needed, will be presented to the Board of Trustees for approval.

COST AVERAGING AND ALLOCATIONS

LPS averages certain costs to provide a "level playing field" among our schools and protect schools against higher than expected costs. Other allocations are made to help pay for Home Office support and startup services provided to the schools.

Averaging of Facilities and Special Education Costs. Each school is charged an average per-pupil cost for facilities and special education.

Home Office Management Fee. Schools are charged a Home Office management fee for back-office services and other Home Office support functions.

CONTINGENCY AND RESERVE POLICIES

Contingency funds may not be used without prior LPS Board approval and are therefore included in the fixed segment of the budget.

Reserves are defined as the fund balance remaining after all budgeted expenses for a given fiscal year. School districts are required to show reserves in their budgets under a law known as "AB 1200" (this law doesn't apply to charter schools, but the same requirements are often imposed by our charter authorizers). All LPS budgets must show the following reserves in their budgets: 5% of expenses for schools with less than 300 ADA, 4% for schools over 300 ADA, and 3% for the Home Office.

POLICY ON SCHOOL-SITE SURPLUSES

If a school outperforms its budget in a given year, surplus funds (the amount in excess of the budgeted net income or loss) will be allocated as follows:

- Discretionary segment surpluses, such as those resulting from lower than expected discretionary spending or better than expected revenue metrics (ADA, etc.) will remain

with the school through a gain-sharing plan approved by the LPS Board.

- Fixed segment surpluses, such as those resulting from lower than expected startup costs or fixed costs (facilities, special education encroachments, etc.), will be retained for the future startup needs of the school and/or LPS network.

BUDGET DEVELOPMENT PROCESS

The following section explains the process for budget development for the schools.

BUDGET CALENDAR

Following is the annual budget development calendar. Each year follows a similar timelines. Preliminary staffing plan approval is scheduled for November to allow us to begin recruiting. The critical period for school staff input is January to March. Budgets are finalized in April and May and approved by the Executive Committee. Specific dates during the year have been established for updating budgets based on actual enrollment, state funding, and financial results.

FY Budget Calendar

Nov	Preliminary staffing plan approval
Jan to Mar:	Development of detailed budget proposals
April	Operations and Finance Committee review of budget proposals
May	Executive Commiitee budget review and approval
Sep	Budget revision based on school enrollment and state budget
Jan	1st interim report and budget revision (if necessary)
Mar	2nd interim report and budget revision (if necessary)

Roles of the Home Office and School-Sites

The Home Office will determine the fixed segment of the budget. The Home Office will provide budget tools and guidelines to assist the Principals in building their discretionary budgets. Principals are responsible for seeking budget input from the School Advisory Council, department chairs, and other school constituencies.

RECOMMENDED PROCESS FOR COLLECTING BUDGET INPUT

- In the winter, teachers create detailed budget planning sheets of all the textbooks, instructional materials and supplies they need for the next school year. See Form 5C for the Budget Planning Sheet to use.

- All departments hold department meetings to discuss the Budget Planning Sheets, and to submit a consolidated set of Planning Sheets to the Principal for approval. Principals should organize who will fill out Budget Planning Sheets for areas without Department Chairs, such as athletics, leadership advisory, technology, etc.

- The Principal discusses each request with Department Chairs, and adjusts quantities and supplies needed. Departments may need to revise orders and resubmit.

- After the budget is reviewed and recommended for approval by the Operations and Finance Committee of the Board of Trustees, Principals need to inform each department how much of their request was approved.

PURCHASING

REQUIRED APPROVALS

Principals have full discretion to approve school purchases from the discretionary segment with the following exceptions:

- The CEO must approve all purchase requests over $5,000.

- The CEO must approve purchase requests that exceed available funds in the corresponding object OR function code of the school budget. The Principal should submit these requests with a proposed discretionary budget transfer to cover the overage.

- All contracts must be reviewed and approved by the Home Office. Only the CEO and the Director of Operations are authorized to sign contracts (see Contracts section below).

- All purchases and contracts in excess of $50,000 must be approved by the LPS Board of Trustees.

GENERAL PURCHASING PROCESS:

Our purchasing process is almost entirely managed at the school site, in order to minimize bottlenecks:

1) The staff member requesting the expenditure (or Requestor) completes a Purchase Request Form, or PRF (see Form 5A), listing complete vendor information, descriptions of the item(s) requested, and the appropriate department. After this information is completed, the PRF is forwarded to the Principal for approval.

2) The Principal reviews the PRF for accuracy, verifies budget availability, and approves or rejects the request.

3) PRF's that exceed $5,000 or that exceed budgeted funds require CEO approval. The School Manager or Principal sends these PRF's to the finance department, along with a proposed budget transfer if necessary.

4) The School Manager generates a Purchase Order number. See Form 5B

for a sample Purchase Order Log. Please save the log to the school shared drive under " 20XX-20XX Purchase Orders" and protect the file with a password. Numbers are sequential, and controlled at the school level. Use the format of school code-fiscal year-P.O. number,
such as "100-0506-01" for Richmond. (Site numbers are 100 for Richmond, 200 for College Park, 400 for East San Jose, 500, and for Hayward. The Home Office is 000).

5) The School Manager adds the P.O. number to the PRF, which turns the PRF into an approved purchase order. We do not have a separate purchase order form.

6) The School Manager or Requestor then places the order. The person placing the order is responsible for tracking the order through completion.

7) The School Manager sends a copy of the PRF with the P.O. number to the accounting department via fax or email (no hard copy is required).

8) The item(s) ordered are delivered to the attention of the Requestor at the school site. The School Manager keeps the original packing slip, compares the packing slip to the PRF. If necessary, the School Manager or Requestor contacts the vendor to resolve any issues. The School Manager files the packing slip, and passes on the order to the Requestor with a copy of the packing slip.

9) The School Manager must send the file of packing slips to the Home Office regularly (e.g. weekly), or invoices may not be paid. The Requestor needs to let the School Manager and Home Office know within 2 days if there are any errors or returns.

10) Expenditures Not Requiring a PRF or Purchase Order:
    a. Utility Bills
    b. Expenditures paid by site Petty Cash Fund (see Petty Cash Procedure)

Note: by default, we assume vendors will submit an invoice after goods or services are delivered. In unusual circumstances when a check is required in advance, please indicate this in the "Special Instructions" box on the PRF. Similarly, if a credit card transaction is requested, indicate this in the "Special Instructions" box.

CONTRACTS

The CEO and/or Director of Operations must review and sign all contracts. No other employees are authorized to sign contracts on behalf of LPS. The only exception to this policy is for salary agreements, which may be signed by the Principal once approved by the COO and VP of Human Resources.

Staff should use the same purchasing process described above, including the Purchase Request Form, to request contracted services. If the amount of the contract is not known in advance, an estimate should be included in the PRF.

LPS has adopted the following contract standards for use by all staff (this is a requirement of our CDE startup grants):

LPS will maintain a written contract administration system that ensures that all contractors, including consultants, perform in accordance with the terms, conditions, and specifications of their contracts/written agreements. LPS will comply with CFR 80.36, Procurement, including:

1. Maintaining a copy of a signed contract, agreement, or purchase order for services to be performed, completed IRS W-9 form, Certificate of Insurance, and the rationale and procedure used for selecting a particular contractor;

2. For all contracts in excess of $10,000, describing in the contract or agreement conditions under which the contract may be terminated, including the basis for settlement;

3. Maintaining evidence that contracts were given only to contractors and consultants possessing the ability to perform successfully under the terms and conditions of the proposed contract (e.g., contracts and consultants were selected based on demonstrated competence, qualifications, experience, and reasonableness of costs; consideration was given to contractor integrity, compliance with public policy, record of past performance, and financial and technical resources in selecting contractors);

4. Contracting only with individuals not employed by LPS, or are family members of LPS employees;

5. Not participating in the selection of award of a contract when conflicts of interest are involved;

6. Maintaining records on the services performed, including the date that services was performed and the purpose of the services, and ensuring that the services are consistent and satisfactory with that described in the signed contract/purchase order; and

7. Making payment only after the service was performed and an invoice submitted. The contractor is required to submit receipts for reimbursable expenses.

EXPENSE REPORTS

Employees are entitled to be reimbursed for job-related expenses they may incur, subject to the following guidelines:

1. Expenses must have been paid or incurred for a business purpose while performing services as an employee for Leadership Public Schools, and require the pre-approval of the school site Principal prior to expenditure.

2. Employees must account for expenses within 60 days after they were paid or incurred. Expenses submitted after 60 days may be denied reimbursement.

3. Mileage other than “basic mileage” is reimbursed at a fixed rate.. Basic mileage is defined as the number of round trip miles from home to your regular workplace.

   Example: an employee who normally commutes 40 miles round-trip to the Richmond campus attends a work-related all-day meeting in San Jose, which is a 60 mile round-trip. The employee would deduct the 40 “basic miles” and enter 20 miles on the expense report.

4. Parking, tolls, and public transit fares are reimbursed in an amount equal to the expense incurred, other than for the employee’s normal commute. Employees are encouraged to use the least expensive transportation and parking options available, and to carpool whenever possible.

5. Other expenses may be reimbursed subject to the approval of the Principal or the employee’s supervisor.
6. Staff should use the PRF process for purchasing whenever possible.

7. Staff are asked to spend prudently on travel costs and meals. For meals, LPS has set maximum reimbursement per meal at $7 for breakfast, $10 for lunch, and $18 for dinner, and must stay in a reasonably priced hotel (generally under $100 per night). In specific circumstances in which staff has limited funds to pay their own expenses, LPS may issue a payroll advance against an employee’s next paycheck for travel expenses; the employee must still submit an expense report with receipts after the trip, and the advance will be deducted from the employee’s next paycheck. Staff are asked to submit receipts within 15 days of their return.

EXPENSE REIMBURSEMENT PROCESS

Requests for reimbursement must be submitted on the Employee Expense Reimbursement form (see Form 5D) which is located on the shared drive of the LPS computer network. The form is filled out by the employee, sent electronically to the supervisor for approval, and then forwarded electronically to the Accounting Department for payment. In addition, a hard copy of the form must be printed and original receipts for all expenses except mileage must be attached (a scanned copy of the form and receipts is an acceptable alternative to the hard copy). The hard copy is then sent to the Accounting Department.

No expenditure (other than mileage and tolls) will be reimbursed without a receipt.

CREDIT CARDS

Leadership Public Schools has issued a company credit card to Principal’s and other for use in situations requiring the business use of a credit card. Staff members are required to go through the normal purchasing process (see Purchasing above) in the “Special Instructions” section of the PRF, select “Credit Card Request.” Monthly reconcilements are required for employees who have LPS credit cards.

PAYROLL PROCESS

1. Payroll checks are issued on the last working day of each month. Paychecks are mailed directly to each employee at their home address.. Employees who elect direct deposit of their paychecks will have their net pay deposited into their account on the last working day of the month and will receive a statement of earnings instead of a paper check. Employees are strongly encouraged to take advantage of the convenience of direct deposit.

2. Salaried (exempt) employees are paid through the last day of the month; for example, the July paycheck covers the period from July 1st through July 31st. Hourly (non-exempt) employees are paid from the 16th of the preceding month through the 15th of the current month; the July paycheck covers the period from June 16th through July 15th. Any over-time or extra duty pay will be paid based on the mid-month timesheet report.

3. **ALL EMPLOYEES,** regardless of position or pay status**,** are required to complete a Timesheet and submit it to the Principal (or the employee's supervisor for Home Office staff) by the 16th of each month for approval. Instructions for completion and submission of the time report are included on the intranet..
4. It is the responsibility of employees to submit change of address information, updated tax withholding forms (W-4 and DE-6), and other relevant information when their circumstances change.

5. In unusual and infrequent circumstances, employees may request a payroll advance. The request must be made in writing and must include the amount requested, directions for disposition of the advance, and a proposed repayment schedule to be made through payroll deduction. All advance requests must be approved by the CEO and VP of Human Resources. Advances are usually for amounts already earned at the date of issuance of the advance.

6. Teachers earn their salary over 11 months (August to June). Our default payroll option is to deduct an equal amount from each of the 11 paychecks, so that teachers can receive a paycheck in July. These deductions appear on paychecks as "delay pay." Teachers that wish to instead receive 11 paychecks must notify Human Resources in writing.

CASH RECEIPTS AND DEPOSITS

LPS has established an account at Bank of America to enable school sites to deposit cash, checks and money orders received at the school. Examples of these funds are lunch money, vending machine proceeds, yearbook sales, funds derived from ASB and student government activities (dances, clubs or other fundraisers) and school-based fundraising. Deposits should be made on a weekly basis to avoid accumulating large amounts of cash on site.

It is necessary to maintain accurate records of each deposit made. Failure to do so could result in incorrect amounts being credited to various school functions and, potentially, money not being available for school/student activities needs. A Deposit Record form has been created to record each deposit made. A separate form should be used for each deposit. The Deposit Record, along with its attachments (see below) should be sent to the Home Office immediately after the deposit has been made. The procedure for making deposits is as follows:

2. Open the Deposit Record file and fill in the site name and date of deposit. List each check or cash amount on the Deposit Record, recording who the check is from in the first column and the check number (or "cash" if the amount is in cash and/or coin) in the second column.
3. In the columns to the right record the amounts from this check that are to be applied to the appropriate source i.e. lunch money, yearbook, etc. If the check is intended to pay for multiple items (lunch and yearbook, for example), the amounts should be split into the correct columns.
4. After all checks and cash have been entered on the Deposit Record, fill out the deposit slip listing the amount of cash and coin and individually listing each check. A calculator should be used to add up the deposit total. The amount of the deposit must equal the total amount on the Deposit Record form.
5. Endorse all checks on the back with: FOR DEPOSIT ONLY
   02776-45541

6. Make a copy of each check and the deposit slip (3-4 checks will fit on a page).
7. Print the Deposit Record and attach check copies and a copy of the deposit slip and send to the Home Office. Save the Deposit Record as a unique filename (i.e. "deposit mm-dd-yyyy.xls" to the SCHOOL SITE DEPOSITS folder on the Home Office shared drive. Deposit all checks, cash and coin at a Bank of America branch Deposit slips can be obtained from Home Office.

Food program cash receipts must be reconciled daily to ensure all cash is accounted for and matches the total in the food program software. Ideally, two people should be involved in counting and reconciling the cash (one could prepare the reconciliation, and a second could verify it). The school should maintain a simple Excel spreadsheet showing the daily cash receipts and deposits for the lunch program. Please contact the Home Office for further guidance.

When conducting sales such as yearbook, maintain an Excel spreadsheet logging all sales. Purchase a pad of duplicate receipts and issue a written receipt for all sales. Maintain the duplicate copies of all sales at the school site. Please consult with the Controller regarding whether sales taxes must be collected or paid.

All donations, whether by cash or check, must be deposited in the Bank of America account or submitted to the Home Office for processing, so they can be properly accounted for and recognized

PETTY CASH

1. RESPONSIBLE PARTIES - The Principal is responsible for the safekeeping of petty cash and accurate record-keeping of petty cash transactions, but may designate a trusted staff member to serve as the petty cash custodian and perform these functions.

2. INITIAL FUNDING -The site is issued an initial petty cash fund in the amount of $300, paid via check payable to the petty cash custodian. The custodian cashes the check and converts the cash to small bills and change. The funds are placed in a locked cash box. One key is held by the site manager/Principal and another is retained by the petty cash custodian.

3. RECORD-KEEPING – All petty cash transactions are recorded on the Petty Cash Record (Form 5F), which can be found in the forms section of the Operations Guide.

4. DISBURSEMENTS

   A. ADVANCE PAYMENTS – The petty cash custodian advances the requested amount and records on the Petty Cash Record the date, recipient's name and the amount advanced. The recipient makes the purchase and obtains a receipt. The recipient then presents the petty cash custodian with the change from the amount advanced (if any) and the purchase receipt. The petty cash custodian numbers the receipt and records on the Petty Cash Record the amount of change received the receipt number and the appropriate expense account data.

   B. REIMBURSEMENTS – The requester presents a receipt for the amount requested to the petty cash custodian. The petty cash custodian numbers the receipt, pays the requester and records on the Petty Cash Record the date, name of requester, amount expended and the appropriate expense account data.

   C. All petty cash disbursements must have an accompanying original (not a copy) receipt and the receipt must match the amount actually spent. Receipts are retained with the Petty Cash Log and are submitted with the Petty cash log for reimbursement of the petty cash fund.

5. REIMBURSEMENT OF THE PETTY CASH FUND – When the cash balance of the fund gets low (Approx. $50), or at the minimum, bi-monthly, the petty cash custodian submits the completed Petty Cash Record and corresponding receipts to the Accounting Department. The Accounting Department audits the Petty Cash log for accuracy and issues a check payable to the petty cash custodian in the amount of the total expenditures. The petty cash custodians cashes the check, converts to smaller bills and change and places it in the locked cash box, thereby returning the fund to its authorized amount of $300.

FUNDRAISING

FUNDRAISING EXPECTATIONS AND PROCEDURES

LPS is a 501(c)3 non-profit charitable organization with all LPS schools and the home office part of this one corporation. Contributions to LPS from individuals, corporations and foundations are tax deductible. Due to its charitable status, LPS is subject to important regulations vis-à-vis donors, and acceptance and use of gifts.

SOLICITATION GUIDELINES

Fundraising authority and responsibilities belong with the CEO in consultation with Board of Trustees of LPS and as delegated to the Director of Development. Together, this group sets and approves fundraising campaigns, targets and goals and authorizes solicitation of individuals, corporations, foundations and other organizations.

Principals may engage in individual donor solicitations up to $1,000 and organizational solicitations (e.g. foundations, corporations) up to $10,000. For these solicitations, principals are required to consult with the Home Office to ensure there are no conflicts, but are not required to seek approval prior to acting. Individual school fundraising efforts falling outside of this range benefit from central management and require Home Office approval.

GIFT ACCEPTANCE AND ADMINISTRATION GUIDELINES

Guidelines permit acceptance of unrestricted gifts, approved designated gifts, and pledges for gifts paid over time. Acceptable gift types include cash, usable gifts-in-kind, securities, bequests, and matching gifts. Preferred payment methods for gifts include cash, check, and credit card.

Guidelines for gift administration require that the Home Office is responsible for processing and acknowledging all contributions to LPS, including those made to individual schools. All cash, cash-equivalents or proof of receipt for gifts-in-kind, along with supporting documentation should be forwarded to the LPS Development Director within 2 days of receipt. Official acceptance of gifts occurs either when funds are deposited or when a donor is sent a written acknowledgment signed by the CEO. In addition to official LPS acknowledgment, schools are encouraged to thank their donors independently.

A donor database is administered by the Home Office which will store records for all individual and organizational donors, including giving history and contact details

SCHOOL FUNDRAISING ASSISTANCE

The Home Office will to the extent possible provide development assistance to schools. The Home Office will serve as a liaison to the CEO and Board for academic enrichment fundraising issues and requests. It will also provide technical assistance and services related to acceptance and acknowledgement of gifts and will serve as an information resource on general fundraising matters, including applicable IRS tax regulations and requirements. Finally, the Home Office is ultimately responsible for prospect management activities needed to maintain positive donor relations and maximize gift opportunities.

LPS schools each have their own Escrip account to facilitate easy, year-round fundraising. Introduced by Electronic Scrip Inc. (ESI), the eScrip program allows participating merchants to contribute a percentage of their grocery loyalty cards, credit cards, and debit/ATM card purchases to the school. Please visit **Escrip.com** to learn more about the program and view a list of participating merchants and cards. Schools should share news about Escrip on their website, newsletter and during orientation activities so families, friends, and local businesses know about this opportunity to support LPS.

Schools are encouraged to maintain and post their wish-lists on school websites. Other helpful online resources for teachers to post classroom wish-lists include **Ireuse.org**, **Theteacherswishlist.com**, **Crayons2computers.org/donate/wishlist**, and **Classroomwishlist.org**.

TEACHER FUNDRAISING

LPS teachers are encouraged to generate fundraising ideas and submit applications to small grant programs for classroom equipment, materials, field trips and other needs. Teachers have had success in the past applying to national programs including **Adopt-A-Classroom.com** and **DonorsChoose.org**. Resources such as **teacherscount.com** outline multiple grant programs and application information based on specific request. **Risenetwork.org** offers $500 RiseRewards grants to teachers who are part of its program. Also, both the East Bay Community Foundation (http://www.eastbaycf.org) and the Philanthropic Ventures Foundation (http://www.venturesfoundation.org/) offer teacher mini-grants of up to $800. Other local Bay Area grant programs exist and will differ by region.

Teachers interested in researching and pursuing support from foundations or corporations can use the online database at **Foundationcenter.org/sanfrancisco**. For more comprehensive fundraising support and guidance, visit **Craigslistfoundation.org** and **Idealist.org/tools/tools.html** for ideas and information regarding school-based fundraising activities. These online resources also connect individuals with valuable peers and potential supporters. Please note that the above on-line resources may change at any time, please consult with the Director of Development for updated resource information.

Larger teacher grants programs (many based on nomination) include:

- **Milken Family Foundation's National Educator Awards**
  - State's Department of Education selects committee; recipients are notified in fall at a surprise school assembly and then presented a check at National Education Conference in May.
  - $25,000 per teacher.
  - 100 Teachers selected from 47 states in 2005.

- **USA Today- All-USA Teacher Teams**
  - K-12 Teachers with at least 4 years teaching experience are nominated.
  - Each All-USA Teacher Team member receives $500, with the balance of the $2,500 award going to the school for use at the teacher's discretion.

- 20 Teachers selected.

- **Carlston Family Foundation**
  - Former students nominate high school teachers throughout California. Those nominated are then interviewed by Foundation's executive director. Executive Director presents her notes to Foundation board for review and determination.
  - $15,000 to teachers and $5,000 award to school
  - 4 Teachers selected in 2004

- **The Jordan Fundamentals Grant Program**
  - Elementary and secondary teachers submit a grant proposal for funding an original lesson plan or thematic unit that helps education reach new heights. Scholarship America will select finalists. A committee of teachers will select Jordan Fundamentals Grant recipients.
  - $2,500 each
  - Up to 400 grants (200 to grades 1-6, 200 to grades 7-12)

PROCEDURES AND BEST PRACTICES FOR SCHOOL FUNDRAISING

Similar to the school fundraising policy, teachers and principals should share grant related information with the Home Office. This communication can be in the form of a quick email to the Home Office and should include:

- Grant organization name and address
- Proposed project
- Amount of funding request

In addition, teachers and principals should send a copy of any grant proposal or application to the Home Office to have on file.

LPS highly encourages best practice sharing amongst all teachers and principals pursuing small grants fundraising. To facilitate this process, when a teacher or principal is successful securing a grant, he/she should write a brief summary highlighting key grant details, personal contact information at the grant making organization, and tips for successful application. This summary should be posted in a common area for others to view and success stories should be shared at faculty meetings. To facilitate successful school fundraising across the LPS network, teachers and principals will share their fundraising success and failure stories at the annual network-wide training program.

Version 10.0 7/29/2011

LEADERSHIP PUBLIC SCHOOLS INC.
PURCHASE REQUEST AND PURCHASE ORDER FORM

endor	
endor Name:	
Address:	
endor Contact:	
Phone:	
Fa :	
email:	
URL:	

Requested By:	
Location:	
Request Date:	
Purchase A ro ed By:	
A ro al Date:	
Desired Deli ery Date:	
Deli ery Location:	
P.O. Number i a ro ed :	
S ecial Instructions:	None

Item/Catalog Number	Descri tion	Quantity	Unit Price	E tended Price	De t/Grant (Choose from pull-down list)
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
			Sub-Total:	$ -	
Note: enter sales tax rate (0 if no tax, 8.75%, for Richmond, Oakland or Hayward, and 8.25% for San Jose.)			Tax Rate		
			Sales Tax:	$ -	
NOTE: Do not input Extended Price, Tax or Total.These cells calculate automatically or are completed by the Accounting Department.			Shipping:	$ -	
			Total:	-	

Instructions

Faculty and Sta	School Manager or Princi al
Include complete information on vendor (email and URL if known).	Verify budget. Issue P.O. number off P.O. # log (if over $5K, HO issues PO#)
Include delivery location and shipping costs (if known) and tax rate.	School site is responsible to place and track order.
Select dept from list. Include department (select from list) if known	Email or fax approved form within 24 hours to the Accounting Dept.
Collect approval and P.O. # from Principal (if over $5K, HO issues PO#). Fill in information below.	Fax: 510-225-2575 or email to: mpaolini@leadps.org

O ice Manager is res onsible to lace order and track through arri al.

PURCHASE ORDER i a ro ed

Name o LPS Contact:	P.O. NUMBER	0
Tel o LPS Contact:		

SHIP TO: check one		BILL TO:
LPS Richmond:	251 S. 12th St. , Richmond, CA 94804	Accounts Payable
LPS College Park:	8601 MacArthur Blvd., Bldg. 100, Oakland, CA 94605	Leadershi Public Schools Inc.
LPS Hayward:	28000 Calaroga Ave, Hayward, CA 94545	344 Thomas L Berkley Way Suite 340
LPS San Jose:	1881 Cunningham Avenue, San Jose, CA 95122	Oakland CA 94612
LPS Home O ice:	344 Thomas L Berkley Way Suite 340 Oakland CA 94612	Phone: 10-830-3780 e t. 233 or 218
		Fa : 10-22 -2 7

FORM B

Leadershi Public Schools Inc.
Purchase Order Log 200 -06
School: LPS-Richmond

Directions:
Schools generate their own PO numbers. The numbers should be sequential and controlled by the Office Manager or Principal.
1) Save this log to the school's shared drive, password protected.
2) Principals/Approvers approve Purchase Order requests, and sent them to the Office Manager to generate a P.O. number.
3) Place the approved P.O. in a folder on your school's shared drive called "05-06 P.O.'s". Label each order by P.O. number.
4) Within 24 hours, email Bruce the actual Purchase Order, with the P.O. number from this log.

School Codes:
Richmond: 100
East San Jose: 400
Hayward: 500
Oakland: 200
Home Office: 000

DATE	P.O. NUMBER	ISSUED TO ENDOR	ITEM	TOTAL AMOUNT	ORDER PLACED Y/N	ORDER RECEI ED IN FULL Y/N	COMMENTS
(Sample) 06/07/05	100-06-000	Prentice-Hall	Chemistry textbook	$ 8,925.00	Y	Y	Got 2 free teachers editions. Arrival by 8/10.
	100-06-001						
	100-06-002						
	100-06-003						
	100-06-004						
	100-06-005						
	100-06-006						
	100-06-007						
	100-06-008						
	100-06-009						
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	100-06-040						
	100-06-041						
	100-06-042						
	100-06-043						
	100-06-044						
	100-06-045						
	100-06-046						
	100-06-047						
	100-06-048						
	100-06-049						
	100-06-050						

FORM C

LPS BUDGET PLANNING WORKSHEET

Your Name _____
School _____
Grade _____
De artment _____
Date _____

To fill out, complete ONE form per grade, per school, per department.
Put bare essentials in high priority.
Write in only **incremental** needs as medium or low priority.
Please be as specific as possible if you know the exact item and best price.
This will assist you when filling out Purchase Request Form.
Please include assumptions below such as the number of textbooks in stock.

	High Priority				Medium Priority				Low Priority			
Category	**Item**	**Quantity**	**Unit Price**	**Total**	**Item**	**Quantity**	**Unit Price**	**Total**	**Item**	**Quantity**	**Unit Price**	**Total**
Te tbooks				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
Photoco ies				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
Classroom materials/ su lies				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
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				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
Equi ment				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
Other needs				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
				$ -				$ -				$ -
SUBTOTALS FOR EACH CATEGORY				-				-				-
TOTAL ALL CATEGORIES				-								

Assum tions and Notes

LEADERSHIP PUBLIC SCHOOLS E PENSE REIMBURSEMENT FORM

Version 10 2/22/2010

Em loyee Name **Site** **Date**

Em loyee Signature **Su er isor A ro al**

MILEAGE TOLLS AND PARKING

Date	Destination s	Pur ose	De artment/Grant	Amount
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
SUBTOTAL				**0.00**

Enter mileage amounts here.

Total Miles	Regular Commute Miles	Mileage	Tolls 4	Parking	Public Transit
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			
		$0.00			

*enter if applicable for a specific trip, regular commute miles are subtracted.

Mileage other than “basic mileage” is reimbursed at the IRS-approved rate. Basic mileage is defined as the number of round trip miles from home to your regular workplace.

Example: an employee who normally commutes 40 miles round-trip to the Richmond campus attends a work-related all-day meeting in San Jose, which is a 60 mile round-trip. The employee would deduct the 40 “basic miles” and enter 20 miles on the expense report.

OTHER E PENSES must ha e recei ts attached

Date	Descri tion	Pur ose	De artment/Grant	Amount
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
SUBTOTAL				**0.00**

TOTAL	**0.00**

NOTE: Shaded cells ha e auto-calc eatures lease enter data in clear cells only.

For Questions:
Joyce Montgomery HO E t 218
Matt Paolini HO E t 233

Instructions

Out of pocket expenses must be preapproved to ensure reimbursement. **E ense re ort must be submitted within 30 days or reimbursement may be denied.**

Include relevant information for mileage, toll, parking, and public transit reimbursements on the top portion of the form. Enter "basic miles" for your normal commute miles in the box.

Enter a description, purpose, and department (select from the list) for each line item.

Print out and sign the expense form, and submit it along with original reciepts to your supervisor for approval.

SCHOOL PETTY CASH RECORD

SITE: _____

DATE	PAID TO	AMOUNT PAID	CHANGE RETURNED	TOTAL E PENSE	RECEIPT	ACCOUNT CODE NATURE OF E PENSE	DEPARTMENT
				$0.00	1		
				$0.00	2		
				$0.00	3		
				$0.00	4		
				$0.00	5		
				$0.00	6		
				$0.00	7		
				$0.00	8		
				$0.00	9		
				$0.00	10		
				$0.00	11		
				$0.00	12		
				$0.00	13		
				$0.00	14		
				$0.00	15		
				$0.00	16		
				$0.00	17		
				$0.00	18		
				$0.00	19		
				$0.00	20		
				$0.00	21		
				$0.00	22		
				$0.00	23		
				$0.00	24		
				$0.00	25		
				$0.00	26		
				$0.00	27		
				$0.00	28		
				$0.00	29		
				$0.00	30		
				$0.00	31		
				$0.00	32		
				$0.00	33		
				$0.00	34		
				$0.00	35		
				$0.00	36		
				$0.00	37		
				$0.00	38		
				$0.00	39		
TOTAL				**0.00**			

Cash on Hand	$	-
Recepits plus cash on hand	$	-

LEADERSHIP PUBLIC SCHOOLS DEPOSIT RECORD

LPS SITE: ____________

DATE OF DEPOSIT: ____________

RECEI ED FROM	CHECK or CASH	AMOUNT	LUNCH	ENDING MACHINES	YEARBOOK	SITE-BASED FUNDRAISING	STUDENT GO 'T FUNDRAISING	OTHER 1 SPECIFY BELOW	OTHER 2 SPECIFY BELOW
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
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		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
		$0.00							
TOTALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		MUST AGREE WITH TOTAL ON DEPOSIT SLIP							

STAPLE A COPY OF DEPOSIT SLIP AND ALL CHECKS DEPOSITED AS WELL AS ANY REMITTANCE AD ICES OR CHECK ATTACHMENTS TO THIS FORM

SEND TO THE HOME OFFICE THE SAME DAY AS DEPOSIT

Resolution Updating signing authority and limitations

Background

LPS currently has signing authority and transactional limits on certain financial transactions. Due to a change in organizational structure and personnel, the signing authorities and limits need to be re-assigned and revised to ensure sufficient oversight of these transactions as well as sufficient efficiency in providing approvals and signatures as to not impair the regular flow of work for LPS.

Description of Resolution

The resolution authorizes select LPS management to have signing and approval authority on LPS transactional documents.

Rationale

Formal documentation and board authorization is required in order to provide assurances to independent auditor that sufficient internal control exists and can be maintained.

Risks

Minimal-there is an escalating number of signatures needed based on transactional dollar amount which should create a sufficient internal control for business purposes.

Recommendation: Approve the resolution.

Documents: Signing authority and limit matrix :

Authority Limits & Controls By Title				
Item/Authority Limit	**$0-$4,999**	**$5,000-$9999**	**$10,000-$24,999**	**Over $25,000**
Issue Checks	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Sign Checks	Designated Cabinet Member	Designated Cabinet Member	Designated Cabinet Member & CEO	Designated Cabinet Member & CEO
Request Purchase Orders	Any Staff	Any Staff	Any Staff	Any Staff
Issue Purchase Orders	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Approve Purchase Orders	Budget Manager	Budget Manager and Designated Cabinet Member	Budget Manager and Designated Cabinet Member	Budget Manager and Designated Cabinet Member & CEO
Sign Contracts	Dir of Operations	Dir of Operations	Dir of Operations	CEO with Cabinet review
Payroll Direct Deposit Transfer	Designated Cabinet Member			
Issue Wire Transfer	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Approve Wire Transfer	Designated Cabinet Member			
Sign MOUs and FUAs	Dir of Operations & CEO			
Approve Payroll Advances	CEO & VP of HR	CEO & VP of HR	N/A	N/A
Approve Personnel Action Forms	CEO & VP of HR	N/A	N/A	N/A
Issue Debt (any Amount	CEO with Board Resolution			
Auto Pay Debits	Routine Payments to be set up by Dir of Finance with CEO Approval for Medical Insurance and State & Federal Taxes			

LEADERSHIP PUBLIC SCHOOLS, INC.

Board of Trustees Resolution

RESOLUTION NO: 2009-13

Resolution Updating signing authority limits and authorizations

Whereas, Leadership Public Schools, Inc. ("LPS") has established policies and signing authorities in order to transact the financial business of LPS, and

Whereas, the Home Office Staff is changing for the upcoming Fiscal Year,

Therefore, it is Resolved that, the LPS Board of Trustees hereby authorizes the following positions to be authorized to initiate, approve and sign transactions as of July 1, 2009 per this table:

Authority Limits & Controls By Title				
Item/Authority Limit	**$0-$4,999**	**$5,000-$9999**	**$10,000-$24,999**	**Over $25,000**
Issue Checks	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Sign Checks	Designated Cabinet Member	Designated Cabinet Member	Designated Cabinet Member & CEO	Designated Cabinet Member & CEO
Request Purchase Orders	Any Staff	Any Staff	Any Staff	Any Staff
Issue Purchase Orders	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Approve Purchase Orders	Budget Manager	Budget Manager and Designated Cabinet Member	Budget Manager and Designated Cabinet Member	Budget Manager and Designated Cabinet Member & CEO
Sign Contracts	Dir of Operations	Dir of Operations	Dir of Operations	CEO with Cabinet review
Payroll Direct Deposit Transfer	Designated Cabinet Member			
Issue Wire Transfer	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance	Staff Acct/Dir of Finance
Approve Wire Transfer	Designated Cabinet Member			
Sign MOUs and FUAs	Dir of Operations & CEO			
Approve Payroll Advances	CEO & VP of HR	CEO & VP of HR	N/A	N/A
Approve Personnel Action Forms	CEO & VP of HR	N/A	N/A	N/A
Issue Debt (any Amount	CEO with Board Resolution			
Auto Pay Debits	Routine Payments to be set up by Dir of Finance with CEO Approval for Medical Insurance and State & Federal Taxes			

ADOPTED by the LPS Board of Trustees during an Executive Committee meeting on May 27, 2009.

Date: 5/27/09

Scott Pearson
Board Chair

LEADERSHIP PUBLIC SCHOOLS, INC.

Board of Trustees Resolution

RESOLUTION NO: 2009-18

Resolution Regarding Conflict of Interests for Trustees and Officers of LPS

Based on the recommendation of the Committee on Trustees (the "COT")

WHEREAS, Leadership Public Schools has a Standing Conflict of Interest Policy in conformance with the letter and intent of law, and

WHEREAS, that policy states that:

> *Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.*

And,:

WHEREAS, Additional clarification of specific conflicts and actions may be helpful to trustees and officers,

THEREFORE, BE IT RESOLVED that the attached **Leadership Public Schools: Recusal Guide (6/14/09)** be approved.

.

ADOPTED by the LPS Board of Trustees during a regular meeting on June 14, 2009.

Scott Pearson
Board Chair
June 14, 2009

Leadership Public Schools: Recusal Guide (6/14/09)

Issue	Recommended Action for Board Member who is…				
	Not LPS Affiliated	**CEO**	**Other LPS Employee***	**Parent Board Representative**	**Student Representative**
Compensation and/or benefits programs, policies, and practices	No restrictions	**Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes	**Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes	No restrictions	No restrictions
Employment programs, policies, and practices	No restrictions	If it directly concerns the CEO: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If it relates to the employee or his/her workgroup: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	No restrictions	No restrictions
Personnel actions and student discipline actions	No restrictions	If it relates to the CEO or a direct report: **Vote:** No **Discussion:** No **In Room:** No **Prior Comments:** Yes Otherwise no restrictions	For personnel actions: **Vote:** No **Discussion:** No **In Room:** Yes (except if relates to teacher in the same school) **Prior Comments:** Yes No restrictions for student discipline actions	No restrictions unless it relates to the Parent Representative's own child, in which case: **Vote:** No **Discussion:** No **Prior Comments:** Yes	**Vote:** No **Discussion:** No **In Room:** No **Prior Comments:** Yes
Budget	No restrictions	No restrictions	If the budget voted on affects the employee's workgroup: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If the budget voted on affects the school of the parent's child: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions	If the budget voted on affects the student's school: **Vote:** No **Discussion:** No **In Room:** Yes **Prior Comments:** Yes Otherwise no restrictions
General conflict of interest (applies to all board members and their immediate families)	The bylaws also state that "Any Trustee…having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. "				

- "Prior submission" is a presentation, in person or in writing, delivered to the Board prior to the Board beginning its discussion
- "In Room" applies whether in open or closed session
- Any element of this guide may be overturned by majority vote in a manner consistent with Board bylaws
- Nothing in this guide should be construed as being in conflict with the Brown Act, Board bylaws, or applicable laws

* For the purpose of the conflict of interest policy, "Employee" also includes any Board member who has a family member that is an employee

LEADERSHIP PUBLIC SCHOOLS, INC.

Richmond Campus
San Jose Campus
Oakland Campus
Hayward Campus
Home Office

Charter Facilities
Support Corporation

Audited Consolidated Financial Statements
for the Year Ended
June 30, 2011

LEADERSHIP PUBLIC SCHOOLS, INC.

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VICENTI ◆ LLOYD ◆ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Leadership Public Schools, Inc.

We have audited the consolidated statement of financial position of Leadership Public Schools, Inc. (LPS), a California public charter school and its affiliates, as of June 30, 2011, and the related consolidated statements of activities and cash flows for the year then ended. These financial statements are the responsibility of LPS' management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the consolidated financial position of LPS as of June 30, 2011, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 13, 2011 on our consideration of LPS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

2210 E. Route 66, Suite 100, Glendora, CA 91740
Tel 626.857.7300 | Fax 626.857.7302 | E-Mail INFO@VLSLLP.COM | Web WWW.VLSLLP.COM

Board of Directors
Leadership Public Schools, Inc.

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of expenditures of federal awards on page 18 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying supplementary schedules on pages 14-17 are presented for the purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The supplementary section, including the schedule of expenditures of federal awards, is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 13, 2011

LEADERSHIP PUBLIC SCHOOLS, INC.

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

June 30, 2011

	RICHMOND CAMPUS	SAN JOSE CAMPUS	OAKLAND CAMPUS	HAYWARD CAMPUS	HOME OFFICE	CFSC	ELIMINATIONS	TOTAL
ASSETS								
CURRENT ASSETS:								
Cash and cash equivalents	$ 197,553	$ 19,136	$ 12,558	$ 273,963	$ 2,216,777	$ 169,382	$ -	$ 2,889,369
Accounts receivable	1,151,539	700,324	466,899	948,260	52,385			3,319,407
Contribution receivable				100	16,360			16,460
Interfund receivable					710,000		(710,000)	-
Prepaid expenses and deposits	28,516	18,211	16,996	29,300	13,874	3,283		110,180
Total current assets	1,377,608	737,671	496,453	1,251,623	3,009,396	172,665	(710,000)	6,335,416
PROPERTY, PLANT AND EQUIPMENT:								
Improvement of sites	361,006	163,373	32,444	253,276	42,711	868,050		1,720,860
Equipment and furniture	32,277	21,241	6,783		84,727			145,028
Less: Accumulated depreciation	(393,283)	(84,318)	(18,791)	(75,987)	(115,535)	(108,506)		(796,420)
Total property, plant and equipment, net	-	100,296	20,436	177,289	11,903	759,544	-	1,069,468
OTHER LONG-TERM ASSETS:								
Certificate of deposit				250,000				250,000
Total assets	$ 1,377,608	$ 837,967	$ 516,889	$ 1,678,912	$ 3,021,299	$ 932,209	$ (710,000)	$ 7,654,884
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES:								
Accounts payable	$ 201,996	$ 235,948	$ 142,411	$ 114,846	$ 34,853	$ -	$ -	$ 730,054
Accrued liabilities	108,511	76,808	64,904	117,794	300,871	1,268		670,156
Interfund payable		425,000	285,000				(710,000)	-
Current portion of loans payable						94,603		94,603
Total current liabilities	310,507	737,756	492,315	232,640	335,724	95,871	(710,000)	1,494,813
LONG-TERM LIABILITIES:								
Due to governmental agency	25,911							25,911
Loans payable						698,255		698,255
Total long-term liabilities	25,911	-	-	-	-	698,255	-	724,166
NET ASSETS:								
Unrestricted	1,041,190	100,211	24,574	1,446,272	2,685,575	138,083	-	5,435,905
Total net assets	1,041,190	100,211	24,574	1,446,272	2,685,575	138,083	-	5,435,905
Total liabilities and net assets	$ 1,377,608	$ 837,967	$ 516,889	$ 1,678,912	$ 3,021,299	$ 932,209	$ (710,000)	$ 7,654,884

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS, INC.

CONSOLIDATED STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2011

	RICHMOND CAMPUS	SAN JOSE CAMPUS	OAKLAND CAMPUS	HAYWARD CAMPUS	HOME OFFICE	CFSC	ELIMINATIONS	TOTAL
REVENUES:								
Apportionment revenue	$ 1,735,714	$ 1,110,123	$ 1,080,730	$ 1,807,232	$ -	$ -	$ -	$ 5,733,799
Categorical grant revenue	154,066	122,180	98,227	169,750				544,223
Property taxes	603,556	712,849	384,856	742,124				2,443,385
Other State revenue	492,716	370,252	365,463	605,944				1,834,375
Federal revenue	599,179	500,159	475,534	379,334	63,303			2,017,509
Other local revenue	16,324	13,630	5,448	206,932	7,340			249,674
Contributions	102,746	53,842	49,546	66,226	667,013	324,307	(324,307)	939,373
Interest income	-			2,479	1,324			3,803
Total unrestricted revenues	3,704,301	2,883,035	2,459,804	3,980,021	738,980	324,307	(324,307)	13,766,141
EXPENSES:								
Instructional services	2,465,478	1,972,987	1,892,012	2,347,269	32,528			8,710,274
Curriculum and staff development	222,029	128,092	165,399	212,817	49,613			777,950
Student services	393,076	317,585	151,487	348,447	4,161			1,214,756
Facilities	363,127	338,573	480,611	490,401	19,478	185,832	(324,307)	1,553,715
Management and general	163,640	128,726	151,610	174,393	47,296	392		666,057
Fundraising expenses	40,665	41,397	44,945	67,098	16,148			210,253
Total expenses	3,648,015	2,927,360	2,886,064	3,640,425	169,224	186,224	(324,307)	13,133,005
TRANSFERS:								
From Home Office			275,000		(275,000)			-
Increase (decrease) in unrestricted net assets	56,286	(44,325)	(151,260)	339,596	294,756	138,083	-	633,136
Beginning unrestricted net assets	984,904	144,536	175,834	1,106,676	2,390,819	-	-	4,802,769
Ending unrestricted net assets	$ 1,041,190	$ 100,211	$ 24,574	$ 1,446,272	$ 2,685,575	$ 138,083	$ -	$ 5,435,905

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS, INC.

CONSOLIDATED STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2011

	RICHMOND CAMPUS	SAN JOSE CAMPUS	OAKLAND CAMPUS	HAYWARD CAMPUS	HOME OFFICE	CFSC	ELIMINATIONS	TOTAL
CASH FLOWS from OPERATING ACTIVITIES:								
Change in net assets	$ 56,286	$ (44,325)	$ (151,260)	$ 339,596	$ 294,756	$ 138,083	$ -	$ 633,136
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:								
Depreciation		28,415	3,245	21,189	6,385	108,506		167,740
(Gain)/loss on sale/transfer of assets		227		(152,917)				(152,690)
(Increase) or decrease in operating assets:								
Accounts receivable	(308,828)	(25,343)	54,970	(212,695)	129,514			(362,382)
Pledge receivable				(100)	33,040			32,940
Intercompany receivable					(360,000)		360,000	-
Prepaid expenses and other current assets	(12,402)	(8,247)	(5,283)	(17,434)	(252)	(3,283)		(46,901)
Increase or (decrease) in operating liabilities:								
Accounts payable and accrued liabilities	26,139	(103,442)	(33,134)	(37,256)	120,307	1,268		(26,118)
Due to governmental agency	(25,911)							(25,911)
Intercompany payable		175,000	185,000				(360,000)	-
Net cash provided (used) by operating activities	(264,716)	22,285	53,538	(59,617)	223,750	244,574	-	219,814
CASH FLOWS from INVESTING ACTIVITIES:								
Purchases of property, plant and equipment					(8,109)			(8,109)
Net cash provided (used) by investing activities	-	-	-	-	(8,109)	-	-	(8,109)
CASH FLOWS from FINANCING ACTIVITIES:								
Repayment of debt		(50,000)	(50,000)	(56,945)		(75,192)		(232,137)
Net cash used by financing activities	-	(50,000)	(50,000)	(56,945)	-	(75,192)	-	(232,137)
Net increase (decrease) in cash and cash equivalents	(264,716)	(27,715)	3,538	(116,562)	215,641	169,382	-	(20,432)
Cash and cash equivalents at the beginning of the year	462,269	46,851	9,020	390,525	2,001,136	-	-	2,909,801
Cash and cash equivalents at the end of the year	$ 197,553	$ 19,136	$ 12,558	$ 273,963	$ 2,216,777	$ 169,382	$ -	$ 2,889,369
Cash paid for interest	$ 264	$ 1,555	$ 1,555	$ 6,776	$ -	$ 39,279	$ -	$ 49,429

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PUBLIC SCHOOLS, INC.

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – Leadership Public Schools, Inc. (LPS) is a not-for-profit school development organization founded in 2002 to open and operate a network of outstanding charter high schools in California.

Basis of Presentation – LPS presents its financial statements as a California Non-profit Public Benefit Corporation in accordance with Financial Accounting Standards which govern generally accepted accounting principles for non-profit organizations.

Net Asset Classes – LPS is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of LPS consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- Temporarily restricted: Net assets restricted by donors to be used for specific purposes. LPS does not currently have any temporarily restricted net assets.
- Permanently restricted: Net assets permanently restricted by donors which cannot be used by LPS. LPS does not currently have any permanently restricted net assets.

Cash and Cash Equivalents – LPS defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and other liabilities.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset ranging from seven to forty years. LPS capitalizes all expenditures for land, buildings and equipment in excess of $5,000. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are not capitalized.

Income Taxes – LPS is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. LPS has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to LPS's continued qualification as a tax-exempt organization and whether there is unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. LPS files informational returns in the U.S. federal jurisdiction, and the state of California. With few exceptions, LPS is no longer subject to U.S. federal, state, and local examinations by tax authorities for years before 2006.

Consolidation - The consolidated financial statements include the accounts of Leadership Public Schools Inc. and a related party, Charter Facilities Support Corporation, a California non-profit public benefit corporation formed to provide facilities support to Leadership Public Schools, and its subsidiary, 28000 Calaroga LLC, a single member limited liability company. All material intercompany transactions have been eliminated.

Evaluation of Subsequent Events – The organization has evaluated subsequent events through October 13, 2011, the date these financial statements were available to be issued.

NOTE 2 – CONCENTRATION OF CREDIT RISK:

LPS maintains bank accounts with several institutions. Accounts at each of these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. However, the Dodd-Frank Deposit Insurance Provision under the Dodd Frank Wall Street Reform and Consumer Protection Act provides temporary unlimited deposit insurance coverage for non-interest bearing accounts at FDIC insured depository institutions from December 31, 2010 through December 31, 2012. LPS occasionally has the need to maintain a cash balance in excess of the FDIC limit.

NOTE 3 – ACCOUNTS AND CONTRIBUTIONS RECEIVABLE:

Accounts and contributions receivable primarily consist of funds due from various governmental, non-profit corporations and private individuals. Management believes all of these amounts are collectible; therefore no provisions for uncollectible accounts were recorded. As of June 30, 2011, all amounts are considered collectible within one year.

NOTE 4 – LOANS PAYABLE - RELATED PARTY:

On July 11, 2010, 28000 Calaroga LLC (a related party to LPS) obtained replacement financing related to facilities at one school site located in Hayward, California. Monthly payments, including interest at 5.25 percent, are currently $11,219 and the loan matures in June 2018.

Future maturities of this loan are as follows:

June 30,	
2012	$ 94,603
2013	99,871
2014	105,319
2015	111,064
2016	117,077
Thereafter	264,924
Total	$792,858

NOTE 5 – EMPLOYEE RETIREMENT:

Certificated Employees

Qualified certificated employees are covered under a multiple-employer defined benefit pension plan maintained by agencies of the State of California. The certificated employees are members of the State Teachers' Retirement System (STRS).

LPS contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826.

Active plan members are required to contribute 8.0% of their salary and LPS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2010-11 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

LPS' contributions to STRS for each of the last three fiscal years are as follows:

	STRS	
Year Ended June 30,	Required Contribution	Percent Contributed
2009	$429,327	100%
2010	$429,359	100%
2011	$453,321	100%

Classified Employees

LPS offers a defined contribution plan under Internal Revenue Code Section 401(a) for its classified employees. This plan provides for contributions by LPS for eligible employees. LPS has no liability under the plan. LPS contributions were $136,232 for the year ended June 30, 2011.

NOTE 6 – COMMITMENTS AND CONTINGENCIES:

LPS is obligated under a five-year operating lease agreement for its administration office located in Oakland, California. Monthly payments are $5,575 and the lease expires May 2015.

LPS is obligated under a five-year operating lease agreement for facilities at one school site located in San Jose, California. Monthly payments are currently $10,000 and the lease expires June 2015.

LPS is obligated under a five-year operating lease agreement, effective July 1, 2010, with 28000 Calaroga LLC (a related party controlled by LPS) for facilities at one school site located in Hayward, California. Monthly payments are currently $27,000 and the lease expires June 2018.

Future minimum payments over the remaining terms of these leases are as follows:

June 30,	Total	Related Party
2012	$497,199	$308,286
2013	508,516	317,535
2014	520,171	327,061
2015	532,176	336,873
2016	346,979	346,979
Thereafter	725,498	725,498
Total	$3,130,539	$2,362,232

Rental expense under the operating leases amounted to $507,048 for the year ended June 30, 2011 of which $324,307 was to a related party.

NOTE 7 – HOME OFFICE SERVICES AND TRANSFERS:

The Home Office of LPS equally distributes administrative expenses to each charter school.

The management of LPS may, at its own discretion, make transfers of Home Office reserves in order to provide additional fiscal support for the charter schools. These transfers are reviewed by the Finance and Executive committee of the LPS organization.

NOTE 8 – DUE TO GOVERNMENTAL AGENCY:

The Richmond campus is in the process of repaying $181,377 to the State over a repayment period of seven years related to an attendance finding that was resolved with the State. The balance at June 30, 2011 was $25,911.

SUPPLEMENTARY INFORMATION

LEADERSHIP PUBLIC SCHOOLS, INC.

HISTORY AND ORGANIZATION
For the Year Ended June 30, 2011

Leadership Public Schools (LPS) is a tax exempt non-profit, public-benefit corporation that was established in 2002. LPS manages six charter schools authorized by various sponsors under six separate charters. The schools and their charter school numbers are as follows:

- Richmond – Charter Number: 557
  West Contra Costa Unified School District, expires June 30, 2012

- San Jose – Charter Number: 611
  Santa Clara County Office of Education, expires June 30, 2012

- Oakland – Charter Number: 559
  Oakland Unified School District, expires June 30, 2013

- Hayward – Charter Number: 684
  Hayward Unified School District, expires June 30, 2013

- Campbell– Charter Number: 766
  Santa Clara County Office of Education, expired June 30, 2009 – Inactive

- Stockton – Charter Number: 758
  Santa Clara County Office of Education, expired June 30, 2011 - Inactive

Board of Directors

Name	Office	Term Expires
JR Matthews	Chair	2013
Sandy Dean	Treasurer	2012
Laura Fisher	Secretary	2011
Mark Kushner	Member/Founder	2014
Josefina Alvarado-Mena	Member	2012
Marsha Dugan	Member	2012
Mutiu Fagbayi	Member	2011
Heather Hiles	Member	2012
Henrik Jones	Member	2013
Deborah McGriff	Member	2011
Stu McLaughlin	Member	2012
Cecily Cameron	Member	2013
Larry Cuban	Member	2013
D'Lonra Ellis, Esq.	Member	2013

LEADERSHIP PUBLIC SCHOOLS, INC.

HISTORY AND ORGANIZATION
For the Year Ended June 30, 2011

Board of Directors (continued)

Name	Office	Term Expires
Jack R. Selby	Member	2013
Alex Terman	Member	2014

Administrators

Louise Bay Waters	Superintendent / Chief Executive Officer
Joyce Montgomery	Chief Financial Officer

LEADERSHIP PUBLIC SCHOOLS, INC.

SCHEDULE OF EXPENDITURES BY STATE CATEGORIES
For the Year Ended June 30, 2011

EXPENSES BY STATE CATEGORIES:	RICHMOND CAMPUS	SAN JOSE CAMPUS	OAKLAND CAMPUS	HAYWARD CAMPUS	HOME OFFICE	CFSC	ELIMINATIONS	TOTAL
1000 Certificated salaries	$ 1,720,070	$ 1,316,641	$ 1,121,612	$ 1,512,592	$ 61,171	$ -	$ -	$ 5,732,086
2000 Classified salaries	205,869	270,811	263,540	195,386	1,335,412			2,271,018
3000 Benefits	387,251	295,103	295,559	376,678	261,610			1,616,201
4000 Books and supplies	281,557	202,401	123,902	278,269	34,550	40		920,719
5000 Other operating expenses	520,268	364,653	581,011	698,329	314,475	38,399	(324,307)	2,192,828
6000 Capital expenses and depreciation		28,415	3,245	21,189	6,385	108,506		167,740
7000 Other outgo and transfers	533,000	449,336	497,195	557,982	(1,844,379)	39,279		232,413
Total expenses	$ 3,648,015	$ 2,927,360	$ 2,886,064	$ 3,640,425	$ 169,224	$ 186,224	$ (324,307)	$ 13,133,005

See the accompanying notes to supplementary information

LEADERSHIP PUBLIC SCHOOLS, INC.

SCHEDULE OF INSTRUCTIONAL MINUTES
For the Year Ended June 30, 2011

	2010-11 Minutes			
	Requirement	Reduced	Actual	Status
Grade 9:				
Richmond Campus	64,800	62,949	65,220	In compliance
San Jose Campus	64,800	62,949	65,370	In compliance
Oakland Campus	64,800	62,949	64,050	In compliance
Hayward Campus	64,800	62,949	66,500	In compliance
Grade 10:				
Richmond Campus	64,800	62,949	65,220	In compliance
San Jose Campus	64,800	62,949	65,370	In compliance
Oakland Campus	64,800	62,949	64,050	In compliance
Hayward Campus	64,800	62,949	66,500	In compliance
Grade 11:				
Richmond Campus	64,800	62,949	65,220	In compliance
San Jose Campus	64,800	62,949	65,370	In compliance
Oakland Campus	64,800	62,949	64,050	In compliance
Hayward Campus	64,800	62,949	66,500	In compliance
Grade 12:				
Richmond Campus	64,800	62,949	65,220	In compliance
San Jose Campus	64,800	62,949	65,370	In compliance
Oakland Campus	64,800	62,949	64,050	In compliance
Hayward Campus	64,800	62,949	66,500	In compliance

See the accompanying notes to supplementary information

LEADERSHIP PUBLIC SCHOOLS, INC.

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2011

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
AVERAGE DAILY ATTENDANCE:				
Grades 9 through 12				
Richmond Campus	373.61	373.61	369.53	369.53
San Jose Campus	294.89	296.28	287.74	288.86
Oakland Campus	238.18	238.18	232.04	232.04
Hayward Campus	410.74	411.61	407.15	407.26
ADA Totals	1,317.42	1,319.68	1,296.46	1,297.69

See the accompanying notes to supplementary information

LEADERSHIP PUBLIC SCHOOLS, INC.

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

There were no differences between the unrestricted net assets reported on the June 30, 2011 Annual Financial Report and the audited fund balances (net assets).

See the accompanying notes to supplementary information

LEADERSHIP PUBLIC SCHOOLS

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2011

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Home Office	Richmond Campus	San Jose Campus	Oakland Campus	Hayward Campus	Federal Expenditures
U.S. Department of Education								
Pass Through Program From California Department of Education:								
No Child Left Behind Act and American Recovery and Reinvestment Act:								
Title I, Part A, Basic Grants Low-Income and Neglected	84.010A	N/A	$ -	$ 132,370	$ 98,455	$ 111,015	$ 98,406	$ 440,246
Title I, Part G	84.330	N/A	-	1,684	1,215	-	2,071	4,970
Title II	84.367A	N/A	-	8,657	6,732	6,960	6,894	29,243
Title III	84.365	N/A	-	8,883	6,134	9,835	12,479	37,331
Title IV Part B 21st Century	84.287	N/A	-	169,989	169,921	130,500	-	470,410
ARRA: State Stabilization Fund	84.394	24997	63,303	16,847	25,815	14,741	20,943	141,649
State Charter School Facilities	84.282D	N/A	-	-	-	100,152	-	100,152
Education Jobs	84.410	25152	-	85,149	67,524	54,283	93,809	300,765
Special Ed Cluster:								
Special Education	84.027A	13379	-	60,575	49,748	44,211	69,425	223,959
ARRA: Special Education	84.391	15003	-	7,403	6,203	6,478	9,203	29,287
Total Special Ed Cluster			-	67,978	55,951	50,689	78,628	253,246
Total U.S Department of Education			63,303	491,557	431,747	478,175	313,230	1,778,012
U.S. Department of Agriculture:								
Child Nutrition Programs	10.555	N/A	-	112,929	71,119	-	69,226	253,274
Total U.S Department of Agriculture			-	112,929	71,119	-	69,226	253,274
Total Federal Expenditures			$ 63,303	$ 604,486	$502,866	$ 478,175	$382,456	$ 2,031,286
Reconciliation of Federal Revenues:								
Total Federal Expenditures			$ 63,303	$ 604,486	$502,866	$ 478,175	$382,456	$ 2,031,286
Expenditures in excess of revenues:								
Title II	84.367A		-	(1,219)	(569)	(488)	(573)	(2,849)
Title III	84.365		-	-	(1)	-	-	(1)
Title IV Part B 21st Century	84.287		-	(4,088)	(2,137)	(2,153)	(2,549)	(10,927)
Total Federal Revenues			$ 63,303	$ 599,179	$500,159	$ 475,534	$379,334	$ 2,017,509

See the accompanying notes to supplementary information.

LEADERSHIP PUBLIC SCHOOLS, INC.

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2011

NOTE 1 - PURPOSE OF SCHEDULES:

A. Schedule of Expenditures by State Categories

This schedule presents expenses by the object codes according to state categories for analytical purposes.

B. Schedule of Instructional Minutes

This schedule presents information on the amount of instructional time offered by LPS schools and whether the schools complied with the provisions of Education Code Sections 46200 through 46206.

C. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes of LPS schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

D. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of the charter school as reported on the Annual Financial Report form to the audited financial statements.

E. Schedule of Expenditures of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs. This schedule is presented on the modified accrual basis of accounting.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Leadership Public Schools

We have audited the financial statements of Leadership Public Schools, Inc. (LPS) as of and for the year ended June 30, 2011, and have issued our report thereon dated October 13, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered LPS's internal control over financial reporting as a basis for designing our audit procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of LPS's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of LPS's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether LPS's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

This report is intended solely for the information of the Board, management, the West Contra Costa Unified School District, the Contra Costa County Office of Education, the Hayward Unified School District, the El Dorado County Office of Education Special Education Local Plan Area, the Santa Clara County Office of Education, the Oakland Unified School District, the Alameda County Office of Education, the California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

VICENTI, LLOYD & STUTZMAN LLP

October 13, 2011

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Directors
Leadership Public Schools

Compliance

We have audited the compliance of Leadership Public Schools, Inc. with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011. Leadership Public Schools, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Leadership Public Schools, Inc.'s management. Our responsibility is to express an opinion on Leadership Public Schools, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Leadership Public Schools, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Leadership Public Schools, Inc.'s compliance with those requirements.

In our opinion, Leadership Public Schools, Inc. complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Internal Control over Compliance

The management of Leadership Public Schools, Inc. is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Leadership Public Schools, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on the internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Leadership Public Schools, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal controls over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information of the Board, management, the West Contra Costa Unified School District, the Contra Costa County Office of Education, the Hayward Unified School District, the El Dorado County Office of Education Special Education Local Plan Area, the Santa Clara County Office of Education, the Oakland Unified School District, the Alameda County Office of Education, the California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 13, 2011

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Leadership Public Schools

We have audited the compliance of Leadership Public Schools, Inc. with the types of compliance requirements described in the *2010-11 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel for the year ended June 30, 2011. Leadership Public Schools, Inc.'s State compliance requirements are identified in the table below. Compliance with the State laws and regulations as identified below is the responsibility of Leadership Public Schools, Inc.'s management. Our responsibility is to express an opinion on Leadership Public Schools, Inc. 's compliance based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2010-11 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about Leadership Public Schools, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Leadership Public Schools, Inc.'s compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine Leadership Public Schools, Inc.'s compliance with the laws and regulations applicable to the following items:

Description	Procedures in Audit Guide	Procedures Performed
Attendance accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures in Audit Guide	Procedures Performed
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Class size reduction program (including charter schools):		
General requirements	7	Not applicable
Option 1	3	Not applicable
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Public hearing requirement—receipt of funds	1	Not applicable
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	4	Not applicable
Before school	5	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes

In our opinion, we found that, for the items tested, Leadership Public Schools, Inc. complied with the laws and regulations of the state programs referred to above in all material respects. Further, based on our audit, for items not tested, nothing came to our attention to indicate that Leadership Public Schools, Inc. had not complied with the laws and regulations of state programs and requirements.

This report is intended solely for the information of the Board, management, the West Contra Costa Unified School District, the Contra Costa County Office of Education, the Hayward Unified School District, the El Dorado County Office of Education Special Education Local Plan Area, the Santa Clara County Office of Education, the Oakland Unified School District, the Alameda County Office of Education, the California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 13, 2011

LEADERSHIP PUBLIC SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2011

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued October 13, 2011:	*Unqualified*
Internal control over financial reporting:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*No*
Noncompliance material to financial statements noted?	*No*

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*No*
Type of auditor's report issued on compliance for major programs:	*Unqualified*
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of (Circular A-133)?	*No*

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010A	Title I
84.410	Ed Jobs
84.394	ARRA – State Fiscal Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs: $300,000

Auditee qualified as low-risk auditee? *Yes*

LEADERSHIP PUBLIC SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2011

All audit findings must be identified as one or more of the following eleven categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings noted for the year ended June 30, 2011.

LEADERSHIP PUBLIC SCHOOLS

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2011

There were no prior year findings.

APPENDIX I:
FACILITIES PLAN

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	LPS Oakland R&D Campus Maintenance, Safety, and Long Term Facility Plan	I1
2	LPS Emergency Response Guide	I15
3	Airport Land Use Commission Compatibility Determination Letter	I53
4	IRS Tax Exempt Letter for Charter Facilities Support Corporation	I55
5	Charter Facilities Support Corporation Articles of Incorporation	I57
6	Amended Charter Facilities Support Corporation Bylaws	I61
7	Edgewater LLC Articles of Organization	I74
8	Facilities Project Team	I77
9	Edgewater Sources and Uses Budget	I78
10	Edgewater Construction Estimate	I79

Maintenance, Safety and Long-Term Facility Plan Contents

- The address and phone number for the School.
- A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, and other facilities.
- A statement of the School's long-term facilities plans, including potential renovation, additions, and location changes.
- A statement of the School's seismic safety (structural integrity and earthquake preparedness).
- The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.).
- The School's plan for training staff and students on safety procedures, including fire drills, workshops, and other training opportunities.
- The School's maintenance plan, including how hazardous conditions will be identified and addressed.

The address and phone number for the School

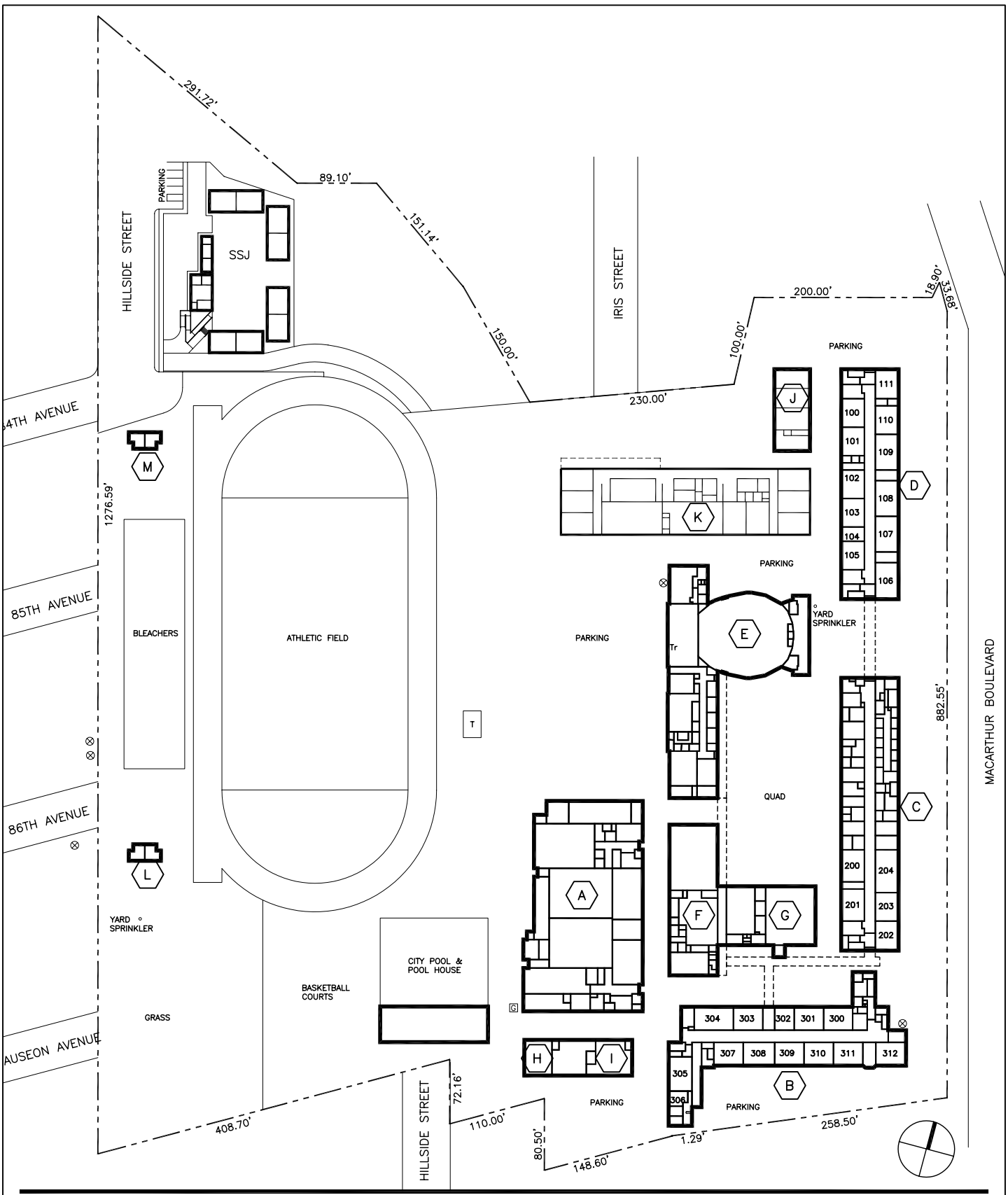
School address at the start of the 2012-13 school year:
LPS Oakland R&D Campus
8601 MacArthur Blvd.; Building 100
Oakland, CA 94605
(510) 633-0750

Long-Term Facility Address:
LPS Oakland R&D Campus
8000 Edgewater Drive
Oakland, CA 94621

LPS Oakland R&D will initially co-locate with LPS College Park on the Castlemont Campus in Building 100 until renovation of the facilities at 8000 Edgewater is completed. It is anticipated that LPS Oakland will move into the new facility no later than December 2012. Upon completion, LPS College Park will co-locate with LPS Oakland at the new campus.

A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, and other facilities

Please see attached facilities map for LPS Oakland R&D at LPS College Park. A facility map for 8000 Edgewater is not yet available.



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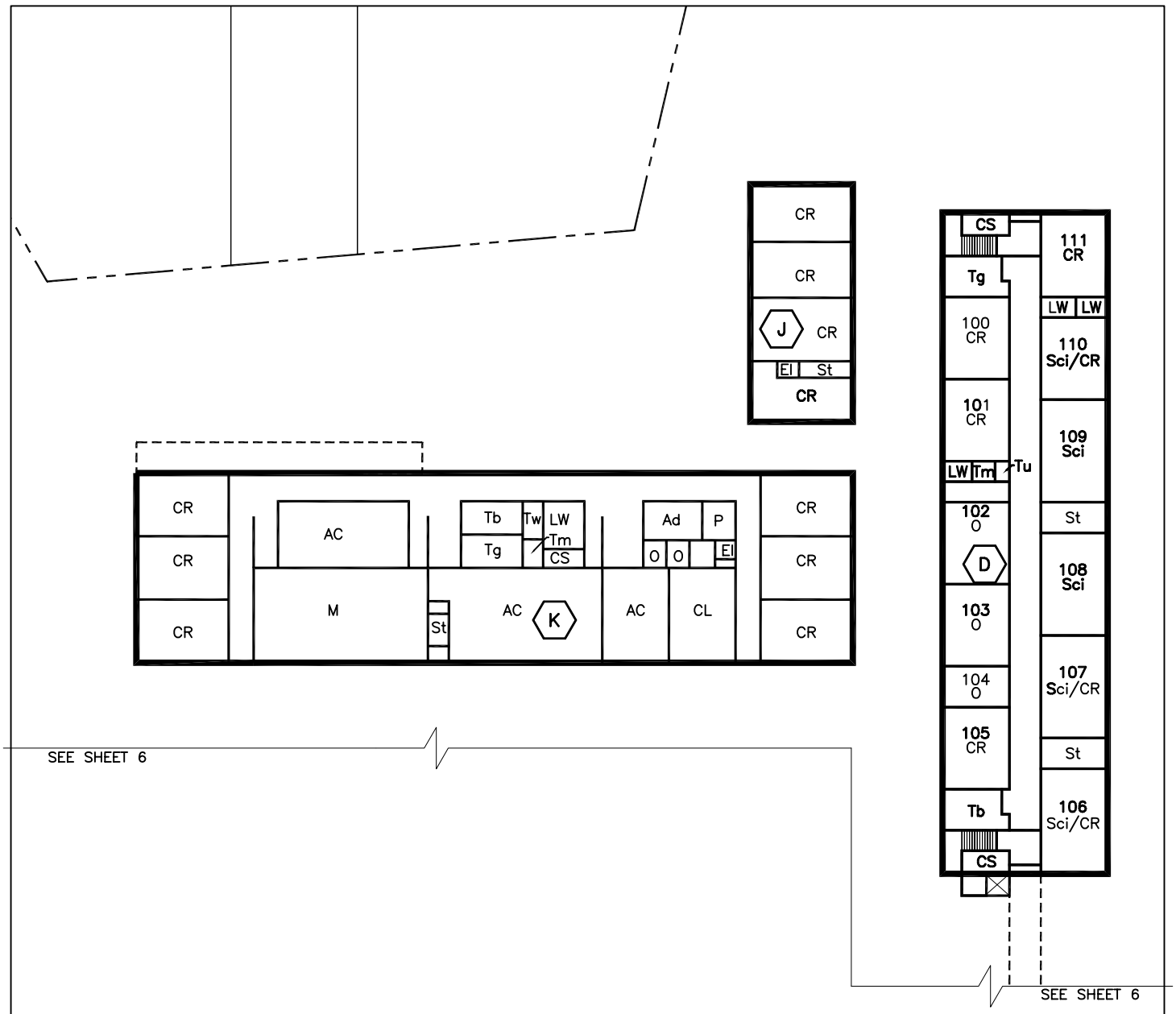
OAKLAND UNIFIED SCHOOL DISTRICT

SCHOOL CAMPUS SITE PLANS

CASTLEMONT COMMUNITY OF SMALL SCHOOLS

8601 MACARTHUR BOULEVARD
OAKLAND, CA 94605-4037

DATE:	05/09/05
JOB NUMBER:	A-0303-01-3
SCALE:	1" = 150'-0"
SHEET:	5



1 FIRST FLOOR PLAN (WORK PENDING)

1" = 60'-0"

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OAKLAND UNIFIED SCHOOL DISTRICT
SCHOOL CAMPUS SITE PLANS

CASTLEMONT COMMUNITY OF SMALL SCHOOLS

8601 MACARTHUR BOULEVARD
OAKLAND, CA 94605-4037

DATE:	05/09/05
JOB NUMBER:	A-0303-01-3
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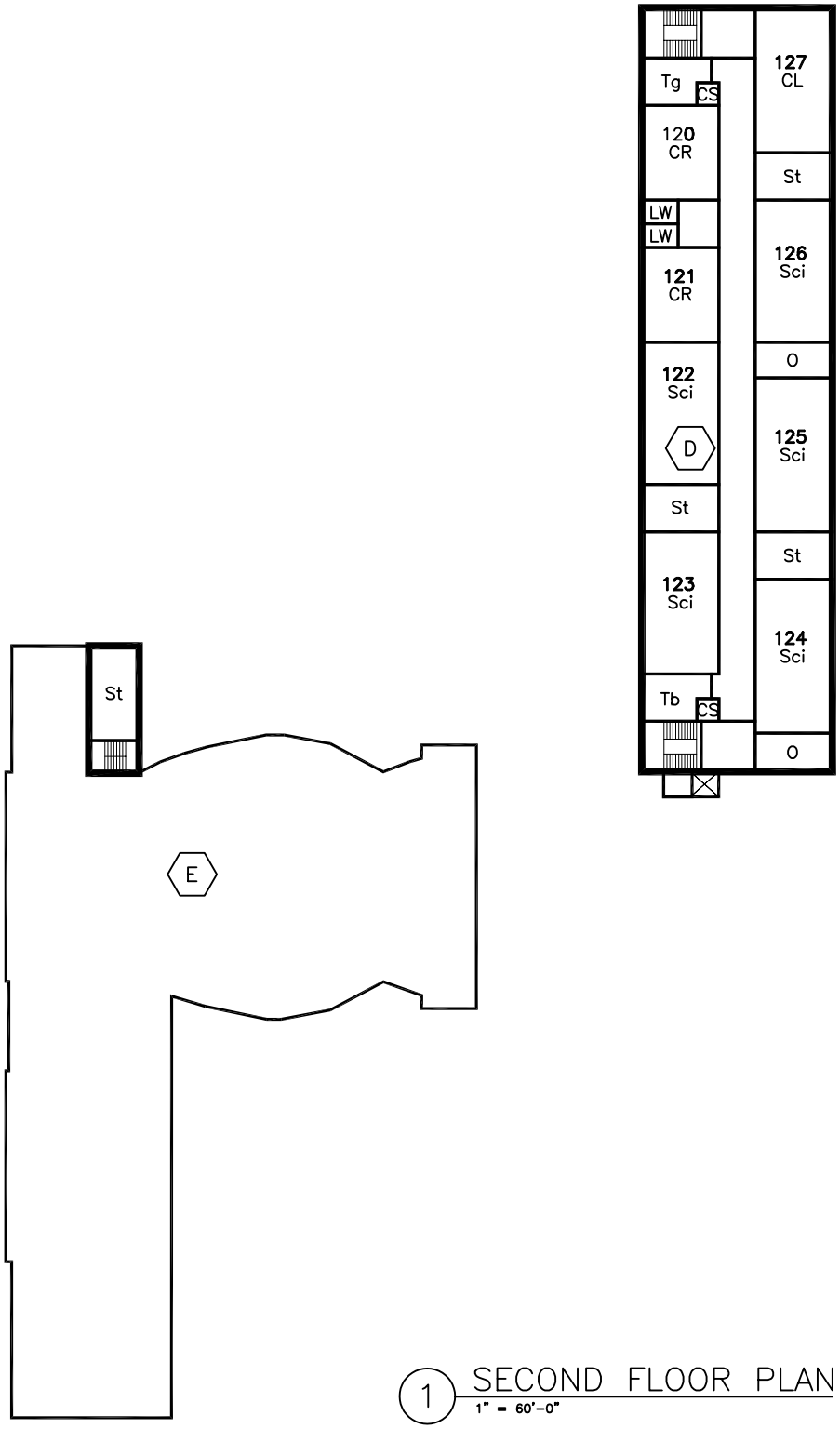
SHEET:	7



1 SECOND FLOOR PLAN
1" = 60'-0"

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CASTLEMONT COMMUNITY OF SMALL SCHOOLS
8601 MACARTHUR BOULEVARD
OAKLAND, CA 94605-4037

DATE:	05/09/05
JOB NUMBER:	A-0303-01-3
SCALE:	1" = 60'-0"
SHEET:	11

A statement of the School's long-term facilities plans, including potential renovation, additions, and location changes

Facilities Milestones

The long-term facility plan for LPS Oakland R&D campus is to locate the school in a newly renovated facility at 8000 Edgewater Drive in East Oakland. LPS is currently in negotiations for the property and is working with the Port of Oakland and City of Oakland to undergo the entitlements and environmental clearance processes. The LPS Board has authorized this investment in facilities, a critical element to the LPS Oakland R&D incubation model which enhances and infuses technology throughout the curriculum and data and assessment practices of the school. It is anticipated that the facility will be completed no later than December 2012.

LPS Oakland R&D Facilities Milestones	
February	Airport Land Use Commission Approval
March	Purchase and Sale Agreement Finalized;
April	Entitlement and Environmental Clearance Secured
May	Port Planning Approval
June	Close Escrow/Gap Financing
August	Finalize Building Permits- City of Oakland
August	Close NMTC/ Break Ground Construction
November	Finalize Construction; Punchlist
December	Move-In

Development Capacity

Charter Facilities Support Corporation (CFSC) is a nonprofit public benefit corporation, a 501(c)(3), formed and operated exclusively to support Leadership Public Schools. The primary purposes of the corporation are to facilitate the development of charter schools; to lease, own, manage, and maintain an educational institution; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing.

CFSC will finance, purchase and manage, through its limited liability company- 8000 Edgewater Assets LLC ("LLC"), the newly renovated facility, 8000 Edgewater, and in turn lease the facility to LPS for its LPS Oakland R&D and LPS College Park school sites. Lease payments form the primary revenue source for CFSC, although the corporation may conduct independent fundraising. The lease payments are used to service the debt on the facility. Any net positive cash flow can be invested to improve the facilities or expand the portfolio of LPS school sites. The LLC is to be disregarded as a separate entity for federal and all relevant state tax purposes. This arrangement shields the property from the liabilities of LPS and vice versa.

CFSC has identified several financing options for this facility investment and is proposing to purchase and renovate the project through New Market Tax Credit Funding which offers lower financial terms and higher ratios of loan-to-value financing. Due to the timing of the NMTC funding programs, CFSC will likely secure gap financing to purchase the property in early June. The new charter petition plays a critical role in CFSC's ability to secure financing for the new charter facility. By establishing a new charter for LPS Oakland, it clearly demonstrates the new direction of the school, and positions the school at the start of a 5 year charter term offering higher security to lenders. Without a long-term charter in place, CFSC and LPS Oakland cannot obtain the funding needed to purchase the property. Once the new charter is approved, LPS College Park will gradually wind down its program while co-locating with LPS Oakland at the new facility.

A project team has been carefully selected for their expertise in developing and financing cost effective charter facilities. The project manager was specifically chosen for his vast experience in working with charters and delivering projects on time and within budget. The facility renovation budget will be continuously reviewed and refined by a general contractor who will continue to work with the design team to ensure the project maximizes its programmatic design elements while simultaneously honing the construction to maximize the design's cost effectiveness and operational efficiency. In addition a 15% contingency is built into the budget for both hard and soft costs to help shield the project from any unforeseen expenses or occurrences.

Site Characteristics and Analysis

8000 Edgewater is a unique parcel that is in many ways ideally suited for a school use. It is conveniently located one block from Hegenberger with good public transportation access and pedestrian sidewalks to ensure safe routes to school. It is on the fringe of the Business Park, close to the freeway, making the location accessible to vehicular traffic while also limiting the traffic circulation within the Airport Business Park.

8000 Edgewater is a 4.6 acre site with abundant parking lot and outdoor space that can accommodate the outdoor recreation requirements for a school. The parking lot configuration also allows for easy drop-off and pick-up accessibility and promotes good traffic flow. The building is 52,000 SF and large enough to accommodate a charter school of 500 students. The building was formerly a training center for Pacific Bell so its interior is largely set up as classrooms and computer labs with an HVAC system and electrical power and data designed to accommodate the concentrated loads of a school use. The building is sprinklered for fire safety and outfitted with an elevator for accessibility.

The property is also not located in the flight path of the airport. There are minimal to no noise impacts related to this site. LPS has also researched the environmental effects of locating within close proximity of the airport and have found two useful reports that confirm that the airport is a very nominal contributor to the air quality impacts of the Bay Area. These reports were produced by the Bay Area Air Quality Management District and the Regional Airport Planning Council.

Several site specific environmental studies have recently been completed. The Phase I report investigating historical environmental impacts on the site reported no known hazards with no recommendation for further investigation. The initial environmental study's determination of mitigated negative declaration assessed that the impacts of the new use on the site would have minimal significant impacts which can be mitigated through minor design modifications. Both reports can be provided upon request.

The Edgewater site falls within the Airport Influence Area of the Oakland International Airport and therefore is subject to the review and approval of the Airport Land Use Commission. On February 14, 2012 the Airport Land Use Commission approved the project and found the application compatible with the 2010 Airport Land Use Compatibility Plan for the Oakland International Airport. The Land Use Compatibility Plan can be found in the Facilities appendix following this document.

Site Access and Public Transportation

Students will typically arrive to school either by public transportation, walking, or by parent drop-off/ carpooling. 8000 Edgewater is located on the fringe of the Airport Business Park- one block from the Hegenberger Corridor. It has a bus stop immediately in front of the property as well as public sidewalks from Hegenberger to the frontage of 8000 Edgewater.

The majority of LPS College Park students reside in District 7 and are fairly evenly dispersed within a circular 3 mile diameter bounded by I-580, I-880, and east of Hegenberger Rd. A grade by grade analysis of the impact of the new facility on the existing student body's school commute found that 41% of current 8-11th graders were closer to the new facility than Castlemont; 12% were commuting from a far enough distance that the two facilities were essentially equidistant; and 47% of existing students were closer to the current facility. Therefore, over 53% of the commuters would be positively impacted or neutral towards the relocation of the school site.

LPS College Park Proximity Chart			
Grade	**Castlemont**	**Edgewater**	**Equivalent**
9	45%	45%	11%
10	53%	39%	8%
11	42%	38%	20%
Total	**47%**	**41%**	**12%**

Traffic patterns will be highest at the start and end of the school day- currently 7:45-8:00am and 3:00- 3:15pm. 8000 Edgewater is ideally set up for a school pick-up and drop-off circulation. The building is ringed by parking and two way traffic circulation. Currently LPS is working with architects to develop the parking/ site plan- see Exhibit A

LPS Oakland administrative staff shall closely monitor pick-up and drop-off times to ensure constant traffic flow, to greet students personally when they enter the site and to ensure quick

dispersal and student safety at the end of the school day. LPS Oakland shall operate a closed campus and shall not allow students to drive to school.

Outdoor Facilities

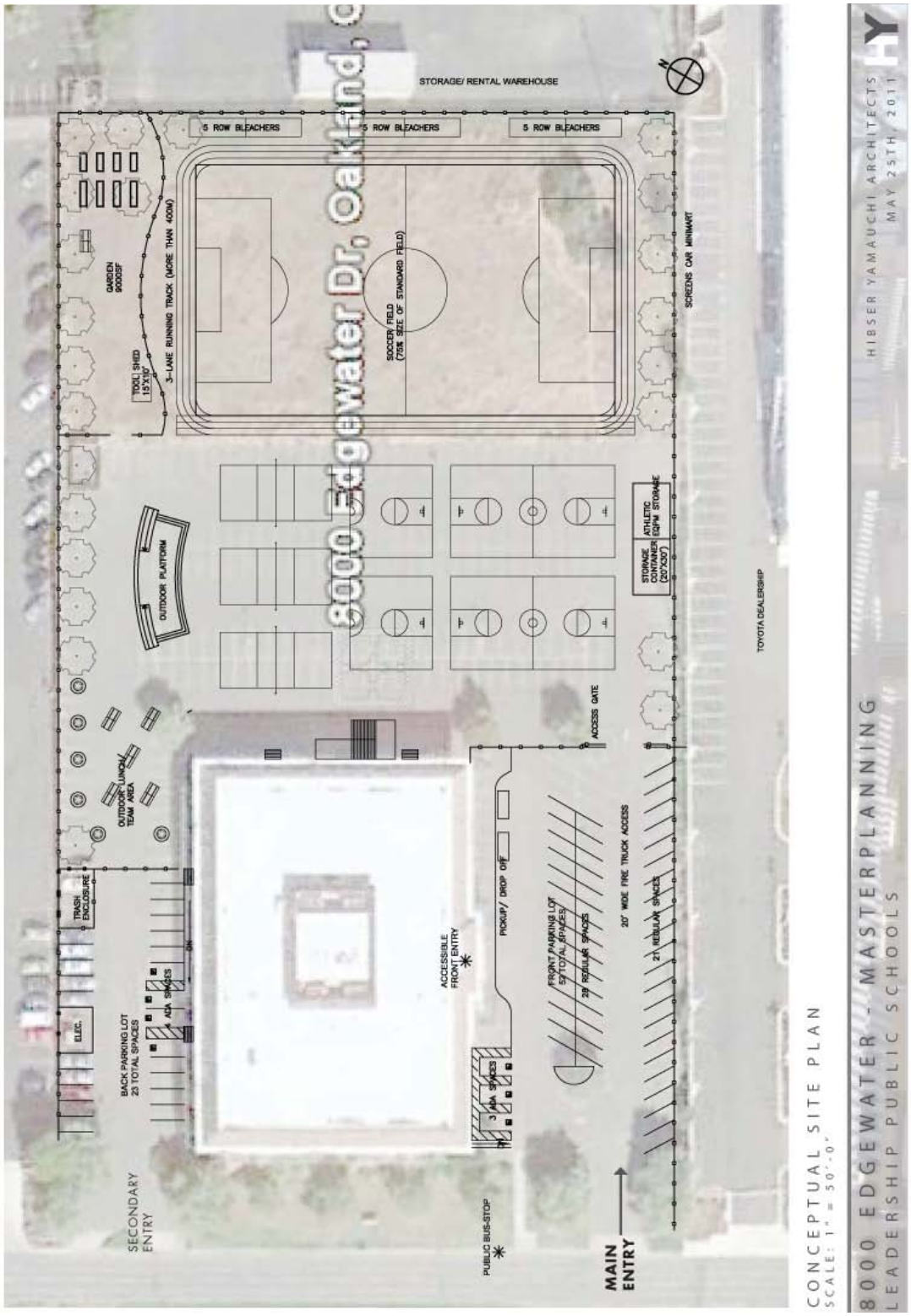
LPS anticipates developing the unimproved 1.3 acres at the back of the site for outdoor recreational use by the students. The current ideas for development include basketball and volleyball courts, green field for soccer practice, jogging path, and community garden. The school will likely continue the robust Green Pioneers program currently established at LPS College Park. Students who participate in the Green Pioneers program will design and carryout environmentally focused, sustainable and peace promoting initiatives that benefit their school and their community. The Community Garden shall be used as an outdoor learning and demonstration space.

Facilities Maintenance and Operations

Increased facilities maintenance and operations costs (both routine and deferred) have been factored into the school's operational budget. The operational budget is built off of LPS's experience providing routine and custodial maintenance to its existing four facilities as well as 8000 Edgewater's operational cost history to date.

LPS is committed to providing a safe school environment and assures the facility shall meet the California Building Code Requirements including the American with Disabilities Act as adopted and enforced by the local building enforcement agency. 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 (ie. pesticides, cleaning chemicals, etc.) will be provided.

8000 Edgewater Site Plan



A statement of the School's seismic safety (structural integrity and earthquake preparedness)

LPS Oakland R&D recognizes that there is a risk of significant seismic activity in the school's area of operations. Therefore, LPS has drafted an Emergency Response Guide (included in Facilities appendix) that includes comprehensive procedures for staff to follow in the event of an earthquake and other emergency situations.

LPS Oakland shall conduct regular earthquake drills to prepare students and staff for any seismic activity. These practice drills include the DUCK-HOLD-COVER procedure during an actual earthquake and follow-up aftershocks. Students and staff members shall practice a post-earthquake evacuation of the facilities. LPS Oakland will make every effort to participate in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen. Below is a sample Emergency Drill Calendar.

LPS Oakland's goal in developing its earthquake preparedness plan is also to develop a safety program that reduces seismic hazards in the school facility. LPS Oakland shall advise staff to have their emergency clipboards readily available near the exit of the rooms, not to store heavy objects on top of cabinets, to keep exits and paths of travel free of obstruction and to have lock down kits at a visible or identified location in the classroom.

LPS Emergency Drill Calendar - Template		
Date	**Activity**	**Responsible Person**
July/August	Update staff roster, contact info and CPR certification, noting expiration date.	School Manager (SM)
July/August	Collect student and staff emergency info	SM / Enrollment
July/August	Establish Emergency Response Teams.	Principal
July/August	Review and update emergency guide with Response Team.	Emergency Coord. (EC)/ Home Office (HO)
July/August	Update Site Map	SM/ HO Ops Team
July/August	Update/post Evacuation Route Map in each classroom	School Manager
August School Site PD	Orient staff to Emergency Response Plan and gather staff signature pages. Train staff on safety and security each year *before the first day of school*, including the **proper use of fire extinguishers.**	EC / HO
July/August	Organize / update classroom evacuation materials.	SM / EC
by October 1	Hold first Evacuation / Fire Drill (required at least TWICE per year).	EC./ Principal
Third week of classes	Print off three copies of student roster for each classroom. Place one copy in Emergency Bucket, one copy on the wall (clipboard) or teacher desk, and one copy in Main Office. Update on a regular basis, if possible.	SM and EC
by November 28	Hold Major Disaster Drill (required at least once a year). Use procedure for "Earthquake.", and coordinate with Great Shakeout if possible.	EC/ Principal
December	Materials check – change emergency water, check expiration dates on supplies, inventory/restock.	SM
Date	**Activity**	**Responsible Person**
by January 30	Hold Civil Defense Drill (at least once a year). Use procedure of for "Lockdown / Shooting Incident."	EC./ Principal
by March 31	Hold second Evacuation / Fire Drill (required at least TWICE per year).	EC / Principal
by July 1	Turn in your Safety Drill Record Form and THIS checklist to Home office.	EC

Classroom Hazard Checklist	Yes	No	Unknown	N/A
1. Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
2. Are heavy objects removed from high shelves?				
3. Are potentially hazardous displays located away from seating areas?				
4. Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
5. Is the TV monitor securely fastened to a securely fastened platform and/or cart?				
6. Is the classroom piano, or other rolling furniture, secured against rolling during an earthquake?				
7. Are wall-mounted clocks, maps, fire extinguishers, etc. secured against falling?				
8. Are computers and other heavy equipment secured to prevent movement?				
9. Are objects around doors secured so as not to fall and block egress?				
10. Are trashcans located away from main exit, fire extinguisher, and emergency supplies?				
11. Are emergency clipboards readily available near the exits of the classroom?				
12. Are lockdown kits in a visible or identified location of the classroom?				
13. Has the classroom lockdown kit's supplies been refreshed from prior use or expiration of supplies?				

The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)

LPS Oakland has created a complete guide of safety and emergency policies as part of LPS Oakland's *Emergency Response Guide*.

The Emergency Response Guide addresses:

- general safety procedures, first aid, suspected child abuse, lost child, and classroom safety issues,
- emergency response procedures in case of a medical emergency, fire, earthquake, severe weather, such as flooding, bomb threat, intruder on campus, armed assault, as well as the school's policy to keep students safe until parents/guardians can be reached and notify/communicate with parents and guardians in case of an emergency, and
- emergency response calendar, emergency phone numbers, safety drill record and evaluation forms.

The plan shall be update by administration prior to the start of school and reviewed with staff at the beginning of each school year. This plan shall contain available school and outside agency resources, emergency disaster procedures, and an evacuation map for the school site.

Fire and earthquake drills, including evacuation of the school facilities, shall be practiced regularly throughout the school year. All teachers and staff shall be equipped with an evacuation map of the school site clearly marking their particular path of evacuation. In case of an emergency all students shall be kept at school, at a designated assembly area supervised by LPS Oakland staff until parents/guardians are able to reach their children. All students shall have an updated emergency form on file in the school's main office that includes information on how to notify parents/guardians in the event of an emergency.

The School's plan for training staff and students on safety procedures, including fire drills, workshops, and other training opportunities

The Emergency Response Guide shall be distributed to all staff at the beginning of the year and an acknowledgement page shall be signed by all staff and kept on file. Throughout the school year, necessary training sessions shall be held related to school safety. Staff shall receive internal memos regarding relevant health and safety issues, such as recognizing the symptoms of influenza during the flu season, when to send sick students home, good health practices to teach as well as practice (such as hand washing, coughing and sneezing etiquette, etc.). A CPR certification class shall be provided annually and shall be open to all staff. A minimum of two core full-time staff shall maintain certification each school year. School wide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations shall be conducted at regular intervals throughout the school year.

The School's maintenance plan, including how hazardous conditions will be identified and addressed

The Principal shall be responsible for the oversight of the facilities maintenance and for ensuring a healthy and safe learning environment for students. The Principal shall be supported by LPS' Director of Operations who negotiates janitorial and building maintenance contracts and works with the School District on deferred maintenance and regulatory inspections as required.

LPS' insurance provider, Alliance of Schools for Cooperative Insurance Programs (ASCIP), provides onsite safety audits and risk management training. ASCIP regularly distributes safety alerts to keep members abreast of current safety issues and trends as well as offers regular risk management and safety trainings including OSHA training for asbestos and lead awareness.

In the event of a maintenance issue or the discovery of unsafe/hazardous conditions, staff shall contact the Principal, school manager, or LPS Director of Operations. All employees shall be responsible for communicating the discovery of potential workplace hazards or unsafe conditions as soon as possible. A classroom hazard checklist is available in the Appendix of the Emergency Response Guide to aid this effort. These issues will be addressed promptly by the administration of LPS Oakland.

LEADERSHIP PUBLIC SCHOOLS EMERGENCY RESPONSE GUIDE

(TEMPLATE)

Updated December 2011

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EMERGENCY PHONE NUMBERS

The following agencies should be contacted as soon as possible in the case of an emergency. Refer to appropriate tab for contact sequence in a specific event. After agencies are notified, the Home Office should also be notified.

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Police, Fire, Ambulance	911
Fire (non-emergency)	School-specific / local information
Police (non-emergency)	or 311
County Emergency Medical Services / County Emergency Services (Sheriff's Office)	School-specific / local information
State Warning Center	800-852-7550
National Response Center	800-424-8802
Clinic/Hospital	School-specific / local information
County Medical Clinic	School-specific / local information
Chemtrec Emergency Response Info Service	800-424-9300
Poison Control Center	800-222-1222
Child Protective Services	School-specific / local information
LPS Home Office	510-830-3780 x 241 or 225

EMERGENCY TEAM ROLES AND STAFF ROSTER

Your 2011-12 Emergency Response Team

(Note: Team should include 4 different people, designated by Principal)

EMERGENCY COORDINATOR: Dean of Instruction
(suggested role for Dean of Students or Campus Supervisor; HO recommends that role not be held by the Principal or the School Manager)

PARENT/STUDENT COORDINATOR: School Manager
(one *possible role for School Manager)*

SECURITY / UTILITIES COORDINATOR: Campus Supervisor

SUPPLIES / MEDICAL COORDINATOR: Dean of Students
(one *possible role for School Manager)*

See "General Responsibilities in an Emergency" section for duties for these positions.

Leadership Public Schools Staff Phone Numbers

Staff Marked with ** carry Emergency Radios

Role	Name	Office	Mobile Phone
Principal**			
Dean of Students**			
School Manager**			
Technology Coordinator**			
Enrollment Coordinator			
Campus Supervisor**			
Teacher			
Teacher			
Teacher			
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Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
Teacher			
RSP Aide			
Teacher			
Teacher			

SCHOOL MAP AND EMERGENCY EXIT PLAN

Leadership Public Schools Oakland
8000 Edgewater Drive
Oakland, CA 94621

In the event of an **Evacuation**, follow the path to your designated **Emergency Gathering Point**

(Attach Emergency Exit Facilities Plan when available)

PREPAREDNESS

First Steps

What You Should Do Right Now

All Teachers and Staff

- Review this handbook.
- Sign and return the staff acknowledgment page at the end of the handbook.
- Keep this handbook accessible at all times.
- Attend safety and security training sessions. Contact the Operations Coordinator in the Home Office, who can arrange for you to sign up for trainings with ASCIP, our insurance company, or arrange for local training with other organizations. Trainings may include CPR and First Aid classes.
- Know your school's Alert Signals and Evacuation Routes.
- Keep extra emergency items in your ***locked*** office/desk (personal medications; eyeglasses; etc.).
- Update your emergency contact info with the School Manager.
- Carry your school identification card with you at all times. In an emergency, affix to outer garment or wear on neck lanyard.
- Lead students in proper procedure before and during Safety Drills.

Principal, Campus Supervisor (if present), Deans, and School Manager

- Review the Operations Guide for comprehensive outlines of your particular responsibilities.
- Train all teachers and staff on safety and security each year *before the first day of school*, including the proper use of fire extinguishers.
- Schedule safety drills.
- Schedule opportunities for teachers/staff to receive First Aid training.
- Maintain emergency supplies.
- Discuss periodically during the school year as a reminder.
- Keep updated class rosters and emergency contact cards (**Enrollment Forms 102A & B)** on file for each student (Recommended: store on laptop).
- Also store copies of information at an off-site location.

Safety Drills

The Emergency Coordinator should work with the Principal to schedule Safety Drills throughout the year, following the deadlines in the Emergency Response Calendar (see Appendix).

The Home Office requirements are: at least two Evacuation / Fire drills (complete first drill by end of October and second drill by March); and at least one Major Disaster Drill (by November).

The Principal should record the date, time, and outcome of each completed Safety Drill on the Safety Drill Record Form, and check it off on the Calendar.

The Safety Drill Record Form and the Emergency Response Calendar must be submitted to the Director of Operations in the Home Office at the end of each school year, by July 1.

The Principal and Emergency Coordinator should evaluate the success of the drill based on the **Safety Drill Checklist** (see Appendix).

Emergency Supplies

Ensure the following emergency supplies are stored onsite:

Each classroom should contain a lockdown kit, which contains enough food and water for a class of 30 for one day.

Complete list for each Classroom Lockdown Kit ("Emergency Bucket"):

- 3 – 3600 Calorie Food Bars
- 30 Packs of water
- Solar Blanket
- 1 portable toilet
- 4 rolls of toilet paper
- 2 Toilet disinfectant
- 100 moist towelettes
- 4 toilet liners
- 1 Radio with batteries
- 1 whistle
- 1 large Mylar Blanket
- 1 Roll – Duct Tape

In addition, 2 additional days' worth of food and water for the entire school are stored in ____ (on campus location)

If these supplies are locked, the Campus Security Manager has keys to the _____(location of supplies). An extra copy of the key is available upon request from the School Manager.

At the beginning of each semester, the Emergency Coordinator should print off three copies of rosters for all classes occurring in each classroom. One copy of the roster should be stored in the Emergency Bucket; the second copy with the Emergency Response Guide or in teachers' desks (for easy removal in case of evacuation); the third copy with the Main Office.

Alert Signals

At the sound of the **FIRE ALARM** or **"EVACUATION"** announcement:

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Point. **See "School Map and Emergency Exit Plans" in this handbook and posted around the school.**
- Teachers will bring their student roster and any classroom emergency kit, and take attendance at the Emergency Gathering Point to account for students. Teachers will notify the Principal of missing students.
- Students who are not in classrooms should evacuate immediately and then proceed to locate their assigned classes at Emergency Gathering Points.

At the sound of the **"ALERT"** announcement:

- All students in transit between classrooms, in restrooms, etc., will proceed immediately to their assigned classrooms.
- Students who are outdoors will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students and take roll.

At the sound of the **"DUCK AND COVER"** announcement:

- Students will move away from windows and position themselves under desks or tables.
- If outside, students will drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Open all doors; leave windows as they are.

At the sound of the **"LOCK DOWN"** announcement:

- Students will move away from all doors and windows and duck under their desks.
- Teachers will lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- All front entrances will be locked and no visitors will be allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.

At the sound of the **"ALL CLEAR"** announcement:

- Students will resume their regular class activities.
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

At the sound of "DISMISSAL" announcement:

- Auto-dialer phone system should be used to notify families of early dismissal.
- At the direction of the principal, teachers should take attendance prior to dismissal and report any missing students to Emergency Coordinator.
- At least one staff member should remain with any students until all students have departed.

General Responsibilities in an Emergency

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her responsibilities and follow these procedures:

Principal

- Assess the situation and give appropriate alarm / PA announcement.
- Designate someone nearby to call 911 and to notify LPS Home Office (510-830-3730).
- Meet with (or designate someone to meet with) police / fire / emergency crews when they arrive.
- Keep the Home Office informed; if necessary, set up telephone communications at a nearby residence or business.
- Determine, in consultation with the emergency crews, whether to release students to their homes or to return students to classes.
- Work with Student/Parent Coordinator to communicate with parents and/or release students.
- **In the case of media coverage, direct all media requests and press releases to the CEO at the Home Office.**
- Signal "All Clear" when situation is resolved.

Emergency Coordinator: Dean of Instruction

- In an Evacuation, check the building to ensure that all students, personnel and visitors have evacuated all classrooms, hallways, and restrooms.
- Collect names of missing persons from teachers.
- Give directions to police in search procedures and take full responsibility for search.
- **Work with other members of the ER Team to coordinate response:**

Parent / Student Coordinator: School Manager

- In an Evacuation, greet, organize, and comfort students outside the building.
- Communicate with families and release students to families, if necessary.

Supplies / Medical Coordinator: Dean of Students

- Access supplies and coordinate passing out
- Provide for / designate administration of first aid, and request other emergency assistance as needed.

Security / Utilities Coordinator: Campus Supervisor

- If students and staff are dismissed, secure the building against vandalism and theft.
- In a Lock Down, lock exterior doors and interior doors where possible.
- Shut off the valves for gas, water, electricity and air conditioning (coordinate with District, if necessary).

School Manager

- Assist and take direction from the Principal.
- Take students' emergency information cards (Enrollment Forms 102A / B) if evacuating site.
- Make sure first aid supplies are handy in case they are needed.

- Carry out other duties as assigned.

Teachers

- Carry out appropriate emergency procedures according to the signal (Evacuation, Alert, Duck and Cover, Lock Down) to ensure the safety and welfare of students.
- Take roll. Report names of missing students to Emergency Coordinator.
- Supervise students and maintain calm and order.
- Assist in assuring that students are released to guardians' care.

RESPONSE TYPES

First Aid

Call 911. TAKE ONLY THOSE MEASURES YOU ARE QUALIFIED TO PERFORM.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

TO STOP BLEEDING:

- Apply direct pressure to the wound
- Maintain the pressure until the bleeding stops
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart

CHOKING:

- Stand behind the person
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone
- Grasp your fist with your other hand, give an abdominal thrust
- Repeat until the object comes out
- If required, begin rescue breathing

Bomb Threat

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

<u>If the threat is received by telephone:</u>

- DO NOT HANG UP.
- The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator:

"This is [name] from [school]. We are receiving a bomb threat on another line. The number of that line is [phone number]."

- The person answering the threat call should ask the following questions, record the answers (use the **Bomb Threat Report** form on the following page if possible) and then immediately notify or give the form to the Principal.

    - When is the bomb going to explode?
    - Where is the bomb right now?
    - What will cause it to explode?
    - What kind of bomb is it?
    - Why are you doing this?
    - What is your name?
    - What can we do for you to avoid the bomb from exploding?
    - How can you be contacted?

- School staff should not search for suspicious packages, boxes or objects – this may only be performed by trained search and rescue teams. Await for arrival of 911 search and rescue team. However if staff member identifies an object before 911 arrive, secure the immediate area.
- While the 911 team is conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- Once a suspicious object is identified, assist the 911 crew in securing the immediate area. do not investigate or examine the object.
- Principal assesses the situation and may order DUCK AND COVER or EVACUATION.

Upon finding a suspicious object:

- Do not investigate or examine the object.
- Notify the Principal immediately.
- Secure the immediate area. Warn others not to approach area.
- Principal calls 911 to provide the exact location of the object, and notifies Home Office.
- Principal assesses the situation and may order **DUCK AND COVER** or **EVACUATION**.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Note: this point may change, depending on the location of the bomb.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

Bomb Threat Report

DO NOT HANG UP!

DATE:_____ TIME:_____

Exact words of person placing the call:

_____

_____

_____

_____

Ask these questions for a bomb threat:

When is the bomb going to explode?

_____

Where is the bomb right now?

_____

What will cause it to explode?

_____

What kind of bomb is it?

_____

Why are you doing this?

_____

What is your name?

_____

What can we do for you to avoid the bomb from exploding?

_____

How can you be contacted?

_____

CIRCLE as appropriate:

Caller's Identity: Male Female

Estimated age: _____ years

Adult Juvenile

CIRCLE as appropriate:

Voice:	Loud	Soft	Fast	Slow
	Distinct	Distorted	High pitch	Deep
	Raspy	Pleasant Stutter	Nasal	
	Slurred	Lisp	Raspy	Whisper
	Familiar? Whom did it sound like? _____			
Accent:	Local	Not Local	Foreign	Regional
	Other _____			
Language skill:	Excellent	Good	Fair	Poor
	Other _____			
Manner:	Calm	Angry	Rational Irrational	
	Coherent	Incoherent	Deliberate	Emotional
	Righteous	Laughing	Crying	Intoxicated
Noises:	Office	Factory	Trains	Animals
	Quiet	PA System	Music	Party
	Voices	Mixed	Airplanes	Street
	TV/Radio	Cell phone	Long distance	Children

Additional information:

_____

_____

_____

Receiving phone number: _____

Person receiving call: _____

IF YOU RECEIVE A WRITTEN BOMB THREAT, OR COMPLETE THIS REPORT, GIVE IT TO THE PRINCIPAL.

THE PRINCIPAL SHOULD THEN PASS IT ON TO THE POLICE ONCE THEY ARRIVE.

Chemical Spill / Incident

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

When chemical spill is identified:

- DO NOT TOUCH ANYTHING.
- Teacher evacuates students from immediate area. If possible, teacher contains hazard by turning off local fans and by closing doors and windows behind.
- Teacher calls 911, then notifies Principal and assesses danger of hazard.
- IF SPILL IS FUMING OR GIVING OFF VAPORS, DO NOT ENTER ROOM, and instead wait for 911 response.
- Principal assesses situation and may order EVACUATION or ALERT.
- Principal identifies the type of spill, if possible, chemical name, quantity spilled, and exact room where the spill occurred.
- Principal calls Home Office.
- School Manager turns off school's air handling system (HVAC).
- Any affected areas will not be reopened until the HazMat team or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Principal instructs teachers/staff to close doors and windows; to turn off local fans; to seal gaps under doors and windows with wet towels or duct tape; to seal vents with aluminum foil or plastic wrap, if available; and to turn off sources of ignition (e.g. pilot lights). (Use the materials available in Emergency Bucket to do this).
- Teachers take roll and report missing persons to Principal via emergency radios.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Teachers lead students *upwind* of the building.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

For persons who have come in contact with the substance:

If you suspect inhalation of fumes, take the affected person into open fresh air.

- Dependent on the chemical, affected areas may be washed with soap and water. Take care to ensure that this will not exacerbate the injury (this depends on the chemical). Use emergency eye wash station or emergency shower.
- Contaminated clothes should be immediately removed and contained.
- Do not use bleach or other disinfectants on potentially exposed skin.
- Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- **Supplies / Medical Coordinator** should assess the need for medical attention, and prepare a list of all affected people to provide to the emergency response team.

Child Abuse

If any staff member suspects that physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to:

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

- Report the suspected incident to a child protective agency by telephone *immediately* to 408-299-2071.

- School Resource Officers are not approved protective agencies – do not report to School Resource Officer.

- Report the suspected incident by written report *within 36 hours*.

***If it is suspected that a child is abandoned, in immediate danger, or in need of medical care*:**

- Call 911 immediately.

Child abuse is defined as *"a physical injury which is inflicted by other than accidental means,"* sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, the child's health or welfare.

Death / Suicide

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

In the event of a death or suicide:

- Call 911 and notify Principal immediately.
- Principal notifies teachers to keep students in their classrooms until informed otherwise.
- Principal calls LPS Home Office (510-830-3780).
- Principal and Police/Ambulance will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- All media inquiries will be handled by Home Office.
- Counselor will ensure that counseling services are available as soon as possible.
- If student(s) are the first to discover a death or suicide, segregate student(s) from the scene and from each other and notify Principal who will advise parents. DO NOT LEAVE STUDENT(S) ALONE.

Earthquake

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon the first indication of an earthquake:

If indoors:

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk and be prepared to move with it.
- Hold the position until the ground stops shaking, or for at least 60 seconds.
- Do not stand in a doorway for protection.

If outdoors:

- Crouch down away from buildings, poles, and overhead wires.
- Place head between knees and cover head with arms.

When shaking stops:

- Principal may make the **EVACUATION** announcement, and notifies Home Office of situation.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- DO NOT touch any fallen wires.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- **If the area appears safe, Emergency Coordinator should contact local search and rescue teams to make an initial inspection of school buildings to identify any injured or trapped students or staff. These teams are trained and have necessary supplies to do so.**
- Once evacuated, staff and students should remain outside buildings, given the danger of aftershocks.
- **Security / Utilities Coordinator** or Home Office Operations Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal contacts the Home Office to determine additional actions that are necessary.

Electrical Failure

If exposed electrical wire:

- Report it immediately to Principal.
- Remain at or protect the scene from student or staff accidental contact.
- Principal assesses situation and may order emergency procedure such as EVACUATION or ALERT.
- **Security / Utilities Coordinator** shuts off power to the affected area of the building.

If simple electrical failure:

- Notify Principal's Office.
- **Security / Utilities Coordinator** notifies the electrical company (**PG&E) at 800-743-5000.**
- Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.
- Do not turn off all the machines at once. **Security / Utilities Coordinator** should coordinate the shut down and start up process so that it is done in phases.

Explosion

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon seeing or hearing an explosion:

- Teachers should calmly direct students to **DUCK AND COVER**.
- Move away from windows and overhead hazards and take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk.
- If outdoors, crouch down, place head between knees, and cover head with arms.
- Teachers call 911, then notify Principal of situation.
- If flame or fire is present, report this to 911, along with cause of fire, if known.
- Principal assesses situation and may order **ALERT** or **EVACUATION**.
- Principal notifies campus security. Principal notifies Home Office.

Staff should attempt to suppress fires with extinguishers.

- Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

If Principal announces "EVACUATION":

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.
- Principal will direct the **Security / Utilities Coordinator** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal will contact the Home Office to determine additional actions that may be necessary.

Fire

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon discovery of a fire:

- Pull the Fire Alarm and report fire to the Principal.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If there is smoke, teachers instruct students to drop to the ground and crawl to nearest exit.
- If safe, Emergency Coordinator and trained teachers/staff will use fire extinguishers to suppress fires until the fire department arrives.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Safety / Materials Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.

Designate a staff member as a spotter to flag emergency vehicles toward the specific area of the fire within the site. This will expedite 911 response efforts.

- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- If fire is extinguished by school personnel, Principal is required to call Fire Department to indicate “fire is out.”
- Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an “All Clear” to do so.

Flooding

Warnings of severe weather are usually received via public radio or the State Warning Center (800-852-7550). If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon discovering any flooding:

- If an emergency, call 911.
- Notify the Principal immediately.
- Principal will assess the situation and make an announcement over the PA for **EVACUATION**, **ALERT**, or **dismissal** to go home.
- Principal will call the Home Office.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers take roll; Emergency Coordinator collects list of missing persons.

If Principal announces "EVACUATION":

- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Principal will direct the **Security / Utilities Coordinator** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- If electrocution is a possibility, depending on source of flooding, **Security / Utilities Coordinator** will shut off power to the area in question.
- Principal contacts the Home Office to determine additional actions that are necessary.

Gas Line Break

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

Upon smelling, seeing, or hearing a gas leak:

- Call 911, then notify Principal.
- Principal assesses situation and may order **EVACUATION**.
- Principal calls Home Office, then PG&E at 800-743-5000.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If staff / faculty are aware of a gas leak in their assigned area, check that all open flame and / or heat sources are turned off immediately, before exiting the area.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an "All Clear" announcement.

Intruders

The school requires all visitors to check in with the front office and wear a visitors badge at all times.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

If an unauthorized person is seen on school grounds:

- Call Principal immediately with exact location of intruder.
- Principal assesses situation and may order **ALERT** or **LOCK DOWN**.
- Principal calls 911, then Home Office.

If Principal announces "ALERT":

- Principal instructs all students to return to their assigned classrooms.
- Teachers and staff close all doors and windows.
- Teachers take roll and report missing persons to Principal via emergency radios.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any students or staff that are missing or injured.
- Teachers keep students in classrooms until Police provide clearance and the Principal issues an "All Clear."

If Principal announces "LOCK DOWN":

- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal calls 911 and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator **locks** all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios and / or cell phone.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.

Lockdown / Shooting Incident

If a shooting takes place the first priority is to shelter students and staff.

To report an
EMERGENCY:
call
911

then call Home Office at (510) 830-3780

<u>On hearing gunshots or a "LOCK DOWN" announcement from the Principal:</u>

- Call 911.
- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal makes **LOCK DOWN** announcement, calls 911, and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact people, who are responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes "All Clear" announcement.

- **All media inquiries will be referred to the Home Office.**

Lost Child

To report an
EMERGENCY:
call
911

then call Home Office
at (510) 830-3780

If a student is lost:

- Call 911.
- Report to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- If incident occurred on campus, Principal considers ordering LOCK DOWN.

If a student is kidnapped:

- Call 911.
- Report incident to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- Emergency Coordinator gathers witnesses in private area to meet with Police investigators. Keep witnesses separated to prevent changes in story.

APPENDIX:
Forms and Checklists

LPS Emergency Response Calendar

LPS School: _____

Your school should complete this form over the course of the school year and turn it in to Director of Operations at the Home Office by July 1.

Date	**Activity**	**Responsible Person**	**Date Completed**	**Initials**
July/August	Update staff roster, contact info and CPR certification, noting expiration date.	School Manager (SM)		
July/August	Collect student and staff emergency info	SM / Enrollment		
July/August	Establish Emergency Response Teams.	Principal		
July/August	Review and update emergency guide with Response Team.	Emergency Coord. (EC)/ HO		
July/August	Update Site Map	SM/ HO Ops Team		
July/August	Update/post Evacuation Route Map in each classroom	School Manager		
August School Site PD	Orient staff to Emergency Response Plan and gather staff signature pages. Train staff on safety and security each year *before the first day of school*, including the **proper use of fire extinguishers.**	Emergency Coordinator / Home Office		
July/August	Organize / update classroom evacuation materials.	SM / Emergency Coord.		
by October 1	Hold first Evacuation / Fire Drill (required at least TWICE per year).	Emergency Coord./ Principal		
Third week of classes	Print off three copies of student roster for each classroom. Place one copy in Emergency Bucket, one copy on the wall (clipboard) or teacher desk, and one copy in Main Office. Update on a regular basis, if possible.	SM and Emergency Coord.		
by November 28	Hold Major Disaster Drill (required at least once a year). Use procedure for "Earthquake.", and coordinate with Great Shakeout if possible.	Emergency Coord./ Principal		
December	Materials check – change emergency water, check expiration dates on supplies, inventory/restock.	School Manager		
by January 30	Hold Civil Defense Drill (at least once a year). Use procedure of for "Lockdown / Shooting Incident."	Emergency Coord./ Principal		
by March 31	Hold second Evacuation / Fire Drill (required at least TWICE per year).	EC / Principal		
by July 1	Turn in your Safety Drill Record Form and THIS checklist to Home office.	Emergency Coordinator		

Safety Drill Record Form

LPS Safety Drill Record Form
Emergency Response Guide

School _____

Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

Safety Drill Evacuation Checklist

Leadership Public Schools
SAFETY DRILL EVALUATION CHECKLIST

To be completed by Emergency Response Coordinator
Use after each Safety Drill

Yes/No

___Are all students and staff familiar with the "drop, cover, and hold" procedure?

___ Have all students demonstrated their ability to take immediate and correct actions?

___ Do teachers take cover with students during drills?

___ Is there sufficient shelter space under tables, desks, and counters for all students?

___ Do all students know how to protect themselves if no shelter is available?

___ Are teachers and students prepared to remain in duck and cover positions for up to 60 seconds?

___ Are students encouraged to be silent during drills?

___ Are teachers prepared to maintain relative calm and reassure their students?

___ Are students evacuated from classrooms to a safe outdoor area following a simulated emergency?

___ Does your post-earthquake building evacuation procedure consider the very real possibility that strong aftershocks may occur within minutes after the main event?

___ Do teachers remember to take class roster and other emergency supplies when evacuating?

___ Have maintenance staff and all site emergency teams practiced their roles during crisis response drills?

___ Have students been given ample opportunity to discuss fears and concerns about the crisis drill and/or actual crises?

___ Have students been instructed on how they can help each other?

___ Are crisis drills viewed as an opportunity to discuss emergency preparedness in the home?

___ Have parents been informed about your crisis response safety procedures?

___ Have teachers and other staff members prepared their families to cope effectively during and after a crisis?

Classroom Hazard Checklist

LEADERSHIP PUBLIC SCHOOLS CLASSROOM HAZARD CHECKLIST

School: _____

Room #: _____

	Yes	No	Unknown	N/A
1. Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
2. Are heavy objects removed from high shelves?				
3. Are potentially hazardous displays located away from seating areas?				
4. Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
5. Is the TV monitor securely fastened to a securely fastened platform and/or cart?				
6. Is the classroom piano, or other rolling furniture, secured against rolling during an earthquake?				
7. Are wall-mounted clocks, maps, fire extinguishers, etc. secured against falling?				
8. Are computers and other heavy equipment secured to prevent movement?				
9. Are objects around doors secured so as not to fall and block egress?				
10. Are trashcans located away from main exit, fire extinguisher, and emergency supplies?				
11. Are emergency clipboards readily available near the exits of the classroom?				
12. Are lockdown kits in a visible or identified location of the classroom?				
13. Has the classroom lockdown kit's supplies been refreshed from prior use or expiration of supplies?				

Completed by: _____ Date: _____

Emergency Partner Staff List

LEADERSHIP PUBLIC SCHOOLS EMERGENCY PARTNER STAFF LIST

(Optional form for Emergency Coordinator use)

Teachers may have emergency partner assignments to check on each other after a crisis. In this way there can be an immediate check on the status of all personnel and conditions.

Name	Room #	Teaching Schedule	Partner	Room #	Teaching Schedule

STAFF ACKNOLWEDGMENT PAGE

All staff must sign and return this page to the Principal or School Manager.

I have received a copy of the Leadership Public Schools Emergency Response Guide (the "Guide").

I have carefully reviewed the Guide and agree to follow the procedures outlined in the Guide in the event of an emergency.

_____ _____

Signature **Date**

_____

Printed Name

Alameda County Airport Land Use Commission
224 W. Winton Avenue, Suite111
Hayward, CA 94544
(510) 670-6511

February 14, 2012

SUBJ: Leadership Public Schools/LPS-College Park, 8000 Edgewater Drive, Oakland

Soo Zee Park, Director of Operations
Leadership Public Schools
344 Thomas L. Berkley Way
Suite 340
Oakland, CA 94612

Dear Ms. Park,

Thank you for the opportunity to review the materials you submitted regarding the proposed future site of the College Park Charter School at 8000 Edgewater Drive, Oakland CA 94621. This project would initially consist of grades nine to twelve (High School only), with plans to eventually expand to include grades six through eight for a total of Middle and High School. I have completed an Administrative Review of the materials provided and have the following comments for your consideration as this project moves through the approval process.

AIRPORT LAND USE COMPATIBILITY

The Alameda County Airport Land Use Commission (ALUC) has adopted an updated Airport Land Use Compatibility Plan (ALUCP) for the Oakland International Airport on December 10, 2010. This document can be viewed at http://www.acgov.org/cda/planning/generalplans/airportlandplans.htm

The proposed project location is situated within the Airport Influence Area (AIA), Safety Zone 6: Traffic Pattern Zone, and the Aviation Easement Zone for the Oakland International Airport, as described in the ALUCP for that airport. It is also subject to FAA Part-77 regulations regarding allowable heights of structures near the airport environs. Please consult the following sections to insure compliance with policies and standards in the ALUCP as this project moves forward:

1. Section 3.3.3 Airspace Protection. This section of the Plan includes a thorough discussion of all policies related to a variety of airspace protection issues including FAA notification requirements, and overflight and Aviation Easement requirements.

2. Section 3.3.3.8 Avigation Easement Dedication.

3. Section 3.3.4. Overflight.

4. Appendix C: Federal Aviation Regulations, Part 77 *Objects Affecting Navigable Airspace* provides guidance on allowable heights of buildings near airports. This is especially important if the project sponsors consider adding a 2nd- story onto the existing building, as described in the material sent for review.

5. Appendix E: Sample Implementation Documents provides sample Avigation Easement forms and Sample Deed Notices.

6. Appendix I: Real Estate Disclosure Law and Legislation.

7. Figure 3-5 – *Oakland International Airport FAR PART 77 Surfaces* which provides a graphic description of PART 77 requirements. This figure is located in Chapter 3 of the ALUCP.

8. Figure 3-6 - *Overflight Compatibility Zones.* The school site is located within the Aviation Easement Zone. A specific discussion of Aviation Easement zone requirements can be found in and section 3.

In summary, this project is found to be Compatible with policies in the December 2010 Airport Land Use Compatibility Plan for the Oakland International Airport at this time. It is assumed that the project sponsor will consult the sections of the Plan as noted above during future project development and agrees to comply with all requirements as noted therein.

Again, thank you for the opportunity to review this project. Please do not hesitate to contact me at (510) 670-6511 if you have any questions about this determination or require additional information as this project moves forward.

Sincerely,

Cindy Horvath
Senior Transportation Planner

c: Members, Alameda County Airport Land Use Commission
Albert Lopez, Alameda County Planning Director, ALUC Administrative Officer

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 22 2011

CHARTER FACILITIES SUPPORT
CORPORATION
344 THOMAS L BERKLEY WAY STE 340
OAKLAND, CA 94612-3351

Employer Identification Number:
27-2505928
DLN:
17053287372030
Contact Person:
WINNIE W LEE ID# 31208
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(3)
Form 990 Required:
Yes
Effective Date of Exemption:
March 16, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

We have determined that you are a Type 1 supporting organization under section 509(a)(3). A Type 1 is operated, supervised, or controlled by, a Type 2 is supervised or controlled in connection with, and a Type 3 is operated in connection with one or more publicly supported organizations.

Letter 947 (DO/CG)

CHARTER FACILITIES SUPPORT

Sincerely,

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

3285808

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of this office.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 30 2010

Debra Bowen

DEBRA BOWEN
Secretary of State

Sec/State Form CE-109 (REV 01/2009)

OSP 09 113643

F 3285808

ENDORSED - FILED
in the Office of the Secretary of State
of the State of California

MAR 16 2010

ARTICLES OF INCORPORATION

OF

CHARTER FACILITIES SUPPORT CORPORATION

ARTICLE I

NAME

The name of this corporation is CHARTER FACILITIES SUPPORT CORPORATION.

ARTICLE II

PURPOSES

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 California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. This corporation is formed, and shall be operated, exclusively to support Leadership Public Schools, Inc., a California nonprofit public benefit corporation.

The primary purposes of the corporation are to facilitate the development of charter schools; to lease, own, manage, and maintain an educational institution; to provide charter school facilities and operational and other support to charter schools; to assist philanthropists and foundations in accelerating the growth of high quality charter schools; and to provide and otherwise obtain or assist in obtaining charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Code.

ARTICLE III

POWERS

A. This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from

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Federal income tax under Section 501(c)(3) of the Internal Revenue Code ("Code"), or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

B. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE IV

DISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations then described in Section 501(c)(3).

ARTICLE V

INITIAL AGENT FOR PROCESS

The name and business address in this State of the corporation's initial agent for service of process is:

Louise Bay Waters
2601 Mission Street, Suite 900
San Francisco, CA 94110

ARTICLE VI

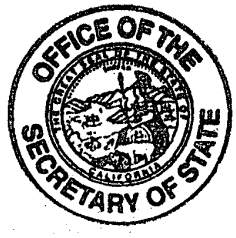
AMENDMENTS

Any amendment of these Articles of Incorporation must be approved by the Board of Directors of Leadership Public Schools, Inc.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation this 11th day of March, 2010.

Louise Bay Waters

Louise Bay Waters, Incorporator



WRITTEN CONSENT OF THE DIRECTORS OF

CHARTER FACILITIES SUPPORT CORPORATION

TO ACTION TAKEN WITHOUT MEETING

RESOLUTION NO: 2010-03

Pursuant to the authority granted in Section 5211(b) of the Nonprofit Public Benefit Corporation Law of the State of California, and Section 9 of Article V of the Bylaws of Charter Facilities Support Corporation, a California nonprofit public benefit corporation (the "Corporation") to Directors to take action by unanimous written consent without a meeting, the Directors of the Corporation hereby consent to and adopt, as of the date indicated below, the following resolutions:

BYLAWS

RESOLVED, that, with the written consent of Leadership Public Schools as set forth below, the Amended and Restated Bylaws in the form attached hereto as Exhibit A are adopted and approved as the Bylaws of the Corporation, until amended or repealed; and

RESOLVED, that the Secretary of the Corporation is authorized and directed to execute a certificate of the adoption of the Bylaws and to enter the Bylaws as so certified in the minute book of the Corporation, and to keep a copy of the Bylaws, as amended from time to time, at the principal executive or business office of the Corporation in California in accordance with Section 5160 of the Nonprofit Public Benefit Corporation Law of the State of California.

GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

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IN WITNESS WHEREOF, the undersigned Directors have executed this Written Consent on the following dates:

DATE	SIGNATURE
6/30/2010	Stu McLaughlin, Director
6/30/2010	Henrik Jones, Director
6/30/2010	Soo Zee Park, Director

CONSENT OF LEADERSHIP PUBLIC SCHOOLS

Leadership Public Schools consents to the foregoing action.

Date: 6/30/2010

LEADERSHIP PUBLIC SCHOOLS, INC.

By: Louise Bay Waters
Name: LOUISE BAY WATERS
Its: BOARD PRESIDENT & CEO

AMENDED AND RESTATED BYLAWS

OF

CHARTER FACILITIES SUPPORT CORPORATION

PREAMBLE

This corporation has been is formed, and shall be operated, exclusively to support Leadership Public Schools, Inc., a California nonprofit public benefit corporation (the "Founder"), and such charter school or charter schools as may be operated by the Founder. The Founder shall direct and control the activities of the corporation through its power to designate the Directors of the corporation as set forth in Article III below.

ARTICLE I

OFFICES AND SEAL

Section 1. OFFICES

The principal office for the transaction of the business of the corporation shall be at such location in the State of California as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL

The corporation may have a corporate seal, and the seal, if any, shall have inscribed thereon the name of the corporation, the date of its incorporation and the word "California."

ARTICLE II

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action which would otherwise require approval of members shall require only approval of the Board of Directors.

ARTICLE III

FOUNDER

The Founder shall be Leadership Public Schools, Inc., a California nonprofit public benefit corporation, which, acting through its Board of Trustees shall have the power to

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designate the Directors of the corporation and to prescribe such Directors' terms of office. Any such designation of a Director by the Founder may be revoked by the Founder at any time.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. POWERS

Except as otherwise provided by the Articles of Incorporation or these Bylaws, the powers of the corporation shall be exercised, its property controlled and its business and affairs conducted by or under the direction of the Board of Directors. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. NUMBER AND QUALIFICATIONS

The designated number of Directors shall be not less than 3 nor more than 7.

No more than 49 percent 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 it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

Notwithstanding the foregoing, this corporation does not contemplate having any employees.

Section 3. ELECTION AND TERM

Each Director designated by the Founder under Article III hereof shall serve for such term of office as is designated by the Founder.

Section 4. RESIGNATION

A Director may resign effective upon giving written notice to the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 5. REMOVAL OF DIRECTORS

A Director may be removed at any time for any reason by the Founder under Article III hereof.

Section 6. VACANCIES

A vacancy or vacancies on the Board of Directors shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board of Directors by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

In the event of any vacancy on the Board, the vacancy shall be filled by the Founder pursuant to Article III hereof.

ARTICLE V

MEETINGS OF DIRECTORS

Section 1. PLACE OF MEETINGS

All meetings of the Board of Directors shall be held at the principal office of the corporation or at such other place as may be designated for that purpose from time to time by the President.

Section 2. ANNUAL MEETINGS

An annual meeting of the Board of Directors shall be held on notice during the month of June of each year, the time or place to be designated by the Board or the President and specified in the notice of the meeting. The Directors shall meet for the purpose of appointing officers, reporting on the affairs of the corporation, and transacting such other business as may come before the meeting.

Section 3. REGULAR MEETINGS

Regular meetings of the Board shall be held at such time and place as the Board shall establish from time to time by resolution. No notice of any regular meeting of the Board need be given.

Section 4. SPECIAL MEETINGS

Special meetings of the Board for any purpose or purposes may be called at any time by the President or by any two (2) or more Directors.

Section 5. NOTICE OF SPECIAL MEETINGS

Notice of the time and place of special meetings shall be delivered personally or by telephone or other electronic means to each Director or sent by first-class mail, charges prepaid, addressed to each Director at that Director's address as it is shown on the records of the corporation. If the notice is mailed, it shall be deposited in the United States mail at least four (4) days before the time of the holding of the meeting. If the notice is delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, facsimile, electronic mail or other electronic means in conformity with Section 20 of the California Corporations Code, it shall be delivered at least forty-eight (48) hours before the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the Director or to a person at the office of the Director who the person giving the notice has reason to believe will promptly communicate it to the Director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal office of the corporation.

Section 6. QUORUM

One-half of the Directors then in office shall constitute a quorum. 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 shall be regarded as the act of the Board of Directors, subject to any different provisions of the California Nonprofit Corporation Law, such as those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) approval of certain transactions between corporations having common directors, (iii) appointment of committees, and (vi) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

Section 7. WAIVER OF NOTICE

Actions taken at any special meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if a quorum is present and either before or after the meeting, each of the Directors not present signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice.

Section 8. ADJOURNMENT

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of the

time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 9. ACTION BY WRITTEN CONSENT

Any action required or permitted to be taken by the Board under any provision of law, the Articles of Incorporation or these Bylaws may be taken without a meeting if all Directors then in office shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as a unanimous vote of the Directors. Any certificate or other document filed on behalf of this corporation relating to an action taken by the Board without a meeting shall state that the action was taken by a unanimous written consent of the Board without a meeting and that the Bylaws of the corporation authorize its Directors to so act.

Section 10. CONFERENCE TELEPHONE

Members of the Board may participate in a meeting through the use of conference telephone or similar communications equipment, provided that all Directors participating in such a meeting can hear one another. Participation in a meeting pursuant to this Section constitutes presence in person at such meeting.

Section 11. COMPENSATION

Directors shall not be compensated for serving as Directors. They may be allowed advancement or reimbursement for expenses incurred in the performance of their duties as Directors.

ARTICLE VI

OFFICERS

Section 1. OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, and one or more Assistant Treasurers. Except as otherwise provided herein, officers may, but need not, be Directors. Any person may hold more than one office, except that the President may not serve concurrently as the Secretary or Treasurer.

Section 2. APPOINTMENT OF OFFICERS

The officers of the corporation shall be appointed annually by the Board of Directors and each shall hold his or her office until he or she resigns or is removed, or otherwise becomes disqualified to serve, or such officer's successor is appointed.

Section 3. SUBORDINATE OFFICERS

The Board of Directors may appoint or authorize the appointment of officers other than those hereinbefore mentioned as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as the Board of Directors from time to time may authorize.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS

Any officer may be removed either with or without cause by a majority of the Directors then in office at any regular or special meeting of the Board. Should a vacancy occur in any office as a result of death, resignation, removal, disqualification or any other cause, the Board may delegate the powers and duties of such office to any officer or to any Director until such time as a successor for such office has been appointed.

Any officer may resign at any time by giving written notice to the corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in the notice. Unless otherwise specified in the notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES IN OFFICES

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 regular appointments to that office.

Section 6. PRESIDENT

The President shall be the chief executive officer of the corporation with such powers and duties as may be specified by the Board or these Bylaws. Subject to the control of the Board, the President shall have general supervision of the business of the corporation and shall have such other powers and duties usually vested in a chief executive officer and as may be assigned by the Board of Directors or these Bylaws. The President shall preside over meetings of the Board.

Section 7. VICE PRESIDENTS

In the absence or disability of the President, the Vice Presidents, if any, in order of their rank as fixed by the Board, or, if there are no Vice Presidents or there are Vice Presidents who are not ranked, a Vice President so appointed by the Board, shall perform all the duties of the President and when so acting shall have all of the powers of and be subject to all of the restrictions upon the President. A Vice President shall have such other powers and duties as may be specified by the Board.

Section 8. SECRETARY

The Secretary shall keep or cause to be kept a book of minutes of the meetings of the Board at the principal office or at such other place as the Board may order, with the time and place of holding, whether regular or special, and if special how authorized, the notice thereof given, the names of those present at Directors' meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board of Directors required by these Bylaws or by law to be given, shall keep the seal of the corporation, if any, in safe custody and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or these Bylaws.

Section 9. TREASURER

The Treasurer shall be the chief financial officer of the corporation and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Director. The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Directors. The Treasurer shall disburse or cause to be disbursed the funds of the corporation as shall be ordered by the Board, shall render or cause to be rendered to the President or the Directors whenever they shall request it an account of all transactions as Treasurer and of the financial condition of the corporation, shall take or cause to be taken proper vouchers for all disbursements of the funds of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

ARTICLE VII

COMMITTEES

Section 1. COMMITTEES GENERALLY

The Board of Directors may designate executive, standing or special committees, consisting of two (2) or more Directors for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board of Directors or in any committee which has the authority of the Board of Directors; (ii) fix compensation of the Directors for serving on the Board of Directors or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable; (v) appoint committees of the Board of Directors or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) such other powers as may be prohibited by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board.

Unless otherwise provided in these Bylaws, the Board of Directors, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 2. STANDING AND SPECIAL COMMITTEES

The standing committees of the Board of Directors of the corporation may consist of an Executive Committee and such other standing committees as the Board of Directors may authorize from time to time. Special committees may also be authorized by action of the Board of Directors.

Section 3. EXECUTIVE COMMITTEE

The Executive Committee, if there is one, shall consist of the President and such other members of the Board as are designated by the Board of Directors. The President shall chair the Executive Committee. The Executive Committee shall have the power to transact all business of the corporation during the period between meetings of the Board of Directors, subject to any prior limitation imposed by the Board of Directors or by law. Action by the Executive Committee shall require the approval of a majority of the members of such committee.

Section 4. APPOINTMENT

The chairperson and members of a committee shall be nominated by the President of the Board of Directors and be appointed by a majority of the members of the Board of Directors. The chairperson of each committee must be a member of the Board of Directors.

Section 5. TERM OF OFFICE

The chairperson and each member of all standing committees shall serve until the next annual organizational meeting of the Board of Directors and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a chairperson or member of the committee, as the case may be.

Section 6. VACANCIES

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 4 of this Article VII.

Section 7. REMOVAL OF COMMITTEE MEMBERS

The Board of Directors may remove by majority vote at any time, with or without cause, a member or members of any committee.

Section 8. QUORUM AND VOTING

One-half of the members of a committee shall constitute a quorum, and any action of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE VIII

GENERAL PROVISIONS

Section 1. VOTING SHARES

The corporation may vote any and all shares held by it in any other corporation by such officer, agent or proxy as the Board of Directors may appoint, or in default of any such appointment, by the President or any Vice President and, in such case, such officers, or any of them, may likewise appoint a proxy to vote said shares.

Section 2. CHECKS, DRAFTS, AND ORDERS FOR PAYMENT OF MONEY

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board of Directors.

Section 3. EXECUTION OF CONTRACTS

The Board of Directors may authorize one or more officers, agents, or employees to enter into any contract or to execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit or to render it liable for any purpose or in any amount.

Section 4. MAINTENANCE AND INSPECTION OF CORPORATION RECORDS

The Articles of Incorporation, Bylaws, accounting books, records and minutes of the Board of Directors, and of any committee(s) of the Board shall be kept at such place or places designated by the Board or, in the absence of such designation, at the principal executive office of the corporation. Such records and documents shall be open to inspection by any Director at any reasonable time.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article IX, an "agent" of the corporation means any person who is or was a director, officer, or employee of the corporation or is or was serving at the request of the corporation as a director, trustee, officer, or employee of another corporation, partnership, joint venture, trust or other enterprise.

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article IX.

ARTICLE X

REPORTS

Section 1. ANNUAL REPORTS AND FINANCIAL STATEMENTS

The corporation shall cause to be sent to the Directors not later than 120 days after the close of its fiscal year, a report containing the following information in reasonable detail:

(1) The assets and liabilities, including any trust funds, of the corporation as of the end of the fiscal year.

(2) The principal changes in assets and liabilities, including any trust funds, during the fiscal year.

(3) The revenue or receipts of the corporation for the fiscal year.

(4) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

(5) Any information required by Section 6322 of the California Corporations Code relating to annual statements of certain transactions and indemnifications.

Section 2. AUDITED FINANCIAL STATEMENTS

The corporation shall prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant in conformity with generally accepted auditing standards.

Section 3. ANNUAL STATEMENT OF GENERAL INFORMATION

The corporation shall file with the Secretary of State of the State of California, on a form and at the time prescribed by the Secretary of State, a statement setting forth the names and complete business or residence addresses of the President, Secretary and Treasurer, the street address of its principal executive office or principal business office in this state, and a designation of the agent of the corporation for the purpose of service of process, all in compliance with Section 6210 of the California Nonprofit Corporation Code.

Section 4. OTHER REPORTS

The corporation shall provide reports to the Attorney General in the form and manner he or she may prescribe and fully comply, to the extent applicable, with the requirements of Section 6324 of the California Nonprofit Corporation Law and the California Uniform Supervision of Directors for Charitable Purposes Act commencing with Section 12580 of the California Government Code.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws adopted by the Board of Directors only with the written approval of the Founder.

LLC-1 File # 201129910176

State of California
Secretary of State

Limited Liability Company
Articles of Organization

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

OCT 05 2011

This Space For Filing Use Only

A $70.00 filing fee must accompany this form.

Important – Read instructions before completing this form.

Entity Name (End the name with the words "Limited Liability Company," or the abbreviations "LLC" or "L.L.C." The words "Limited" and "Company" may be abbreviated to "Ltd." and "Co.," respectively.)

1. NAME OF LIMITED LIABILITY COMPANY

8000 Edgewater Assets LLC

Purpose (The following statement is required by statute and should not be altered.)

2. THE PURPOSE OF THE LIMITED LIABILITY COMPANY IS TO ENGAGE IN ANY LAWFUL ACT OR ACTIVITY FOR WHICH A LIMITED LIABILITY COMPANY MAY BE ORGANIZED UNDER THE BEVERLY-KILLEA LIMITED LIABILITY COMPANY ACT.

Initial Agent for Service of Process (If the agent is an individual, the agent must reside in California and both Items 3 and 4 must be completed. If the agent is a corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 3 must be completed (leave Item 4 blank).

3. NAME OF INITIAL AGENT FOR SERVICE OF PROCESS

Louise Waters

4. IF AN INDIVIDUAL, ADDRESS OF INITIAL AGENT FOR SERVICE OF PROCESS IN CALIFORNIA	CITY	STATE	ZIP CODE
344 Thomas L. Berkley Way, Suite 340	Oakland	CA	94612

Management (Check only one)

5. THE LIMITED LIABILITY COMPANY WILL BE MANAGED BY:

- [ ] ONE MANAGER
- [ ] MORE THAN ONE MANAGER
- [x] ALL LIMITED LIABILITY COMPANY MEMBER(S)

Additional Information

6. ADDITIONAL INFORMATION SET FORTH ON THE ATTACHED PAGES, IF ANY, IS INCORPORATED HEREIN BY THIS REFERENCE AND MADE A PART OF THIS CERTIFICATE.

Execution

7. I DECLARE I AM THE PERSON WHO EXECUTED THIS INSTRUMENT, WHICH EXECUTION IS MY ACT AND DEED.

October 4, 2011
DATE

SIGNATURE OF ORGANIZER

Soo Zee Park
TYPE OR PRINT NAME OF ORGANIZER

LLC-1 (REV 04/2010) APPROVED BY SECRETARY OF STATE

ARTICLES OF ORGANIZATION

8000 EDGEWATER ASSETS LLC

ATTACHMENT CONTAINING ADDITIONAL INFORMATION

ITEM NO. 6

This LLC is organized for the exclusive purpose of holding title to property, collecting income therefrom, and turning over the entire amount thereof, less expenses, to an organization that itself is exempt under section 501 of the Internal Revenue Code, as contemplated by section 23701h of the California Revenue and Tax Code.

This LLC is organized for nonprofit purposes, and no part of the net earnings of this LLC shall inure to the benefit of any private member or individual.

Notwithstanding any statement of purposes and powers set forth in this document, this LLC may not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the exclusive purposes of this organization.

I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

OCT 28 2011

Date:

DEBRA BOWEN, Secretary of State

Edgewater Project Team	
In Contract	**Experience**
Architects HY Architects (Hibser Yamauchi) Marcus Hibser LiWen Ang	LPS has worked with HY before and was able to bring a very compressed project in on time and on budget. HY specializes in education and has done work with OUSD and WCCUSD.
NMTC Consulting Josh Simon	Works with many non-profits and CDFIs, has a high understanding of the needs of charters.
Entitlements Consulting CCI- Mark McClure Annie Mudge, CEQA Attorney	McClure was a former Port Commissioner and is very politically saavy, Annie Mudge is a well respected CEQA attorney with positive history of working with both the Port and the City.
Legal Musick Peeler Garrett- Brian Holman	Extensive charter school experience throughout CA, extremely experienced with NMTC financing.
LPS Development Team Ruth Herring Ann Reidy Louise Waters- CEO Adam Cioth- Board member	Well developed team that is strategic in its development efforts and a history of meeting its fundraising goals. Adam Cioth has managed other educational capital campaigns of much greater magnitude.
Broker Cushman& Wakefield- Ryan Hattersly	Ryan Hattersly has been working with LPS for over 7 years and knows the Oakland market in and out. He has identified two other alternative sites that would work programmatically for the school and has helped LPS to locate sites for the network in the past.
Environmental Consultant Lamphier Gregory, Scott Gregory	Local, nimble consultant with positive history of working with Port of Oakland.
Project Management Walter Hallanan	Project Manager with proven charter school record of delivering aggressive projects on time and under budget.
CDFI Self-Help- Steve Saltzman (Letter of Intent)	Self-Help has financed many schools via NMTC, they have multiple other financing vehicles available as well. Organizational Mission is aligned with LPS. Academic review by third party consultant completed, appraiser identified, letter of support provided.
Under Consideration	**Experience**
Contractor Cahill- Blair Allison Turner Olliver & Co- Steve Olliver	Project team has identified a short list of well qualified contractors who have worked within the educational sector and have a proven track record of meeting aggressive timelines. All contractors are also well versed in design build.

* Resumes and experience with charters, schools and non profits available upon request.

8000 Edgewater

Uses	
Purchase	
Site Acquisition	$6,350,000
Contingency Extensions	$120,000
Misc. Due Diligence Expenses	$100,000
	$6,570,000
Environmental Cleanup	
EPA Environmental Assessment	$0
Environmental Remediation	$0
	$0
Site Construction	
Tenant Improvements	$2,490,780
Sitework	$244,300
FF&E	$350,000
	$3,085,080
Project Soft Costs	
CEQA	$60,000
Architectural/ Design	$300,000
Project Management	$101,000
Permits	$60,000
Inspections	$80,000
Finance 4%	$400,000
Legal	$150,000
	$1,091,000
10% Contingency	**$417,608**
Total Uses	**$11,163,688**

Sources	
LPS Fund Balance	$150,000
New Market Tax Credit Financing	$9,263,688
Capital Campaign	
Core	$750,000
Additional	$1,000,000
	$11,163,688
Total Sources	**$11,163,688**

Leadership Public Schools - 8000 Edgewater

Conceptual Estimate Study - Option 1

First Floor	SF	$/SF		Cost
MPR	4,220	$ 85	$	358,700
Classrooms	1,500	$ 60	$	90,000
Remainder	3,600	$ 45	$	162,000
Total First Floor			$	610,700
Second Floor				
Science / Art	4,050	$ 85	$	344,250
Classrooms	14,500	$ 60	$	870,000
Remainder	4,000	$ 45	$	180,000
Total Second Floor			$	1,394,250
	22,500			
Other Cost Allowances				
Sitework	122,150	$ 2	$	244,300
Data Infrastructure			$	250,000
Stair	Allow		$	50,000
Total Allowances			$	544,300
Total Construction Cost			**$**	**2,549,250**
Design Contingency		**15%**	**$**	**382,387.50**
Total Estimated Construction Cost			**$**	**2,931,638**

Notes:

1 The costs per square foot used above are for recent tenant improvements in commercial buildings.
2 Allowances are for budgeting purposes only. Unless otherwise shown, individual items have not been formally estimated.
3 Contingency is important at this stage in the design when many of the final details are unknown.
4 TI allowances assume that the building has sufficient HVAC and power to accommodate the renovations. Costs may increase if the HVAC system in particular needs upgrades.
5 TI allowances include new ceilings, lighting, ducting (not new HVAC), walls and interior finishes. In science and kitchens, additional casework and plumbing is also considered.

HIBSER YAMAUCHI Architects, Inc.

APPENDIX J:
IMPLEMENTATION PLAN

ITEM NUMBER	ITEM NAME	PAGE NUMBER
1	LPS Oakland R&D Implementation Plan	J1
2	Instructional Program Start-Up Grant Funding	J9

LPS Oakland R&D Implementation Plan				
	Year 0	**Year 1**		**Year 2**
	2011 - 2012	**July 2012 - Dec 2012**	**Jan 2013 - June 2013**	**2013 - 2014**
Instructional Programming	• Visit, observe, dialogue with 10-15 blended learning and R&D focused schools; • Continue building out of LPS curriculum & assessment common spine; • Provide team with training on blended learning and R&D • Implement and document lessons learned from ExitTicket and rrriple pilot; • Implement and document lessons learned from on-line 1st year college pilot; • Pilot Springboard English program; • Train teachers to use the curriculum and assessment common spine (June institute); • Train new teachers on technology core & collaboration / cycles of inquiry model • Facilitate teacher-led construction of weekly and daily objectives per course in alignment with the common spine quarterly outcomes; • Complete diagnostic testing for all incoming students; • Continued development and preparation of internship program.	**English/ELD** • Implement Springboard; • Rrriple ePortfolio & 1-1 laptop training and launch 9th grade; • Implement DynEd. **Math** • Implement ExitTicket & FlexMath pilot Khan Academy; • Develop College Access Reader for Algebra 2. **Science** • Implement new Biology tiered weekly assessments and Environmental Science. **Social Science** • Continue to pilot on-line Hippocampus. **Art** • Literacy &critical thinking. **Spanish** • Pilot mastery-based approach. **All Teachers** • Aligning weekly & daily objectives to targets; • Training on R&D and blended learning approaches. **Leadership** • Aligning instruction; • Training on prototyping/ R&D& blended learning; • Visits model internship progs.	**English/ELD** • Implement Springboard; • Rrriple ePortfolio system and 1-1 laptops for 9th grade; • Implement DynEd. **Math** • Implement ExitTickets & FlexMath & Khan Academy. **Science** • Implement common labs in Biology and Chemistry pilot 1-1 laptops for virtual labs. **Social Science** • Pilot 1-1 laptops for research & writing. **Art** • Literacy & critical thinking. **Spanish** • Pilot mastery-based approach. **All Teachers** • Aligning weekly & daily objectives to targets; • Training on R&D and blended learning approaches. **Leadership** • Aligning instruction; • Training on prototyping/ R&D& blended learning; • Continued development of internship program.	**English/ELD** • Implement Springboard; • Rrriple ePortfolio system for 9th and 10th grades; • Implement DynEd. **Math** • Implement math technology in Algebra, Geometry, Alg2; • Provide on-line advanced math college course options; **Science** • Deepened literacy and reading of complex text integration and virtual labs. **Social Science** • Launch 1-1 laptops for research & writing. **Art** • Literacy & critical thinking. **Spanish** • Implement mastery-based approach. **All Teachers** • Aligning weekly & daily objectives to targets; • Training on R&D and blended learning approaches; • Internship training. **Leadership** • Aligning instruction; • Implement internship program.

LPS Oakland R&D Implementation Plan				
	Year 0	**Year 1**		**Year 2**
	2011 - 2012	**July 2012 - Dec 2012**	**Jan 2013 - June 2013**	**2013 - 2014**
Human Resources	• Finalize staffing plan to recruit & select needed staff; • Review benefits program for 2012-13; • Recruit and select exceptional staff; • Update new hire materials ; • Facilitate employee relations during transition period. • Plan and new staff training	• Complete recruitment, and selection of new faculty; • Orient new and returning teachers and administrators for the new school year/new program; • Participate in Administrative Team PD and LPS Network PD sessions; • Complete NCLB credential compliance; • Facilitate BTSA enrollment; • Orientation for Benefit Open Enrollment period; • CALPADS staff reporting; • Plan Harassment Prevention Training as needed; • Monitor Site Observation & Evaluation logs; • Monitor payroll & benefits; • Monitor HR database; • Facilitate employee relations; • Support site leadership.	• Complete LPS Staff Survey • Plan summer school staffing needs; • Recruit and select summer school staff as needed; • Update Effective Teaching Rubric for 2013-14; • Update evaluation forms; • Plan recruitment and selection for 2013-14; • Review Compensation Program; • Review Benefits Program; • Review mid-year and final evaluations; • Prepare returning salary letters; • Monitor payroll & benefits; • Monitor HR database; • Facilitate employee relations; • Support site leadership.	• Recruit & select exceptional educators for open positions; • Revise observation and evaluation documents and processes; • Review Employee Handbook; • Review employee benefit programs; • Facilitate BTSA enrollment; • Complete NCLB compliance; • Complete CALPADS staff reports; • Monitor observation and evaluation site processes; • Review mid-year and final evaluations; • Monitor payroll & benefits; • Monitor HR database; • Facilitate employee relations; • Support site leadership.

LPS Oakland R&D Implementation Plan				
	Year 0	**Year 1**		**Year 2**
	2011 - 2012	**July 2012 - Dec 2012**	**Jan 2013 - June 2013**	**2013 - 2014**
Operations	• Establish food service provider and meal program; • Develop MOU with charter authorizer; • Train all new employees in systems and procedures; • Customize LPS student handbook for new site; • Coordinate furniture and equipment donations; • Renew insurance coverage to include new site and facility; • Research CIF application protocol for new charter with mid-year facility relocation; • File property tax exemptions; • Submit El Dorado SELPA application for new charter.	• Apply for food service site application for LPS Oakland and College Park for new facility; • Execute new food service agreement; • Train all new employees in systems and procedures; • Coordinate furniture and equipment donations; • Coordinate existing vendors and mail for relocation to new facility; • Negotiate new copier contract for new facility.	• Monitor food service transition at new facility; • Analyze Provision 2 program and supper program for food service; • Coordinate furniture and equipment donations; • Apply for Breakfast Grant; • Renew insurance coverage; • Renew El Dorado SELPA application for new charter; • File property tax exemptions; • Submit CIF application.	• Negotiate food service contract; • Apply for ASSETs grant • Coordinate furniture and equipment donations; • Renew insurance coverage; • Renew El Dorado SELPA application for new charter; • File property tax exemptions; • Submit CIF application.

Facility	• Perform Initial Environmental Study and due diligence on new facility; • CFSC: Create 8000 Edgewater Assets LLC; • Secure CEQA approval and Port entitlements; • Secure Approval from Airport Land Use Commission; • Discuss interim facility use of Castlemont Bldg 100 with OUSD and execute FUA.	• CFSC: Purchase facility and perform tenant improvements and permits as needed; • Finalize lease on facility; • Update Emergency Response Guide for new facility and order emergency supplies as needed; Negotiate custodial service contract; • Apply for SB740 funding; • Order furniture and equipment as necessary; • Coordinate use of nearby public resources, ie. parks, sports complex, athletic fields, etc.; • Coordinate beautification day prior to move; • Develop RFP for hiring moving vendor; • Host facility orientation and move-in meetings for school staff and community; • Relocate to new facility.	• Coordinate emergency drills within 3 weeks of occupying new facility; • Establish Community Garden; • Monitor traffic- pick-ups and drops offs for community impact; • Monitor neighbor relations for noise and traffic impacts; • Monitor co-tenant relations; • Monitor utilities and implement utility conservation practices; • Coordinate beautification day; • Coordinate and support Business Improvement District efforts.	• Update Emergency Response Guide for new school year and order emergency supplies as needed; • Negotiate custodial service contract; • Apply for SB740 funding; • Order furniture and equipment as necessary; • Coordinate beautification days; • Monitor traffic- pick-ups and drops offs for community impact; • Monitor neighbor relations for noise and traffic impacts; • Monitor co-tenant relations; • Monitor utilities and implement utility conservation practices; • Coordinate and support Business Improvement District efforts.

Technology	• Coordinate technology equipment donations for hardware requirements; • Review existing and future technology budget requirements to support technology for startup; • Determine technology equipment that can be relocated from existing LPS College Park; • Determine required technology coordinator support for startup and future years; • Assess existing site infrastructure for new facility; • RFP's to vendors as required to upgrade/install site infrastructure; • Review existing software licensing contracts to support new school and additional enrollment; • Communicate new site information to e-Rate consultants; • Obtain new Billed Entity Number (BEN) from SLD for e-Rate applications; • Coordinate Telecom Vendor site survey to ensure availability of Internet and Voice services; • Determine and implement best practices for success in a 1:1 student/laptop environment;	• Determine if any telecom services should be new installs or 'hot' cutovers upon moving from old facility to new facility; • Request and install Internet and Voice Service orders with telecom vendor; • Cabling Infrastructure vendor selection, implementation, and testing for readiness; • Director of Technology and Technology Coordinator to determine priorities and schedules for support during transition to new school site; • Ensure computer labs and classrooms are ready to support a 21st Century classroom ; • Prepare and test wireless infrastructure to support classrooms and online curriculum; • Coordinate with e-Rate consultants to include new site requirements for upcoming e-Rate funding year; • Ensure best safety and risk management practices are used for all computer equipment • Coordinate technology PDs for staff; • Confirm that planned and available technology will support school requirements in Year 1;	• Monitor LAN and WAN for stability and throughput while classes are in session; • Perform infrastructure adjustments and upgrades as determined; • Follow up with staff regarding any technical issues and/or requests to support R&D program; • Ensure Technology coordinator is meeting needs of new school site to support R&D program; • Coordinate technology PD's for staff to support R&D program and any new implementations; • Ensure Voice and Internet services are meeting requirements as specified in contracts; • Monitor and document Web filtering in Firewalls to meet CIPA requirements; • Coordinate requirements with e-Rate consultants for existing discounts and upcoming requirements for funding; • Monitor and ensure technology systems are being kept up to date with security updates and best practices using LPS Enterprise Anti-Virus; • Technology budget planning for Year 2;	• Monitor and determine if internet bandwidth requirements are meeting needs of R&D program; • Monitor and determine if wireless infrastructure is meeting needs of R&D program; • Negotiate any new Internet and Wireless requirements and contracts; • Review telecom vendors for billing and e-Rate discounted fundings; • Review e-Rate funding meets current and new requirements for services and upgrades. Change for upcoming new e-Rate year if required; • Review technical coordinator resources required to support R&D program; • Technology hardware cleanup and refresh prior to start of new school year; • Configure any new technology approved for labs, students, and teachers; • Monitor and determine if Firewall and Web filtering are meeting school requirements, bandwidth requirements, and CIPA requirements; • Review and negotiate any existing or new online curriculum contracts required;

Technology (continued)	• Pilot 1:1 student/laptop in select classes.	• Test new Firewall to confirm stable WAN connections (secure VPN tunnels) to Home Office and LPS Schools site infrastructure; • Relocate to new facility any technology tagged for relocation on move date; • Ongoing coordination of technology equipment donations; • Pilot 1:1 student/laptop throughout 9th grade.	• Coordinate other school site visits outside of LPS to compare technologies and best practices in like environments; • Consideration and training of potential student technology assistants, 11th and 12th grades; • Ongoing coordination of Technology equipment donations.	• Review and change as necessary existing Microsoft School License agreements; • Review technology budget for needs and growth in support of R&D program; • Consider and test any new technologies that may support the growth of the R&D program; • Ongoing teacher/staff PD's to support new technologies; • Ongoing teacher assistant training for technology assistants, 11th and 12th grades; • Ongoing coordination of Technology equipment donations; • Pilot 1:1 student/laptop throughout all grades 9-12.

Outreach/ Enrollment	• Present at MS charters and parochial schools; • Present through churches and community organizations and events with specific aim of increasing African American student enrollment; • Assess diversity of school applicants and adjust outreach strategy; • Host information sessions and technology demonstrations; • Engage community stakeholders of Airport Business Park; • Engage school community to gather input into fitness, experiential and linked learning programs and College Launch program; • Conduct lottery and admit new students; • Confirm enrollment and engage incoming students through summer.	• Conduct Summer Bridge program; • Facilitate Orientation and Registration; • Coordinate Leadership Retreat and Challenge Day; • Engage school community to gather input into fitness, experiential and linked learning programs and College Launch and incorporate into evolving curriculum; • Coordinate community service and internship opportunities; • Assess diversity of school applicants and adjust outreach strategy; • Present at MS charters and parochial schools; • Present through churches and community organizations and events; • Host information sessions; • Coordinate youth development partnership with Airport Business Association; • Conduct lottery and admit new students; • Confirm enrollment and engage incoming students.	• Assess diversity of school applicants and adjust outreach strategy; • Present at MS charters and parochial schools; • Present through churches and community organizations and events; • Host information sessions and school tours; • Build capacity of existing families to do outreach in target communities; • Conduct lottery and admit new students; • Confirm enrollment and engage incoming students through summer.	• Conduct Summer Bridge program; • Facilitate Orientation and Registration; • Coordinate Leadership Retreat and Challenge Day; • Coordinate community service and internship opportunities; • Assess diversity of school and adjust outreach strategy; • Present at MS charters and parochial schools; • Present through churches and community organizations and events; • Host information sessions and school tours; • Coordinate youth development opportunities with Airport Business Association; • Conduct lottery and admit new students; • Confirm enrollment and engage incoming students through summer.
Student Services	• Update student/family handbook; • Conduct a family orientation; • Update community assets map of resources for families.	• Facilitate Pathway to College 4-year personalized planning process with all students; • Conduct 2 family orientations; • Conduct home visits.	• Facilitate Pathway to College 4-year personalized planning process with all students; • Conduct parent conferences; • Conduct home visits.	• Facilitate Pathway to College 4-year personalized planning process with all students; • Conduct parent conferences; • Conduct home visits; • Update community assets map of family resources.

Governance	• Review, update and approve all board policies as required; • Board training on Brown Act; • Review committee structures, adjust as necessary; • Approve upcoming board calendar and academic calendar; • Review and approve financial audits and budgets.	• Host Orientation for new board members; • Review, update and approve all board policies as required; • Board training on Brown Act; • Approve upcoming board calendar; • Review and approve financial audits. • Develop SSC structure for LPS Oakland and coordinate with LPS College Park	• Review committee structures, adjust as necessary; • Approve upcoming academic calendar; • Review and approve financial budgets.	• Host Orientation for new board members; • Review, update and approve all board policies as required; • Board training on Brown Act; • Review committee structures, adjust as necessary; • Approve upcoming board calendar and academic calendar; • Review and approve financial audits and budgets.
Finance	• Do long term financial plan and preliminary budget; • Apply for CDE revolving loan (March 2012); • Obtain board approval for internal start up grant; • Submit application for CDS code; • Submit LEA plan for Title I; • Submit Con App (CARS) for 2013; • Submit Approved budget for 2013; • Application for Title III Consortium.	• Submit PENSEC reports for new school; • Submit monthly attendance reports to OUSD; • Submit 1st Interim report to OUSD; • Monitor budget to actual; • Submit P-1 Reports and EIA count; • Submit CARS-Part II.	• Submit monthly attendance reports to OUSD; • Submit 2nd interim report to OUSD; • Commence 2014 budget process; • Monitor current budget to actual; • Submit 2014 Budget to Board for approval; • Submit P-2 & P-F reports to OUSD; • Submit Budget form to OUSD; • Import approved budget to accounting system.	• Submit 2013 unaudited actual report to OUSD; • Prepare for Audit; • Commence annual audit; • Monthly attendance reports to OUSD; • Monitor Budget to Actual; • Do Interim and other reports on time.
Fundraising	• Complete $1.5MM Capital Campaign with funds raised from individual donors, foundations, and the LPS Board of Trustees; • Identify core group of individual and institutional funders for continued startup costs and ongoing support.	• Apply to CDE for 21st Century ASSETs grant for afterschool academic support and enrichment programs; • Identify core group of individual and institutional funders for continued startup costs and ongoing support; • Develop effective communications collateral for fundraising campaigns.	• Arrange fundraising cultivation meetings between LPS CEO and key donor prospects for R & D program; • Research, compose and submit funding proposals; • Implement regular campus tour schedule for prospective funders; • Host fundraising events for donor outreach.	• Arrange fundraising cultivation meetings between LPS CEO and key donor prospects for R & D program; • Research, compose and submit funding proposals; • Implement regular campus tour schedule for prospective funders; • Host fundraising events for donor outreach.

Instructional Program Start-Up Grant Funding				
	2011-12 Amount	**2011-12 Source**	**2012-13 Amount**	**2012-13 Source**
Accelerating Academics				
College Access Readers & other online textbooks	$39,000 $75,000 $25,000	NGLC K-12 Hi-Speed Network Hewlett		
ExitTicket	$12,500 $15,000 $100,000	NGLC Full Circle Fund Stupski		
Personalized data systems	$29,000 $50,000	NGLC Hewlett		
Overall Oakland Program Design & PD	$25,000	Wayne & Gladys Valley		
Technology	$100,000 (in kind)	Google		
Transitioning to College				
Pilot College Launch Program	$80,000 $10,000	Koogle Association of Continuing Learning	$40,000	NGLC
Building Economic Assets				
Spanish College and Career Launch	$10,000	Slater	$10,000	Slater
Linked Learning	$25,000 $15,000 $10,000	Sobrato Dodge & Cox Association of Continuing Learning		
R & D Center				
Design of R & D process and organization of Center	$27,500 $25,000	NGLC Hewlett		