

# *Advanced Learning Academy*

## **Board Meeting Agenda**

**Monday, October 3, 2016  
5:30 pm**

**Flexible Learning Lab- Room 115  
335 E. Walnut Street  
Santa Ana, CA**



If special assistance is needed to participate in the Board meeting, please contact Board Recording Secretary, at (714) 558-5515. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

### *Mission Statement*

*We assure well-rounded learning experiences, which prepare our students for success in college and career.  
We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.*

## **BOARD OF EDUCATION MEETING INFORMATION**

### **Role of the Board**

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

### **Board Meeting Documentation**

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

### **Public Comments at Board Meetings**

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The *Request to Address the Board of Education* cards are located on the table in the foyer.

BOARD OF EDUCATION  
BOARD MEETING

ADVANCED LEARNING ACADEMY  
335 E. WALNUT STREET  
SANTA ANA, CA 92701

MONDAY,  
OCTOBER 3, 2016  
5:30 PM

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BOARD MEETING

A Board Meeting of the Advanced Learning Academy Advisory Board will convene at Advanced Learning Academy, 335 E. Walnut Street, Santa Ana, California, in the Flexible Learning Lab Room 115.

AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

PRINCIPAL'S REPORT

PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non- agenda items.

1.0 APPROVAL OF CONSENT CALENDAR

1.1 Approval of Regular Board Meeting Minutes- September 12, 2016

REGULAR AGENDA-ACTION ITEMS

2.0 Review the ALA Charter School Petition

PRESENTATIONS

- Overview of the Plans for the ALA STEM Lab

BOARD REPORTS

ADJOURNMENT

FUTURE MEETING: The next meeting of the ALA Advisory Board will be held on Monday, November 7, 2016 at 5:30 pm

Advanced Learning Academy  
Santa Ana Unified School District  
335 E. Walnut Street  
Santa Ana, California 92701

MINUTES

Regular Board Meeting  
ALA Advisory Board  
September 12, 2016

CALL TO ORDER

The meeting was called to order at 5:34 pm by Mr. Allen. A quorum was present as other members in attendance were Ms. Douglas and Mr. Kriesel.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Mr. Allen.

PUBLIC PRESENTATIONS

There are no members of the public who wish to address the Board at this time.

APPROVAL OF CONSENT CALENDAR

Approval of the Special Board Meeting Minutes - June 20, 2016 and June 21, 2016.

It was moved by Ms. Douglas, and seconded by Mr. Kriesel. The motion was carried by a 3-0 vote to approve the Special board Meeting minutes from June 20, 2016 and June 21, 2016.

REGULAR AGENDA-ACTION ITEMS

Approval of the ALA Advisory Board Meeting Dates for the 2016-2017 school year.

It was moved by Mr. Kriesel, and seconded by Ms. Douglas. The motion was carried by a 3-0 vote to adopt the 2016-2017 Meeting Dates.

Approval of ALA's Unaudited Actuals for the 2015-2016 School Year.

It was moved by Ms. Douglas, and seconded by Mr. Kriesel. The motion was carried by a 3-0 vote to adopt the 2015-2016 Unaudited Actuals.

PRESENTATIONS

ALA Expansion Overview

BOARD REPORTS

Mr. Kriesel- Learned a lot about ALA's expansion plans for the 2016-2017 school year. He is looking forward to spending more time at the school and working with the teachers.

Ms. Douglas- Glad to see ALA is financially running as a separate entity and is looking forward ALA's expansion and growth over the next few years.

Mr. Allen- Expressed his commitment to visiting the school regularly and helping ALA to develop in a lab for adult learning, as well as student learning.

ADJOURNMENT

There being no further business to come before the Board, the Board meeting was adjourned at 6:41 pm by Mr. Allen.

The next regular meeting of the ALA Advisory Board will be held on Monday, October 3, 2016 at 5:30pm.

Attest:

A handwritten signature in blue ink that reads "Kimberly A. Garcia". The signature is written over a horizontal line.

Kimberly A. Garcia  
Secretary  
ALA Advisory Board

**AGENDA ITEM BACKUP SHEET**  
**October 3, 2016**

**Board Meeting**

**TITLE:**                    **Review of the Advanced Learning Academy Charter School Petition**

**ITEM:**                    **Action**

**SUBMITTED BY:**   **Kimberly Garcia, Principal, Advanced Learning Academy**

**PREPARED BY:**    **Kimberly Garcia, Principal, Advanced Learning Academy**

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**BACKGROUND INFORMATION:**

The ALA Advisory Board would like to review the Charter School Petition.

**RATIONALE:**

The purpose of this agenda item is to review the ALA Charter School Petition.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Not Applicable.

2015

# Advanced Learning Academy

*Charter School Petition*

**Presented to:**

Santa Ana Unified School District  
Board of Education

May 2015



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## AFFIRMATIONS / ASSURANCES

The Charter will comply with California Education Code § 47605(d) and all other applicable federal, state and local laws and regulations, including, but not limited to, ensuring that the school shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race, color or ethnicity, religion, sexual orientation, home language or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. Cal. Education Code § 47605(d)(2)(A).
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, with a lottery exemption for existing pupils of the Advanced Learning Academy, siblings of enrolled students, and children of staff and founding parents (not to exceed 10%). Cal. Education Code § 47605(d)(2)(B). Preference shall be given to pupils who reside in the Santa Ana Unified School District, or other preferences permitted by the charter authority that are consistent with the law.
- In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the Advanced Learning Academy without graduation or completing the school year for any reason, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Be deemed the exclusive public employer of the employees of the school for purposes of the Educational Employment Relations Act.
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004. Meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and 60851, and any other statewide standards authorized in statute, or assessments application to students in non-charter public schools. Comply in a timely fashion with all reporting requirements, including enrollment, attendance (ADA), standardized testing, and other data and information required.
- Ensure that teachers at the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold under NCLB and other applicable laws. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Comply with the terms of Education Code § 47611 (STRS).
- Maintain all necessary and appropriate insurance coverage at all times.
- Comply with all applicable laws and regulations relating to charter school facilities.
- Agree to standard District requirements and processes regarding supervisory oversight, funding and services for special education students, inspection and audit requirements as aligned to applicable laws.
- Comply with the Brown Act, nonprofit integrity standards, and applicable federal and state laws regarding ethics and conflicts of interest.
- Be solely responsible for the debts and obligations of the Advanced Learning Academy.

David Haglund, Deputy Superintendent

May 26, 2015

## INTRODUCTION

The Santa Ana Unified School District (“SAUSD” and/or “District”) acting through its Governing Board and administration, together with its primary partner the University of California, Irvine, School of Education, desires to serve the students and parents of the District by providing the option of a dependent charter school and is pleased to submit this petition to establish and open the Advanced Learning Academy Charter School (“the Advanced Learning Academy”) in the fall of 2017. This Charter proposes the establishment of a dependent charter school in cooperation District Administration and District Governing Board. Because of the dependent nature of the Advanced Learning Academy and the close operational and governing relationship between the Advanced Learning Academy and the District, including the District’s administration and Governing Board, this Charter does not require the same level of detail and specificity as the District would require of an independent charter school seeking District approval and oversight.

The proposed Charter School will serve kindergarten through eighth grade (K-8) with a specialized educational program focused on engaging, challenging Common Core-based curriculum designed to improve students’ skills in science, technology, engineering, and mathematics (STEM). The educational program will be unique not only to the SAUSD, but to Orange County, in that it is based on a high-tech, project-based, STEM curriculum emphasizing college and career readiness at the elementary and intermediate level.

In today’s ever-changing technological society, it is critical that students have the skills needed to compete in a global economy. The Advanced Learning Academy believes it is not too early to reinforce the importance of science and career readiness at the elementary and intermediate school level. Without this preparation, by high school, students often lack the academic foundation and confidence in math and science and overlook the potential as an exciting, lucrative career. The K-8 Charter School is a natural progression to the high school level to graduate scientific thinkers with critical thinking skills who will be successful in their adult lives. In order to fulfill our mission, it is essential to start at the elementary level engaging students with hands-on, technology-based learning that will inspire students to pursue STEM-related careers.

### *General Charter School Information*

The contact person for the Advanced Learning Academy is David Haglund, Deputy Superintendent.
The grade configuration is kindergarten through 8 <sup>th</sup> at full enrollment.
The grade level(s) of the students the first year of the charter term will be 4 <sup>th</sup> through 6 <sup>th</sup> .
The number of students in the first year (2015/16) of the charter term will be 240. The Advanced Learning Academy will evolve into a K-8 school over three years.
The scheduled opening date of the Advanced Learning Academy is August 2015.
The enrollment capacity is 600 students.
The instructional calendar will be traditional.

### **A. THE NEED**

The Advanced Learning Academy would fulfill two needs of the SAUSD: 1) the school would serve an area of the District that is not currently served by SAUSD facilities; and 2) the school would provide an educational program that is unique to SAUSD and Orange County.

### *Facilities*

The SAUSD’s boundary includes the area south of the John Wayne Airport within the cities of Irvine and Newport Beach (See Exhibit 5 in Element 18 - Facilities). This Irvine/Newport development area (INDA) has experienced rapid development in the last ten years, and is planned to continue to develop over the next ten years.



The INDA, which was originally developed as a commercial and industrial center, has experienced market forces and development pressures encouraging a rapid transition into a more urban mixed-use center. In 2004, the number of building permits for residential units increased dramatically in the INDA. Based on past and planned development, residential development could reach 10,000 units within SAUSD boundaries in the next five to ten years. This increase in residential units and evolution to a mixed-use environment warrants the need for school facilities in the area. The closest existing non-fundamental SAUSD schools (Taft Elementary, McFadden Intermediate, and Saddleback High) are approximately 3, 6, and 4 driving miles from the INDA, respectively.

~~While The the school is proposed to open opened in a temporary location~~ at the Grant School site. ~~Due to high student achievement and demand, a second location will be identified. A grade span of~~ the school will ultimately relocate into the ~~third location at~~ INDA. Our school will be strategically located in the INDA and be more accessible for students to reach compared to any existing public schools nearby. In addition, there is a strong demand in the SAUSD for schools with advanced curriculum options. The District’s fundamental schools have a waiting list to enroll. Our charter will provide youths in Santa Ana another viable option to experience a rigorous and demanding education.

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### **STEM Curriculum**

The commercial/industrial component of the INDA provides a unique opportunity and atmosphere to place a high-tech, STEM-focused school. A specialty school in the INDA has the potential to partner with the local science and technology-based businesses to immerse students in high-quality science instruction based on the Next Generation Science Standards, provide project-based learning, and incorporate internship and leadership programs, in order to prepare students with the kinds of skills needed to compete in a global economy.

As the nation’s economy base has shifted from industry to technology, the future will require a highly adaptable and technologically-competent workforce. With increasing global competition, Orange County and SAUSD must keep a competitive edge in the STEM disciplines. The Advanced Learning Academy aligns with this concept, and the District’s goal to prepare students for success in college, career, and society.

The number of Latino students pursuing STEM careers has historically been low. A notable cause of this is that Latino students have inadequate exposure to STEM curriculum. In California, where Latinos represent the fastest growing and soon to be the largest segment of the population, it is important to provide educational programs that engage and prepare Santa Ana students to choose career paths in STEM. The Advanced Learning Academy plans to offer the District a unique educational program that accomplishes this goal.

### **B. VISION**

The Advanced Learning Academy has the same vision as the SAUSD: *We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.*

### **C. MISSION**

The Advanced Learning Academy has the same mission as the SAUSD: *We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.*

The Advanced Learning Academy’s main objective is to provide a unique STEM-focused educational program to an under-served geographical area of the District. The educational program goals are as follows:

- Provide a safe, nurturing, small-school academic environment that cultivates respect for oneself and others

- Offer engaging, challenging curriculum designed to improve students' skills in STEM areas that will be based on Common Core State Standards and Next Generation Science Standards
- Provide a college and career preparatory program that inspires students to pursue STEM-related careers
- Provide high-tech, project-based curriculum that will engage and inspire students, thereby achieving optimal attendance rates and reducing dropout rates
- Sharpen students' critical thinking skills by providing hands-on, inquiry-based activities
- Infuse goal-oriented collaboration with daily instruction to optimize learning and support English Learners
- Expose students to engaging STEM curriculum and close the gap on the number of Latino students that pursue careers in STEM areas
- Retain strong staff that are role models and inspire students to achieve personal academic and career goals
- Encourage parent involvement and ensure students have academic, social, and emotional support to reach their highest potential
- Offer parent technology classes to allow parents to actively participate in their student's education and provide optimal student support

In alignment with the SAUSD's mission statement, the Advanced Learning Academy aims to graduate students with the following characteristics and values:

- Socially-responsible global citizens who embrace and value cultural diversity and contribute to the improvement of their community
- Critical thinkers that effectively utilize technology in their daily lives
- Motivated and follow an academic plan with an aspiration to follow a STEM career path
- Health conscious and understand the importance of nutrition and physical health on daily life
- Environmentally conscious and understand the importance of sustainability for the global future
- Great communicators who are skilled in sharing their thoughts, questions, ideas and solutions
- Creative problems solvers who try and develop new approaches to get things done

## ELEMENT ONE | EDUCATIONAL PROGRAM

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

### A. MISSION

Our K-8 grade school will give students a world class education that will prepare them for success in high school, college, life, and a future career involving science, technology, engineering, and mathematics (STEM). To achieve this ambitious goal, all leadership decisions are executed to best support the mission and school staff with an unwavering commitment to the mission's success. Furthermore, we will work with students and their families to develop a community that fully supports every child's desire to attend and prepare for high school and college graduation. To lead students to reach their full academic potential, the Advanced Learning Academy will provide a unique, engaging STEM-focused curriculum with specific educational program goals as follows:

- Provide a safe, nurturing, small-school academic environment that cultivates respect for oneself and others
- Offer engaging, challenging Common Core-based curriculum designed to improve students' skills in STEM areas
- Provide a college and career preparatory program that inspires students to pursue STEM-related careers
- Provide high-tech, project-based curriculum that will engage and inspire students, thereby achieving optimal attendance rates and reducing dropout rates
- Sharpen students' critical thinking skills by providing hands-on, inquiry-based activities
- Expose students to engaging STEM curriculum and close the gap on the number of Latino students that pursue careers in STEM areas
- Retain strong staff that are role models and inspire students to achieve personal academic and career goals
- Encourage parent involvement and ensure students have academic, social, and emotional support to reach their highest potential
- Offer parent technology classes to allow parents to actively participate in their student's education and provide optimal student support

As the nation's economy base has shifted from industry to technology, the future will require a highly adaptable and technologically-competent workforce. It is critical that the student population is science and technology literate. An education with a focus in STEM will help students acquire scientific and critical thinking habits. With increasing global competition, a successful, educated person in the 21<sup>st</sup> century must keep a competitive edge in the STEM disciplines.

Individual and societal decisions increasingly require some understanding of STEM, from comprehending medical diagnoses to managing daily activities with a wide variety of computer-based application. While there has been a rise in the number of STEM learning programs in the United States, the state of STEM learning still requires leaps and bounds before it can reach adequacy. Research suggests that many students are currently not prepared for the demands of the present and future economy. As measured by the National Assessment of Educational Progress, roughly 75 percent of U.S. 8<sup>th</sup> graders are not proficient in mathematics when they complete 8<sup>th</sup> grade. Furthermore, there are significant gaps in achievement between the following student population groups: black/white, Hispanic/white, and high-poverty/low-poverty gaps. U.S. students also lag behind the highest performing nations on international assessments. For example, only 10 percent of U.S. 8<sup>th</sup> graders met the Trends in International Mathematics and Science Study advanced international benchmark in science,

compared with 32 percent in Singapore and 25 percent in China.

For the advancement of STEM learning in the U.S., the National Research Council has established three U.S. STEM education goals, which our Charter School fully supports:

1. Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.
2. Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce.
3. Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

To support our rigorous STEM curriculum, our school has incorporated five key elements from the National Research Council into our school's design that will help ensure the effectiveness of our STEM instruction.

1. A coherent set of standards and curriculum found in Next Generation Science Standards
2. Teachers with a high capacity to teach in their discipline
3. A supportive system of assessment and accountability aligned with Smarter Balanced literacy claims
4. Adequate instructional time to promote deep learning
5. Equal access to high-quality STEM learning opportunities

## **B. EDUCATIONAL PHILOSOPHY**

The Charter will meet the unique needs of students (K-8<sup>th</sup> grades) and families in the SAUSD, and will serve a student body that is reflective of the ethnic and socioeconomic diversity of the community. Students will be encouraged and nurtured by engaged parents, dedicated staff, and community partners. The Advanced Learning Academy will develop public-private partnerships with the surrounding higher education institutions and business community. By utilizing the local university and professional resources, we will link technology with academics and prepare students for higher education and professional opportunities.

### *An Educated Person in the 21<sup>st</sup> Century*

Our goal is to ensure that all of our students develop the skills and behaviors necessary for academic, personal, and professional success in the 21<sup>st</sup> century. As the nation's economy base has shifted from industry to technology, the future will require a highly adaptable and technologically-competent workforce. It is critical that the student population is science and technology literate. An education with a focus in STEM will help students acquire scientific and critical thinking habits. With increasing global competition, a successful, educated person in the 21<sup>st</sup> century must keep a competitive edge in the STEM disciplines. The Advanced Learning Academy will provide opportunities that engage and challenge students and allow them to demonstrate their learning and thinking process. Teachers will strive to integrate innovative technologies and research-based instructional strategies throughout the curriculum to prepare students to be confident critical thinkers and self-learners.

The Advanced Learning Academy aims to graduate 21<sup>st</sup> century scholars who:

- Put their talent, expertise, and smarts to work with others to reach a goal
- Develop and utilize new and creative approaches to get things done
- Use technology effectively in their daily lives to access, organize, research and present information
- Are critical thinkers that connect the skills and content learned across the curriculum and evaluate multiple points of view
- Are motivated and follow an academic plan with an aspiration to follow a STEM career path
- Are effective communicators that collaborate, work effectively, and manage interpersonal relationships

- within diverse groups and settings
- Demonstrate content area and grade level achievement in reading, writing, mathematics, history and science
- Are socially responsible global citizens that embrace and respect cultural diversity
- Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects
- Understand the importance of proper nutrition and physical health in daily life

### ***How Learning Best Occurs***

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school. This process deepens students' knowledge and stimulates their curiosity and passion for learning. Students will discover how to learn, and develop the skills to become self-empowered learners. Experiential methods will engage each student and facilitate understanding of core concepts.

A high quality learning environment must be one that is highly structured and generously flexible, allowing students to explore and discover, and operates with high standards that challenge students. The ideal learning environment is one where teachers and students learn together through the open exchange of ideas and information.

Parent participation is an important element in the Advanced Learning Academy's educational philosophy and is consistent with SAUSD's Parent Involvement Framework. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation. This is especially true for predominantly minority and/or lower income communities.

Guest speakers and field trips from local higher education institutions and STEM-focused companies will emphasize the links between instruction and practical application. Teacher-designed units will emphasize the main tenets of Common Core and Next Generation Science Standards. This design will allow students to make necessary school-to-life correlations. In order to be responsible members of society, students need to provide service to the community. Engaging in "real life" projects that are related to the curriculum will help students move from adolescence and school to adulthood and society.

By traveling through our Charter School's varied learning avenues and by experiencing our education program that is guided by rigorous common core state standards, students will be thoroughly prepared for success in their academic and professional careers.

### ***STEM Emphasis in Curriculum***

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), the Advanced Learning Academy believes that an educated citizen in the 21<sup>st</sup> century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. A significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum. The Advanced Learning Academy's educational program specifically emphasizes science, technology, engineering and math (STEM) education. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child.

Math courses will be based on the Common Core integrated course sequencing, which will provide a comprehensive scope and sequence in an effort to address the diverse skills, interests and backgrounds of all learners. Students are assessed for their current knowledge and skill level and placed in the most appropriate

class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities.

Science courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. Students who have experience applying scientific inquiry and reasoning to real-world problems in the classroom will have a clear advantage when they are exposed to the types of questions that require similar thought and reasoning process as adults. Additionally, the site's connection to the existing natural habitat offers a unique opportunity to design a curriculum that has a prominent environmental science component.

In keeping with the STEM emphasis, advanced courses are offered to spur interest and prepare students for STEM-related careers. Science classes employ technology in laboratory explorations and experimentation. The use of technology as an educational tool will motivate and engage students in their learning, accelerate their academic achievement, and equip them with the functional and critical thinking skills needed to succeed in a technology and media-driven environment. Computer simulations will assist in expanding the number of lab opportunities in all grade levels. Teachers effectively use the inquiry-based approach to engage students in the learning process while encouraging high levels of interest. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction.

The Advanced Learning Academy implements collaborative conversations to challenge both high and low achieving students. To enhance critical-thinking skills, students work on inquiry-based activities and projects outside of the classroom throughout the school year. Each year the Advanced Learning Academy organizes a school-wide science fair, in which all students participate. The Advanced Learning Academy students then move on to participate in the regional and statewide science fairs.

### ***Technology Integrated Education***

Our curriculum integrates Math, Science, Social Science and Language Arts classes with technology education in a fun and comprehensive way. Different learning theories and practices such as project-based learning, student-centered learning, and differentiated instruction are incorporated into our technology integrated approach. The following are the ways by which we integrate technology into education:

1. All students complete a multi-year, comprehensive, and detailed technology curriculum
2. Teaching materials and assessment tools
3. Professional training for computer and core class teachers

The elementary component of the charter's computer science curriculum focuses on the technology literacy skills requirement as identified in the Common Core State Standards as well as problem solving and creative thinking. The intermediate school component aims to provide strong skills in computer literacy and fundamentals of computational thinking in 6<sup>th</sup> and 7<sup>th</sup> grades and transitions into conceptual understanding of high school electives in 8<sup>th</sup> grade.

By the completion of their elementary school education, students will obtain fluency in computers and learn introductory level computer literacy. Their classes will be supported with problem solving and creative thinking skills. In grades 6 through 8, students will be offered computer and technology courses as electives. These electives include, but are not limited to, Computer Literacy, Computer Programming, Digital Art, and Robotics.

Academic interventions at the Advanced Learning Academy are targeted and the staff use data to closely monitor our students' academic progress. Furthermore, these interventions focus on three levels of data: formative, interim, and summative. Discussion of each student's progress or lack thereof takes place during department and grade level team meetings. In addition, adult technology courses will be offered to parents to allow parents to actively participate in their student's education and ensure optimal student support at home.

### ***Field Trips and Guest Speakers***

Field trips will allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, field trips will support the application of learning by giving students the opportunity to expand their intelligence in ways different from those typically available inside the classroom. Visiting a research laboratory, university campuses, and meeting with scientists during these field trips or through guest speakers on campus will motivate students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will find new role models.

While most field trips are directly related to specific academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

### ***Peer Assisted Reading (PALS)***

Student and staff will participate in Peer Assisted Reading (PALS) that will occur three to four days a week for a minimum of 20 minutes per session. The classrooms will be equipped with libraries to provide access to a wide variety of books at appropriate reading levels. Students will be trained on PALS protocols and procedures. Students who are struggling academically will participate in additional English enrichment/intervention programs during the day and after school.

In order to determine the student's reading level, a computerized reading assessment that utilizes computer-adaptive technology is administered. Depending on the assessment results, students will receive a range of book recommendations that will challenge the student without causing frustration. Students' reading comprehension skills will be monitored. If a student continually obtains low scores while reading at his or her level, intervention will be immediately implemented. Assessment results will be used by teachers to inform their literacy strategies for individual students.

### **C. STUDENTS TO BE SERVED**

Students from all areas of SAUSD and the INDA will be recruited with a goal of creating an economically and ethnically diverse student population. The Advanced Learning Academy will advertise to the entire SAUSD community and draw students that are attracted to the unique K-8 STEM program. The Advanced Learning Academy aims to attract students from all cultural backgrounds within SAUSD, especially the Latino ethnicity. Historically, the number of Latino students pursuing careers in STEM areas has been low. A notable cause of these low numbers is that Latino students have inadequate exposure to STEM curriculum. The Advanced Learning Academy will provide a unique program to a largely-Latino student population of SAUSD in the hopes of educating and inspiring students to pursue STEM-related careers in today's technology-driven economy.

As a sample student population, we have used the following SAUSD schools that have similarities in their educational programs to project the demographics of the Advanced Learning Academy. The SAUSD fundamental schools have similar "magnet" educational programs that draw students from throughout the District. These schools would be expected to have student populations similar to the Advanced Learning Academy that has a "magnet" STEM program. Sepulveda Elementary has a science-focused curriculum, and would also be expected to have similar demographics to the Advanced Learning Academy. In addition, Taft Elementary and McFadden Intermediate schools are the SAUSD schools in closest proximity to the Advanced Learning Academy and would be anticipated to have the most comparable demographics to the INDA (See Table 1 on the following page).

**TABLE 1: Sample Student Populations**

SCHOOLS	SCHOOL PROFILE					API		AYP	
	English Learners (%)	Free-Reduced Meals (%)	Statewide School Ranking	Similar School Ranking	PI Status	API	Growth from Prior Year	Met English Objective?	Met Math Objective?
<b>Similar Area Schools</b>									
Taft Elementary	41.1	70.9	4	6	Year 3	794	+8	No	No
McFadden Intermediate	33.4	78.7	2	5	Year 5	739	+28	No	Yes
<b>Similar Program Schools</b>									
Greenville Fundamental Elementary	28.9	57.0	9	10	n/a	886	-1	No	No
MacArthur Fundamental Intermediate	6.6	68.0	8	9	Year 4	858	+9	Yes	No
Mendez Fundamental Intermediate	20.7	79.6	7	9	Year 3	829	+16	No	No
Muir Fundamental Elementary	34.2	57.6	9	10	n/a	904	+11	Yes	Yes
Sepulveda Elementary	61.7	83.1	5	10	n/a	770	-29	No	No
Thorpe Fundamental Elementary	30.9	62.6	9	10	n/a	901	-1	Yes	Yes

**TABLE 1 (Continued): Sample Student Populations**

SCHOOL	ETHNICITY PERCENTAGES (%)									
	American Indian	Asian	Pacific Islander	Filipino	African American	White	2 or More Races	None Reported	Hispanic	
<b>Similar Area Schools</b>										
Taft Elementary	0.2	6.6	0.4	0.7	3.1	6.1	2.4	0	80.5	
McFadden Intermediate	0	4.0	0.3	0.5	0.9	1.6	0.4	0	92.3	
<b>Similar Program Schools</b>										
Greenville Fundamental Elementary	0.2	11.5	0.2	0.8	0.9	4.3	2.1	0.1	79.9	
MacArthur Fundamental Intermediate	0	9.3	0.1	0.8	0.8	2.0	1.0	0	86.0	
Mendez Fundamental Intermediate	0.1	0.6	0.1	0	0.3	0.6	0.3	0	98.0	
Muir Fundamental Elementary	0.5	2.2	0.2	0.5	0.6	3.6	0.7	0	91.7	
Sepulveda Elementary	0.2	0.5	0	0.2	0.5	0.2	0.2	0	98.2	
Thorpe Fundamental Elementary	0	7.9	0.5	0.7	0.7	2.6	0.8	0	86.8	



### ***Priority Enrollment***

The main objective of the Advanced Learning Academy is to house students generated from the INDA. Priority enrollment will be given to students that reside in this area. Second enrollment priority will be given to SAUSD students attending other SAUSD impacted (overcrowded) schools. Third enrollment priority will be given to SAUSD students attending any other SAUSD schools. Any other students that choose to attend the Advanced Learning Academy will be admitted as facility capacity allows. If Irvine Unified School District (IUSD) students in the vicinity wish to enroll, they will first be required to obtain an inter-district transfer release from IUSD. At full capacity, the Advanced Learning Academy will serve 600 students in grades K-8. If the number of students who wish to attend the Advanced Learning Academy exceeds the school's capacity, enrollment preferences will be given as explained in Element 8.

### ***Student Projection***

The Advanced Learning Academy site is located within an area of the SAUSD that has experienced significant development, and is planned to continue developing with residential and retail mixed-uses. Residential development projects totaling 4,658 units are planned to be developed in the next 2-5 years. An additional 902 units were previously submitted to the City of Irvine, but since withdrawn or expired as a result of the economic depression. This residentially-designated land has the potential to become future residential projects again as the market returns, and should be considered in the enrollment projection for the INDA build-out (see Exhibit 4 in Element 18). Together these total 5,560 planned units planned within SAUSD. When added to the existing 4,755 units, the INDA would contain a total of more than 10,000 residential units within SAUSD boundaries. Based on various student generation rates (SGR) obtained from gathered data, the INDA residential units have the potential to generate 300-600 students within SAUSD, as detailed in Tables 2 and 3.

A conservative SGR was obtained using the number of students currently residing in the area. As the INDA continues to grow and evolve into a mixed-use community, it will become more attractive to families and is anticipated to generate additional students. Therefore, an additional enrollment projection was prepared to project the number of students at build-out of the approximately 10,000 residential units. Since the type of residential development within the INDA is consistent with the residential development within the IUSD, the build-out projection utilizes the IUSD's SGR for higher-density attached units. In addition to INDA units with SAUSD, the Advanced Learning Academy has the potential to draw students from the residential development just outside the SAUSD boundaries in the vicinity of the school site, as shown in Exhibit 4 (See Element 18), and the potential to draw students from other areas of the SAUSD that are drawn to the specialized STEM instructional program.

**TABLE 2: *Conservative Enrollment Projection***

School Level	SGR	# of Units	Students Generated
Elementary	0.040	4,658	186
Intermediate	0.012	4,658	56
Total	0.052	4,658	<b>242</b>

NOTE: Based on the current number of students in the INDA.

**TABLE 3: *Enrollment Projection at Build-out***

School Level	SGR	# of Units	Students Generated
Elementary	0.0500	10,000	500
Intermediate	0.0100	10,000	100
Total	0.0600	10,000	<b>600</b>

NOTE: Based on the IUSD's student generation rate.

The Advanced Learning Academy believes the conservative projection best constitutes the anticipated enrollment for its opening year (August 2017). The build-out projection is used for the charter’s full-enrollment projection. In consideration that this area is not currently served by a school facility, and the school is likely to draw “magnet” enrollment from outside the INDA, we believe this enrollment is feasible, is backed by development research, and is reasonably achievable.

The Advanced Learning Academy will open as an elementary school serving 240 students from grades 4-6, and over a 3-year period, it will expand into a K-8 school with 600 students. As the residential development continues within the INDA, the Advanced Learning Academy will build its enrollment until it reaches full-enrollment at 600 students.

#### **D. CURRICULUM & INSTRUCTIONAL DESIGN**

Our goal is to provide students a world class education that will prepare them for success in high school, college, life, and a future STEM career. To achieve this ambitious goal, we will employ research-based strategies proven to increase student achievement, provide an engaging STEM-focused educational program that is based on Common Core State Standards and Next Generation Science Standards, and work with students and families to develop an environment that fully supports students and their needs.

The program at the Advanced Learning Academy will combine the following instructional strategies for a balanced approach to instruction:

- Develop positive attitudes toward science
- Increase students’ interest in STEM and reading
- Provide an innovative, engaging Common Core standards-based curriculum
- Sharpen students’ critical thinking skills by providing hands-on inquiry activities
- Increase vocabulary knowledge and conceptual understanding
- Provide field trips, internship opportunities, and guest motivational speakers
- Engage students with independent and group projects
- Conduct ongoing assessment and intervention
- Provide ample access to technology and incorporate technology into the daily instruction
- Provide differentiated curriculum and scaffolding supports

The Advanced Learning Academy’s instructional program is based around providing project-based, inquiry-oriented instruction. Significant research has been conducted about the benefits of an inquiry-based science program for special populations. Inquiry-oriented teaching may be especially valuable for many underserved and underrepresented populations. As noted by the North Central Regional Education Laboratory, “All students—especially those at risk—need to be engaged in interesting and challenging learning that goes beyond basic proficiencies.”

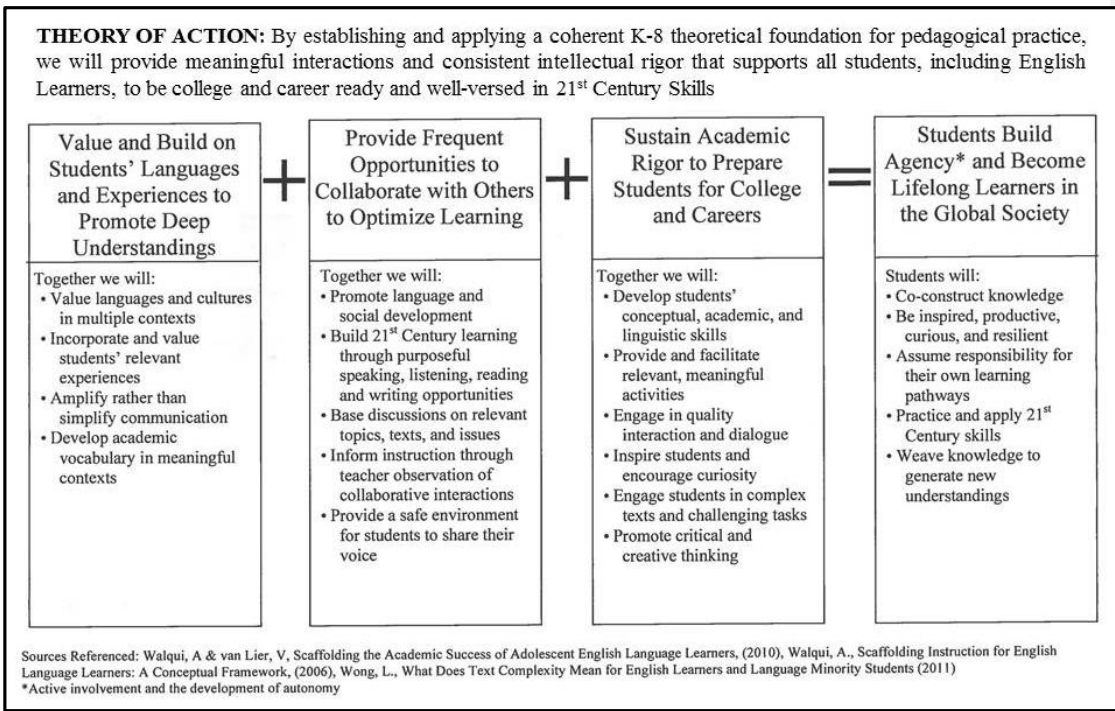
The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something reflects their own interests. According to the Center for Inquiry, inquiry-based learning provides advantages for all students:

- An inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the Internet. It is essential, however, that you plan ahead so you can guide kids to suitable learning opportunities.
- Students who have trouble in school because they do not respond well to lectures and memorization will blossom in an inquiry-based learning setting, awakening their confidence, interest, and self-esteem.
- The traditional approach tends to be very vertical: the class studies science for a while, for example, then language arts, then math, then geography. In contrast, the inquiry-based approach is at its best when

working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project. The traditional approach is sharply weighted toward the cognitive domain of growth, whereas inquiry-based learning projects positively reinforce skills in all three domains—physical, emotional, and cognitive.

- Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. Activities can be created in which the entire class works on a single question as a group (the whole group must truly care about the question) or in teams working on the same or different questions. Inquiry-based learning also works well when each student develops an individual project if some elements of collaboration or sharing are required.
- An inquiry-based approach can work with any age group. Even though older students will be able to pursue much more sophisticated questioning and research projects, a spirit of inquiry can be cultivated even with the youngest student, in an age-appropriate manner.

**EXHIBIT 1: SAUSD’s Theoretical Framework for Common Core Implementation**



**Literacy**

Although the Advanced Learning Academy specializes in STEM curriculum, it also is committed to enhancing the literacy and language skills of all students, and especially literacy development of Latino students. From kindergarten through fifth grade, students benefit from two and a half hours a day of literacy instruction and practice—mastering foundational skills in phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English. The Advanced Learning Academy uses a literature-based literacy program, to help students master all of the Common Core State Standards and become habitual, critical readers.

Key elements of the school's literacy program include:

- *Phonics.* Kindergarten and first grade literacy focuses on the development of foundational skills. Each day students receive 45 minutes of direct phonics instruction during literacy rotations. This instruction occurs in small groups to allow teachers to differentiate instruction in order to meet the needs of all of the students in the classroom.
- *Fluency and Decoding.* Students are placed in small groups based on initial diagnostic assessments that follow PALS protocols and procedures. This allows teachers to meet students at their current level, remediate specific deficits, and accelerate them to grade-level standards of proficiency. Teachers running these small groups are trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills necessary for reading success. Several research-based programs have proven effective with similar populations of students. Students receive additional reading instruction until their assessment results indicate that fluency and decoding remediation is no longer needed.
- *Comprehension and the Use of Literature.* Understanding the written word is likely a student's best indicator of future school success. In order to ensure that all students develop proficient comprehension of all types of text, the Advanced Learning Academy provides multiple opportunities for skill development with a variety of texts with a focus on informational text. We believe strongly in the use of full pieces of literature, rather than the excerpts commonly used in the traditional basal reader. However, both the far reading and close reading strategies will be deployed to support deep analyses of text.

The Advanced Learning Academy's reading classes are grounded in the use of grade-level and above grade-level books and use an additional decoding and comprehension phonics program to support students who are struggling. Most of the novels selected for use in our reading classes were chosen from the Common Core State Standards.

Teachers read aloud short stories, novels, poems, and nonfiction to model fluent, expressive reading of texts at and above the students' grade level. Through the deliberate —think aloud of metacognitive strategies, teachers help students develop the habits of effective readers. Teachers also provide direct instruction about these metacognitive strategies, give students opportunities to practice and share their own thought processes, and offer constructive feedback that pushes students to deeper understanding, both in whole-class demonstrations and one-on-one reading conferences.

In kindergarten through grade five, students also practice these reading strategies in their core reading classes and in leveled, guided reading groups. These guided reading classes support the work of the core reading classes and are based on the same units of study and content standards as the core reading course. All teachers in the school (not simply English-Language Arts teachers) are assigned a group of students based on reading fluency, decoding, and comprehension assessment data. These groups are smaller in size than other core classes in order to provide increased opportunities for each student to read and receive specific feedback from their teacher. Teachers lead students through shared texts, with a level of support appropriate to the group's reading level.

A textual analysis component provides students the opportunity to apply specific reading skills to shorter pieces of texts that, through repeated practice, help students develop their ability to decipher questions and use evidence from the text to support their answers. These passages and questions are carefully selected to prepare students for mastery of the reading standards at each grade level.

Students read independently for at least 30 minutes a day in grades K-3 and an hour a day in grades 4-8, including supervised reading time at school and assigned reading at home.

- *Vocabulary.* The development of academic vocabulary is a school-wide focus. Teachers in all content areas use research-based best practices for explicitly teaching new words, providing opportunities to learn words in context, and providing students with the necessary opportunities to practice these words repeatedly across content areas in collaborative conversations and writing. In addition, teachers provide students with instruction about word parts (prefixes, suffixes, and Latin and Greek roots) and strategies for learning new words so that students increase their vocabularies as they encounter unfamiliar words in their daily reading.
- *Writing and Grammar* Students in kindergarten through sixth grade also have opportunities to write for multiple purposes to improve their writing skills. They will write arguments to support claims in an analysis of substantive topics and off selected texts. In addition, students will write informative and explanatory texts to examine and convey complex ideas and information as well as narratives to develop read or imagined experiences or events.

In addition, through the explicit teaching and practice of grammar and spelling rules, students master conventions of the English language and will be held accountable for these conventions in the writing they complete at school—not just in writing, but in all of their classes. Students are expected to write every day, in every class and for a variety of purposes.

### *Mathematics*

All students need a high-quality mathematics program designed to prepare them to graduate from high school ready for college and careers. In support of this goal, SAUSD adopted the Common Core State Standards in mathematics. The following is a brief summary of the standards by grade:

#### *Kindergarten:*

1. Counting and Cardinality
  - Know number names and the count sequence
  - Count to tell the number of objects
  - Compare numbers
2. Operations and Algebraic Thinking
  - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
3. Number and Operations in Base Ten
  - Work with numbers 11–19 to gain foundations for place value
4. Measurement and Data
  - Describe and compare measurable attributes
  - Classify objects and count the number of objects in categories
5. Geometry
  - Identify and describe shapes
  - Analyze, compare, create, and compose shapes

#### *First Grade:*

1. Operations and Algebraic Thinking
  - Represent and solve problems involving addition and subtraction.
  - Understand and apply properties of operations and the relationship between addition and subtraction.
  - Add and subtract within 20.
  - Work with addition and subtraction equations.
2. Number and Operations in Base Ten
  - Extend the counting sequence.
  - Understand place value.
  - Use place value understanding and properties of operations to add and subtract.
3. Measurement and Data
  - Measure lengths indirectly and by iterating length units.

- Tell and write time.
  - Represent and interpret data.
4. Geometry
- Reason with shapes and their attributes.

*Second Grade:*

1. Operations and Algebraic Thinking
  - Represent and solve problems involving addition and subtraction.
  - Add and subtract within 20.
  - Work with equal groups of objects to gain foundations for multiplication.
2. Number and Operations in Base Ten
  - Understand place value.
  - Use place value understanding and properties of operations to add and subtract.
3. Measurement and Data
  - Measure and estimate lengths in standard units.
  - Relate addition and subtraction to length.
  - Work with time and money.
  - Represent and interpret data.
4. Geometry
  - Reason with shapes and their attributes.

*Third Grade:*

1. Operations and Algebraic Thinking
  - Represent and solve problems involving multiplication and division.
  - Understand properties of multiplication and the relationship between multiplication and division.
  - Multiply and divide within 100.
  - Solve problems involving the four operations, and identify and explain patterns in arithmetic.
2. Number and Operations in Base Ten
  - Use place value understanding and properties of operations to perform multi-digit arithmetic.
3. Number and Operations—Fractions
  - Develop understanding of fractions as numbers.
4. Measurement and Data
  - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
  - Represent and interpret data.
  - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
  - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
5. Geometry
  - Reason with shapes and their attributes.

*Fourth Grade:*

1. Operations and Algebraic Thinking
  - Use the four operations with whole numbers to solve problems.
  - Gain familiarity with factors and multiples.
  - Generate and analyze patterns.
2. Number and Operations in Base Ten
  - Generalize place value understanding for multi-digit whole numbers.
  - Use place value understanding and properties of operations to perform multi-digit arithmetic.

3. Number and Operations—Fractions
  - Extend understanding of fraction equivalence and ordering.
  - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
  - Understand decimal notation for fractions, and compare decimal fractions.
4. Measurement and Data
  - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
  - Represent and interpret data.
  - Geometric measurement: understand concepts of angle and measure angles.
5. Geometry
  - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

*Fifth Grade:*

1. Operations and Algebraic Thinking
  - Write and interpret numerical expressions.
  - Analyze patterns and relationships.
2. Number and Operations in Base Ten
  - Understand the place value system.
  - Perform operations with multi-digit whole numbers and with decimals to hundredths.
3. Number and Operations—Fractions
  - Use equivalent fractions as a strategy to add and subtract fractions.
  - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
4. Measurement and Data
  - Convert like measurement units within a given measurement system.
  - Represent and interpret data.
  - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5. Geometry
  - Graph points on the coordinate plane to solve real-world and mathematical problems.
  - Classify two-dimensional figures into categories based on their properties.

*Sixth Grade:*

1. Ratios and Proportional Relationships
  - Understand ratio concepts and use ratio reasoning to solve problems.
2. The Number System
  - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  - Compute fluently with multi-digit numbers and find common factors and multiples.
  - Apply and extend previous understandings of numbers to the system of rational numbers.
3. Expressions and Equations
  - Apply and extend previous understandings of arithmetic to algebraic expressions.
  - Reason about and solve one-variable equations and inequalities.
  - Represent and analyze quantitative relationships between dependent and independent variables.
4. Geometry
  - Solve real-world and mathematical problems involving area, surface area, and volume.
5. Statistics and Probability
  - Develop understanding of statistical variability.
  - Summarize and describe distributions.



*Seventh Grade:*

1. Ratios and Proportional Relationships
  - Analyze proportional relationships and use them to solve real-world and mathematical problems.
2. The Number System
  - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
3. Expressions and Equations
  - Use properties of operations to generate equivalent expressions.
  - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
4. Geometry
  - Draw, construct and describe geometrical figures and describe the relationships between them.
  - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
5. Statistics and Probability
  - Use random sampling to draw inferences about a population.
  - Draw informal comparative inferences about two populations.
  - Investigate chance processes and develop, use, and evaluate probability models.

*Eighth Grade:*

1. The Number System
  - Know that there are numbers that are not rational, and approximate them by rational numbers.
2. Expressions and Equations
  - Work with radicals and integer exponents.
  - Understand the connection between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
3. Functions
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
4. Geometry
  - Understand congruence and similarity using physical models, transparencies, or geometry software.
  - Understand and apply the Pythagorean Theorem.
  - Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
5. Statistics and Probability
  - Investigate patterns of association in bivariate data.

***Computer Science***

At the Advanced Learning Academy, every teacher will have access to dedicated computers in their classrooms to prepare and present teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at the Advanced Learning Academy. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, and access to educational websites. Furthermore, the school will utilize computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the school information system.

During intervention, teachers use educational materials that provide review, re-teach and enrichment programs. The Advanced Learning Academy would utilize the same computer software programs and other resources as SAUSD that allow teachers to monitor the progress of students who are achieving below grade level, and provide software generated tests and personalized instructional materials based on common core and California content



standards/framework which have not been achieved.

Students at the Advanced Learning Academy will develop their ability to use technology as a tool for learning, research, observation, and communication. The Advanced Learning Academy encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using School information system and providing computer access to all parents. The Advanced Learning Academy is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. The Advanced Learning Academy's computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer will have the opportunity to visit the computer lab after school.

### ***Textbooks & Instructional Materials***

The Advanced Learning Academy, as a District-dependent charter, will adopt instructional materials that are aligned with Common Core State Standard instructional materials. The Advanced Learning Academy's Co-Director will work with the District's Educational Services Division and teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

### ***Small School Environment***

Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. Among the benefits of smaller schools are:

- Lower dropout rates
- More course completion
- Higher grades and improvements in standardized test scores
- Better attendance
- Less exposure to violence
- Increased student engagement and achievement
- Better communication among the staff
- Increased parent involvement
- Greater accountability

At full enrollment the Advanced Learning Academy will serve 600 students kindergarten through eighth grade. This small size and strategic growth plan allows us to create an environment where every staff member knows each student by name, individual supports are a vital component of the daily schedule, and a strong, orderly, academic culture is consistently maintained. This small school size provides the structure necessary for student success while at the Advanced Learning Academy and also allows the students to develop the character and discipline necessary for future success.

### ***Culture of High Expectations***

The Advanced Learning Academy has created a structured learning environment where everyone is held to high behavioral and academic expectations at all times. Leaders, teachers, and staff are expected to be professionals who work to the absolute best of their ability to ensure each student's success. Every staff member must be organized, meticulous, and passionate in the school-wide pursuit of excellence. Each is to be a model of the lifelong learner we challenge our students to become.

The leadership, teachers, and staff work together to create and support the high level of structure necessary for students to succeed academically and behaviorally. A clearly defined Code of Conduct outlines the behaviors expected from each student and the consequences for both positive and negative choices. Seemingly small details

are given careful attention at the Advanced Learning Academy. From strict enforcement of the uniform policy, to standards for binder organization, to rules for behavior in the hallway, every detail is planned to ensure a safe, orderly, respectful school community.

In addition to this highly structured approach to management and discipline, the Advanced Learning Academy also works to create a caring, joyful community in which positive reinforcement and explicit character development efforts help students to build intrinsic motivation. Based on the success of this approach as used at the highest-performing urban charter schools serving a similar population, consistent enforcement of consequences for small infractions prevents larger infractions from occurring.

***Sample Instructional Calendar & Bell Schedule***

**TABLE 4: Sample Elementary Bell Schedule**

Lower Elementary (TK-2)		
Breakfast	8:15 AM	8:30 AM
Reading/Writing/ELA	8:30 AM	10:20 AM
Recess	10:20 AM	10:40 AM
Math	10:40 AM	12:05 PM
Lunch	12:05 PM	12:30 PM
PALS (READING)	12:30 PM	12:55 PM
Specials	12:55 PM	1:40 PM
Science/Social Studies	1:40 PM	2:25 PM
Dismissal	2:25 PM	2:40 PM
Tutoring / Clubs	2:40 PM	3:30 PM

**TABLE 5: Sample Intermediate Bell Schedule**

			<b>6</b>	<b>7</b>	<b>8</b>
1st Period	8:00 AM	8:56 AM	ENGLISH	ENGLISH	ENGLISH
2nd Period	9:00 AM	9:56 AM	MATH	MATH	MATH
3rd Period	10:00 AM	10:56 AM	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
LUNCH	11:00 AM	11:28 AM	LUNCH	LUNCH	LUNCH
Reading	11:32 AM	12:00 PM	PALS	PALS	PALS
4th Period	12:04 PM	1:00 PM	SCIENCE	SCIENCE	SCIENCE
5th Period	1:04 PM	2:00 PM	ELECTIVE/ ELA-MATH ENRICHMENT	ELECTIVE/ ELA-MATH ENRICHMENT	ELECTIVE/ ELA-MATH ENRICHMENT
6th Period	2:04 PM	3:00 PM	ELECTIVE/ ELA-MATH ENRICHMENT	ELECTIVE/ ELA-MATH ENRICHMENT	ELECTIVE/ ELA-MATH ENRICHMENT
After School	3:10 PM	4:00 PM	TUTORING/CLUBS	TUTORING/CLUBS	TUTORING/CLUBS

**EXHIBIT 2: Sample Academic School Calendar**

**Santa Ana Unified School District 2013-2014 - Sample Academic School Calendar**

JULY 2013					AUGUST 2013					SEPTEMBER 2013					OCTOBER 2013									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
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
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
22	23	24	25	26	27	28	29	30	31															
29	30	31																						
4 Holiday - Independence Day					26 Duty Day - Student Free Day 27 First Day of Instruction Modified Day Professional Development Day *Refer to bottom right of calendar					2 Holiday - Labor Day 12 Back to School Night Modified Day					11 Progress Reports Modified Day									
Instructional Days: 0					Instructional Days: 4					Instructional Days: 20					Instructional Days: 23									
NOVEMBER 2013					DECEMBER 2013					JANUARY 2014					FEBRUARY 2014									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
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
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
18	19	20	21	22	23	24	25	26	27	28	29	30	31											
25	26	27	28	29	30	31																		
1 Professional Development Day - Student Free Day 20 End of Trimester (60 Days) Progress Reports Holiday - Veteran's Day / Thanksgiving Modified Day Non-Instruction - Thanksgiving Recess					9 Duty Day - Student Free Day / Parent Conferences Modified Day / Parent Conferences Non-Instruction - Winter Recess Holiday - Winter Recess					1 Holiday - Winter Recess 20 Holiday - Martin Luther King, Jr. Day Modified Day Non-Instruction - Winter Recess					7 Progress Report 10 Holiday - Lincoln Day 17 Holiday - Washington Day Modified Day									
Instructional Days: 14					Instructional Days: 14					Instructional Days: 14					Instructional Days: 18									
MARCH 2014					APRIL 2014					MAY 2014					JUNE 2014									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
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
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
24	25	26	27	28	29	30																		
31																								
19 End of Trimester (60 Days)/Modified Day Progress Reports Modified Day / Parent Conference					17 Open House 30 Modified Day / Testing Window Modified Day / Parent Conference Non-Instruction - Spring Recess Testing Window					9 Progress Report / Testing Window Holiday - Memorial Day 26 Modified Day / Testing Window Testing Window					19 Last Day of Instruction / Modified Day End of Trimester (60 Days) 20 Duty Day - Student Free Day Modified Day									
Instructional Days: 21					Instructional Days: 17					Instructional Days: 21					Instructional Days: 14									
IMPORTANT INFORMATION					DAYS OF INSTRUCTION					PROFESSIONAL DEVELOPMENT DAYS														
1. First Day of Service: August 22, 2013 2. First Day of Instruction: August 27, 2013					180 days Students attend school 2. Parent Conferences: December 9 - 13, 2013 March 31 - April 4, 2014					August 22, 2013: 6 hours (1.0 workday) August 23, 2013: 6 hours (1.0 workday) November 1, 2013: 3 hours (0.5 workday) <b>Total: 15 hours (2.5 Professional Development)</b>														
Board Approved: March 26, 2013 Updated: April 4, 2013																								

## E. PLAN FOR ACADEMICALLY LOW ACHIEVING STUDENTS

California's high stakes standardized testing program provides results too late for meaningful academic adjustments. Therefore, the Advanced Learning Academy students will be tested in the beginning of the school year and several times during the year with standards-based and large-scaled tests, and necessary adjustments to the instruction are made based upon the data.

Campus-wide tests will be used to measure individual levels of student performance reflected in state adopted content standards. The tests will measure various skills, such as analytic ability, critical thinking, and synthesis. While the testing is not used as a basis for student promotion, it will provide a valuable resource to identify students in need of remediation and intervention. The tests will be administered three times every academic year. They adapt to the student's ability, measuring what a child knows and needs to learn. They also measure academic growth over time, independent of grade level or age.

Students are tested in four main subject areas: Reading, Language Usage, Mathematics, and Science. Based on results, student performances will be identified as one of the following:

- Proficient and growing
- Proficient and not growing
- Growing but not proficient
- Not growing and not proficient

While we believe that most students' needs will be met by the wide variety of school-wide supports in place, the Advanced Learning Academy is committed to working with students who are achieving below grade level in order to help them achieve at expected levels.

A student at the Advanced Learning Academy is considered low-achieving if they meet the following criteria:

1. Performing more than one level below his/her actual grade level based on class assignments and assessments, including a proficient score on the California Assessment of Student Performance and Progress (CAASPP) and equivalent scores on Measures of Academic Performance (MAP) assessments
2. Earning below 70% in one or more core subjects and therefore in danger of failing the grade
3. Not on track to make at least one grade level of growth in reading, writing, and math

Students with below-grade-level skills benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades kindergarten through six
- Small, leveled guided reading groups in grades kindergarten through five
- Systematic, explicit instruction in phonics and phonemic awareness in kindergarten through first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Small group math instruction in grades kindergarten through three
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of —think-pair-share and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas

- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

In upper grades, students identified as low achieving will also attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those low-achieving students who do not positively respond to intervention/instruction, the homeroom teachers may decide to include them in different recreational activities to promote students' interest in learning. The teacher will regularly monitor academic improvement for these low achieving students through in-class assessment and monitoring tools. Parents will remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports.

## **F. PLAN FOR ACADEMICALLY HIGH ACHIEVING STUDENTS**

We are committed to engaging in comprehensive strategies for all students enrolled at the Advanced Learning Academy. While we believe that most students are appropriately challenged by our rigorous academic program, the Advanced Learning Academy is committed to working with students who are performing above grade level to provide additional challenge.

Students earning advanced scores on the CAASPP or MAP, or otherwise identified by the staff as high-achieving, benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is cool
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student's level that allows each child to excel at his or her own pace
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring

Classroom teachers are trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and variety of processes used and products created.

High-achieving students will also be offered opportunities to study a variety of advanced concepts in core academic subjects and enrichment topics. Additional opportunities for high-achieving students include advanced book clubs, poetry readings, math Olympics, journalism, robotics, speech and debate. These students are also challenged through preparation for and participation in a variety of school-based, local and/or national academic competitions, like spelling bees, science fairs, and Science Olympiad.

## **G. PLAN FOR ENGLISH LEARNERS**

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

### ***Home Language Survey***

The Advanced Learning Academy will administer the home language survey upon a student’s initial enrollment into the Advanced Learning Academy.

### ***CELDT Testing***

All students who indicate that their home language is other than English will be a California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment and at least annually thereafter between July 1<sup>st</sup> and October 31<sup>st</sup> until re-designated as fluent English proficient.

### ***Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

## *Strategies for English Learners*

The programs, materials and strategies to be developed, implemented and administered may include:

- Parents will be informed of how the program will specifically help their students learn English taught by qualified teachers who are providing research based instruction.
- Parents will be encouraged to be involved in the academic achievement of their student through written and oral communications which have been translated into the Spanish language Translation into other languages can be accomplished through the use of Santa Ana Unified School District personnel when necessary.
- Parent meetings and conferences regarding their student's identification, placement, progress, and exit criteria will have translators available.
- Parents will receive support strategies to assist their student at home
- Spanish speaking individuals will make phone calls to parents and translate at meetings

### **H. PLAN FOR SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

A goal of the Advanced Learning Academy is to expose students to STEM curriculum and inspire students to pursue STEM-related careers that might not have otherwise been exposed to STEM curriculum. The Advanced Learning Academy plans to offer the District a unique educational program that accomplishes this goal.

We believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches are based on each student's instructional needs, not their income level. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially —at-risk students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Small, leveled guided reading groups
- Systematic, explicit instruction in phonics and phonemic awareness in kindergarten through first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Phonics, decoding, and fluency groups
- Systematic writing and grammar instruction
- Small group math instruction in grades kindergarten through three
- Frequent use of —think-pair-share and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations.

California Department of Education defines socio-economically disadvantaged student as a student neither of whose parents have received a high school diploma or as a student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP). The Advanced Learning Academy will also use registration records, home visits and parent surveys to identify the socio-economically

disadvantaged students.

Being socio-economically disadvantaged means that the parents would likely not be able to provide sufficient help with topics taught in class or homework assigned to the student. Every student has a potential to learn and excel. However, not all students have the motivation to excel, or the means to do so. Socio-economically disadvantaged students are prone to fail because of lack of high expectation, or they do not have necessary assistance and guidance required of their families.

The instructional design of the Advanced Learning Academy addresses the needs of low-income and socio-economically disadvantaged students. The Advanced Learning Academy will identify the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implement early intervention where indicated.

While tutoring, additional resources given by teachers and available at the library, and after school programs will enhance the academic progress of the students; motivational guest speaker programs, parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students will have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

## **I. PLAN FOR SPECIAL EDUCATION**

The Advanced Learning Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with SAUSD to ensure that a free and appropriate education is provided to all students with exceptional needs. The Advanced Learning Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Advanced Learning Academy will comply with AB 602, SAUSD guidelines, and all California laws pertaining to special education students.

Initially and by default, the Advanced Learning Academy shall be considered a “school of the District” for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Advanced Learning Academy reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not constitute a material revision of this charter.

So long as the Advanced Learning Academy operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b) and in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Advanced Learning Academy seeks services from the District for special education students enrolled in the Advanced Learning Academy in the same manner as is provided to students in other District schools.

Per Federal Law, all students with disabilities will be fully integrated into the programs of the Advanced Learning Academy, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending the Advanced Learning Academy is properly identified, assessed and provided with necessary services and supports.

The Advanced Learning Academy will meet all the requirements mandated within a student’s Individualized Education Program (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the



IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.

The Advanced Learning Academy will work with the District to make time and facilities available to meet the needs of the student's IEP. The Advanced Learning Academy will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the District.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Advanced Learning Academy, which will then forward such written notice to SAUSD within two school days. The school will encourage open communication between the parents and the district for any items related to the special education services. Students at the Advanced Learning Academy who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

In order to comply with Child Find requirements as specified by law, the Advanced Learning Academy will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

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

If a student enrolls at the Advanced Learning Academy with an existing IEP, the Advanced Learning Academy will notify SAUSD within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Advanced Learning Academy shall work with the District or SELPA to implement the existing IEP at the Advanced Learning Academy or as otherwise agreed by the parent/guardian.

### ***Referral for Assessment***

The referral process is a formal, ongoing review of information related to students who are suspected of showing potential signs of needing special education and related services. The Advanced Learning Academy's internal method of referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Advanced Learning Academy within 15 days, either granting the request or denying the request pursuant to CFR 300.503 prior written notice requirements. The Advanced Learning Academy will notify SAUSD of the assessment request on the receipt of the request. Parents will be informed via the Special Education Administrator that special education and related services are provided at no cost to them.

The Assessment Plan along with the Parental Safeguards document is adequate notice of granting the request for assessment. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

### ***Assessment***

The Principal will be responsible for gathering all pertinent information and sharing such information with the District. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the

student's primary language unless to do so is clearly not feasible, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

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

Unless conflicting with District or SELPA policies and procedures, the Advanced Learning Academy will follow the following assessment guidelines. If a conflict with District policies and procedures exists, then District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language unless to do so is clearly not feasible, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

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

### ***Development & Implementation of IEP***

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

The Advanced Learning Academy, in collaboration with SAUSD, will ensure that all aspects of the IEP are implemented at the school site. The Advanced Learning Academy will provide accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student's IEP team oversees the IEP development and implementation and documentation of progress of the student. All decisions concerning the special education programs and services to be provided to a student with a

disability are to be made by the IEP team. The IEP team must include all of the following members:

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

Others familiar with the student may be invited as needed. The Advanced Learning Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the parent in accordance with federal and state laws and SAUSD policies. Upon the parent or guardian's written consent, the IEP will be implemented by the Advanced Learning Academy, in cooperation with the District or SELPA in which the Advanced Learning Academy is a member. The IEP will include all required components and be written on District forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments
- For students 16 years of age and older or younger than 16 years of age, if the IEP team deems appropriate, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes to conduct student's Annual Review IEP
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's eligibility and unique needs progress
- After the student has received a formal assessment or reassessment
- When a parent, teacher or other team member requests an IEP review for a student, consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request during the school year
- When an Individual Transition Plan is (ITP) required at the appropriate age

- When the Advanced Learning Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

#### *1. IEP Review*

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed to determine if the student remains eligible for special education and, if so, the student’s unique needs and goals.

If a parent or faculty member believes the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the school year via written notice to the school. Once the request is received, the Advanced Learning Academy will have thirty days to hold the IEP meeting.

Parents will be informed of student progress as specified on the students’ IEP. The District’s electronic IEP and progress report shall be utilized by the Charter.

#### *2. Staffing*

Although SAUSD will hold ultimate responsibility for providing Special Education services (so long as the Advanced Learning Academy operates as a school of the District for purposes of special education), the Advanced Learning Academy is committed to assuring all IEPs are properly implemented.

It is the goal of the Advanced Learning Academy to employ at least one full time teacher who, in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. This teacher, along with the Co-Director of the Advanced Learning Academy, will be the primary Charter School representative tasked with assuring that all aspects of the IEPs and 504 plans are implemented. All teaching staff at the Advanced Learning Academy will implement all IEPs and 504 plans appropriately for students at the Charter.

#### *3. Reporting*

The Advanced Learning Academy, in collaboration with SAUSD, will collect and maintain all information on disabled students as required by the CDE, utilizing the District’s electronic IEP. The Advanced Learning Academy will utilize the Notice of Procedure Safeguards used by the District in which it is a member and pursuant to procedures established by the District.

#### *4. Complaint Resolution*

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

#### *5. Special Education Strategies for Instruction & Services*

The Advanced Learning Academy will comply with the federal mandate of the “least restrictive environment,” meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The Advanced Learning Academy will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through the Advanced Learning Academy’s extended day and year. Each student’s IEP requires differentiation for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

#### *6. Professional Development for the Advanced Learning Academy Staff*

The School Director, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as the Advanced Learning Academy operates as a “school of the District” for special education purposes, DISTRICT agrees to allow the Advanced Learning Academy staff access to all Special Education related professional development opportunities that are available to district employees.

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

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

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

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

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

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

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

limited to, assessments conducted by the School's professional staff.

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

## ELEMENT TWO & THREE | MEASURABLE STUDENT OUTCOMES & PUPIL PROGRESS MEASUREMENT METHOD

**Governing Law:** The measurable pupil outcomes identified for use by the Advanced Learning Academy. "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. *Education Code Section 47605(b)(5)(B)*.

**Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. *Education Code Section 47605(b)(5)(C)*.

### A. APPROACH TO ASSESSMENT & DATA

The Advanced Learning Academy's mission is to prepare students with the academic skills, character traits, and intellectual discipline necessary to excel in high school, college, and life. This includes providing at-risk elementary and intermediate school students with a college-preparatory instructional program that equips them for success in high school Honors and Advanced Placement courses. While we recognize that such growth is achieved in gradual, incremental steps, the Advanced Learning Academy regularly assesses the effectiveness of our programs using a variety of assessment tools. These frequent and systematic assessments provide the school leadership and teachers with valuable data that allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population. Should any changes to the measurable pupil outcomes be made, the Advanced Learning Academy will submit those changes to the SAUSD as an update to the charter.

We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, the Advanced Learning Academy uses a combination of assessments to gather valuable data about our students' strengths and weaknesses and allow us to make informed instructional decisions. The Advanced Learning Academy has created interim benchmark tests using a thorough understanding of grade-level standards and the school's scope and sequence, an intense look at California's released test questions and other relevant assessments, and will use the CDE's blueprints as models for each benchmark test. Teachers receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

#### *Data Analysis & Data-Driven Instruction*

Management and teachers use test data to analyze areas of strength and weakness and to set priorities for each school year. Diagnostic assessments are administered at the start of each year to determine a baseline for students in English language arts and math. This data, along with classroom observation and other assessments, provides valuable details about students' needs in each content area, and results are used to help teachers plan lessons, effectively differentiate, and participate in academic support groups during tutoring.

Teachers meet with the management team after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results. These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Adjustments to existing small groups for reading and math instruction

- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting each month will include the analysis of student assessment data.

### ***Reporting of Data***

The Advanced Learning Academy creates a School Accountability Report Card (SARC) for submission to the CDE, including the following components. The SARC will be updated annually by the Operations Manager under the supervision of the Co-Director of Finance and Operations.

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

### ***Communication of Data with Students & Families***

Students and their families deserve to be consistently and proactively informed about student performance. The Advanced Learning Academy involves students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits.

After each round of interim assessments, teachers share results with students during class and short individual conferences with each student. At these mini-conferences, teachers work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction or tutoring, as needed.

Teachers also use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts are shared with students after each round of assessments and reviewed with parents at each report card conference. Interim assessment results, chapter and unit tests, and midterm and final exams are sent home for parents to review and sign.

State testing results are also sent to families and the Advanced Learning Academy hosts an annual parent meeting each summer to share the school's progress toward school-wide goals and also explain individual score reports to students and their families. The SARC will also be made available to the public through the Advanced Learning Academy website.

### ***Student Achievement Goals***

The principal, staff, and teachers of the Advanced Learning Academy will be held accountable by the SAUSD for meeting the following student outcome goals, in addition to Common Core goals.



**TABLE 6: Measurable Student Outcome Goals and Assessment Tools**

Outcome	Goal	Assessments
Academic Performance Index (“API”) growth	For the first year of operation, met or exceed the API meet or exceed the API of comparable SAUSD schools identified in Table 1 in Element 1. For subsequent years, meet or exceed API growth target in the year prior.	API reports (annual) Map assessments (quarterly)
Adequate Yearly Progress (“AYP”)	For the first year of operation, met or exceed the API meet or exceed the API of comparable SAUSD schools identified in Table 1 in Element 1. For subsequent years, meet or exceed API growth target in the year prior.	AYP reports (annual) MAP assessments (quarterly)
Grade-level proficiency	At least 80% of the students demonstrate grade-level proficiency on standards in Reading/Language Arts, Math, Science, and Social Studies. OR a minimum of 1.5 years growth on the MAP	CAASPP reports (annual) MAP assessments (quarterly) End-of-year student report cards (annual)
Student attendance rate	Average daily attendance rate of at least 95%	Daily attendance reporting via Aeries (daily) ADA rate report (monthly)
Student suspension rate	Suspension rate lower than the SAUSD average	CDE records (annual) Suspension reporting via Aeries (daily)
English Learner (EL) performance	50% of ELs will advance one overall performance level on the CELDT each year. 50% of ELs at overall Early Advanced performance level on the CELDT who are enrolled no less than one year will be reclassified to fluent English proficient (RFEP) each year.	CELDT reports (annual) CDE records (annual) School records (annual)
Graduation rate	Graduation rate higher than the SAUSD average	CDE records Enrollment and graduation records
Dropout rate	Dropout rate lower than the SAUSD average	CDE records Enrollment and graduation records
CAHSEE passing rate	10th grade CAHSEE passing rate of more than 70% during the first test administration of the year	CAHSEE reports

**TABLE 7: Representative Measurable Student Outcomes and Assessment Tools in Core Academic areas**

<b>Curricular Focus</b>	<b>Measurable Outcomes</b>	<b>Assessment Tools</b>
Core Academic Skills (Mathematics)	<p>Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures</p> <p>Implement a variety of problem-solving strategies.</p> <p>Develop fluency in basic computational/procedural skills.</p> <p>Communicate precisely about quantities and logical relationships.</p> <p>Make connections among mathematical ideas and between mathematics and other disciplines.</p> <p>Be aware of the range of careers available in mathematics.</p>	<p>Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester)</p> <p>State-mandated tests aligned to standards (e.g., CAASPP) (annual)</p> <p>Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)</p> <p>MAP Testing (quarterly)</p>
Core Academic Skills (Science)	<p>Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world.</p> <p>Use critical thinking skills to analyze scientific problems and reach conclusions.</p> <p>Effectively communicate results verbally and in writing.</p> <p>Be aware of the range of careers available in science.</p>	<p>Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester)</p> <p>State-mandated tests aligned to standards (e.g., CAASPP) (grades 6 – 8) (annual)</p> <p>Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly)</p> <p>MAP Testing (quarterly)</p>
Core Academic Skills (Language Arts)	<p>Grade-level and critical reading skills.</p> <p>Knowledge of a coherent body of literature from the traditional canon.</p> <p>Effective and accurate writing skills.</p> <p>Effective verbal communication skills.</p> <p>Critical-thinking skills.</p>	<p>Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester)</p> <p>State-mandated tests aligned to standards (e.g., CAASPP) (annual)</p> <p>Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)</p> <p>MAP Testing (quarterly)</p>
Core Academic Skills (History - Social Science)	<p>Ability to analyze, explain, and evaluate world, US and world history.</p> <p>Ability to link events in one historical period to another.</p> <p>Effective writing and verbal communication skills.</p> <p>Critical-thinking skills.</p> <p>Critical-reading skills.</p> <p>Understanding of cause and effect.</p> <p>Understanding the importance of belief systems.</p>	<p>Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, each semester)</p> <p>State-mandated tests aligned to standards (e.g., CAASPP) (annual)</p> <p>Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)</p>

**TABLE 8: Representative Measurable Outcomes and Assessment Tools for Interpersonal Skills**

Skills	Measurable Outcomes	Assessment Tools
Leadership, Collaboration and Cooperation	Incorporate personal management skills on a daily basis. Effective participation in group decision-making processes. Work cooperatively with others and be a team player in achieving group goals. Be able to assume leadership in group tasks.	End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System. Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	Describe, analyze and prioritize personal skills and interests that they want to develop. Describe and effectively use the personal qualities they possess that make them successful members of their school and community. Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.	End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System. Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.
Goal Setting	Set positive academic and non-academic goals. Apply goal-setting skills to promote academic success. Set post-secondary goals with action steps, timeframes, and evaluation criteria. Identify the skills and credentials required for a particular profession and prepare accordingly.	End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System. Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	Implement stop, think, and act strategies in solving daily life problems. Generate alternative solutions to problems and predict possible outcomes. Apply the steps of systematic decision-making in school and life.	End of semester teacher evaluations on student behaviors. Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. Explore career opportunities based on their identified interests and strengths. Show self-esteem based on accurate assessment of self.	End of semester teacher evaluations on student behaviors. Portfolios, presentations and/or exhibits of student work
Citizenship	Personal honesty and integrity. Courage to express their views. Love, respect and loyalty to the United States of America. Understanding and tolerance towards other societies in the world. Participate in multicultural and cross-cultural activities.	End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System. Portfolios, presentations and/or exhibits of student work, peer competitions

**B. STATEWIDE ASSESSMENTS**

The Advanced Learning Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests and Common Core tests. Test results will be provided directly to the District.

### C. GRADING & PROMOTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At the Advanced Learning Academy, course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course.

The Advanced Learning Academy’s grading policy will be consistent with the SAUSD’s policy. If a conflict with District policies and procedures exists, then District policies and procedures will govern.

#### *Grading Policy*

Students at the Advanced Learning Academy earn grades based on their demonstration of mastery of the California Content Standards. Grades include student performance on in-class work, homework, assessments, and other components as applicable to each content area. Each department will work with the Department Chair in conjunction with the School’s Co-Director to develop specific and consistent weights for each component to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards. The grading standards are school-wide and will be shared with parents and students. Exceptions to this grading policy for students with special needs are based on each student’s IEP.

Table 9 indicates the ways in which letter, percentage, and rubric grades are used at the Advanced Learning Academy and what these grades mean in terms of a student’s level of mastery of the State Content Standards:

**TABLE 9: Grading Policy**

Letter Grade (grades 2-8)	Percentage	Rubric Score (grades TK-1)	Meaning
A+	98-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NYP	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

#### *ELD Grades*

- 1 = Beginning,
- 2 = Early Intermediate,
- 3 = Intermediate,
- 4 = Early Advanced,
- 5= Advanced

The following is the Advanced Learning Academy’s policy regarding the retention of pupils in grades K–5:

Grades K–2: Any student who is not at benchmark based on (1) reading benchmark assessments or (2) math benchmark assessments or (3) report card grades; Grades 3–5: Students who fail to achieve the minimal level of proficiency (BASIC) in accordance with SBE Section 60648 on MAP tests and/or CAASPP in Mathematics or Reading and Language Arts; Grades K-5: Any student who is more than one year behind grade level in mathematics or reading and language arts as determined by the MAP assessments. Kindergarten students will be retained only if the teacher and parent are in agreement that retention is the best intervention to ensure student success.

An identified student who is performing below the minimum standard for promotion shall be recommended by the student’s teacher for retention in the current grade unless the student’s teacher determines in writing that retention is not the appropriate intervention for the student’s academic deficiencies. The teacher’s recommendation to promote is contingent upon a detailed plan to correct deficiencies. At the Advanced Learning Academy, the following steps will be taken prior to a student being retained:

- A letter shall be sent to the student’s parent(s) or guardian(s) by May 1st of each school year informing them that their child is at risk of retention.
- The teacher’s evaluation shall be provided to and discussed with the student’s parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an academic support plan signed by both the teacher and parent/guardian.
- The principal shall make a decision regarding the recommended retention. Upon the acceptance or rejection of the above stated reports by the principal, a letter shall be sent within five school days to formally inform the student’s parent(s) or guardian(s) of the principal’s decision regarding the retention.
- The parent(s) or guardian(s) shall have the right to appeal the decision to the Deputy Superintendent of the District.
- The program design of the Advanced Learning Academy is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

### ***Report Cards***

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

The Advanced Learning Academy will use a standards-based report card that is aligned with the New State Standards. For each academic content area, students are scored on a 1–5 scale, which mirrors the CAASPP scores. ELD also uses the 1–5 scale, but the scores mirror the CELDT scores. The guidelines for all content areas indicate the Proficient Level. Proficient is considered at grade level. To receive a Proficient (4), the expectation is that the student has mastered all the standards indicated in the guidelines for that marking term.

Students will receive a report card three times a year. At the end of the first and second trimester, teachers will arrange a conference to discuss the report card with every parent/guardian. End-of-the-year conferences are prioritized for parents/guardians of students not making progress, low-achieving students, and those being retained. Other parents/guardians are encouraged to attend teacher conferences at the end of the year as well.

Ongoing communication between teachers, parents, and students is an essential component of the Advanced Learning Academy. In addition to progress reports, report cards, and assessment reports, newsletters are

distributed monthly and grade-level meetings occur monthly. Parents can conference with teachers on an informal basis weekly or monthly, and on a formal basis three times per year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open House also take place each year.

### ***Elementary School Grade Promotion***

In grades K through 5, students will receive one of the following marks for their grade level performance on each component or standard in Language Arts, Math, Science, and Social Science.

### ***Intermediate School Grade Promotion***

The Advanced Learning Academy will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses. In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (2.0) or the second semester grade should be at least a "B-" (2.7).

To be promoted to the next grade, an intermediate school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

Students who fail three or more core courses at the end of the year will not be promoted to the next grade. Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities. Students who fail one or two core courses can attend summer school to make up failed courses during summer. Student transcripts will be updated to include summer grades and GPA will be recalculated.

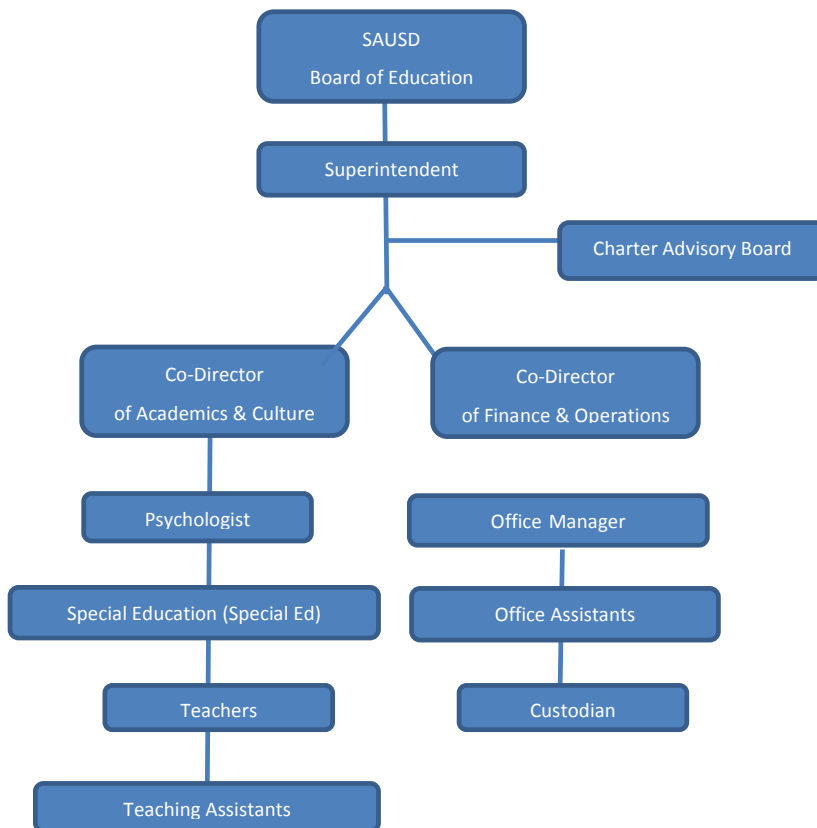
## ELEMENT FOUR | GOVERNANCE

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

### A. GOVERNANCE OF THE SCHOOL STRUCTURE

The Advanced Learning Academy Advisory Board, in cooperation with the SAUSD Board of Education, will govern the Advanced Learning Academy. The Advanced Learning Academy Co-Directors will be evaluated by the SAUSD Superintendent. In an effort to additional oversight, the Advanced Learning Academy will create a five-member Advisory Board that will aide in the supervision of the Advanced Learning Academy policies, programs, evaluations, and finances. The Advisory Board members will be determined prior to the opening of the Advanced Learning Academy, and will be comprised of three members representing SAUSD and two members selected by the Dean of the UCI School of Education.

**EXHIBIT 3:** Organizational Chart:



## **B. SCHOOL LEADERSHIP**

Refer to the Collective Bargaining Agreement between the SAUSD and Santa Ana Educators' Association in Appendix A.

## **C. PARENTAL INVOLVEMENT**

The Advanced Learning Academy strongly encourages parents to participate in and share the responsibility for their children's educational process and educational. Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. The Advanced Learning Academy will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

- Parents will play an active role in developing local school policies, leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.
- Parents complete a survey each year evaluating the strengths and weakness they identify with the program.
- There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.
- Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.
- Communications with parents, whether about school policies and programs or about their own children, will be frequent, clear, and two-way. This will include community outreach meetings in native languages. Students will assist staff with helping parents understand the link between education and career opportunities.
- Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- Parents will also be collaborators in the educational process. The Advanced Learning Academy will provide an opportunity for parents to participate in their child's education, receive technology training, enroll in empowerment classes and provide input into school operations.
- Parents of participating students will also be involved as: project team members, guest lecturers, content evaluators and peer leaders in community outreach/recruitment activities.
- Each trimester, parent workshops on improving student study skills and college preparation will be offered. Also, the Advanced Learning Academy will encourage parents to form a parent committee. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

## **D. GRIEVANCE PROCEDURE FOR PARENTS & STUDENTS**

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



The Advanced Learning Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Advanced Learning Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## ELEMENT FIVE | EMPLOYEE QUALIFICATIONS

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

The Advanced Learning Academy is a dependent charter of the SAUSD and works within existing hiring policies and practices. SAUSD employs a group of professionals passionate about educating all students and dedicated to fulfilling our college preparatory mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement. As a result, it is a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

### *Equal Opportunity Employer*

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

## A. QUALIFICATIONS, CONDITIONS & BENEFITS

### *Credentials*

All teachers at the Advanced Learning Academy and in SAUSD will follow credentialing requirements described in the California Education Code and policies established by the SAUSD Board of Education. Teachers of core content areas (English Language Arts, Math, Science, and Social Studies) are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All teachers working with ELs must possess an EL authorization from the California Commission on Teacher Credentialing (CTC) or authorization allowed under California Education Code such as an Emergency CLAD/BCLAD Permit from the CTC. The Advanced Learning Academy will limit the use of Emergency Credentialed Teachers.

The Advanced Learning Academy and SAUSD may employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instruction support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities. All non-instructional staff will possess experience and expertise appropriate for the position within the school.

### *Employee Records & Background Checks*

The Advanced Learning Academy and SAUSD will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials are kept on file in the main office and are readily available for inspection. School administration will review teacher credentials annually.

The Advanced Learning Academy and SAUSD comply with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees. Prior to the first day of work with students, the Advanced Learning Academy will process all background checks through LiveScan, administered by the United States Department of Justice.

In addition, all employees must provide:

- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test.
- A full disclosure statement regarding a prior criminal record
- Documents establishing legal employment status
- Contact information for at least two (2) professional and one (1) personal reference

### *Employee Welfare & Safety*

The Advanced Learning Academy and SAUSD comply with all Local, State, Federal, and relevant District policies concerning employee welfare, health, and safety issues. These include, but are not limited to, the requirement for a drug- and tobacco-free workplace and child abuse awareness and reporting.

## **B. THE RECRUITMENT & SELECTION**

### *Teacher Recruitment*

The Advanced Learning Academy and SAUSD recruit qualified teachers to successfully implement the school's mission. Teacher recruitment includes job listings posted on a variety of teacher recruiting sites, including Ed-Join and the Association for Supervision and Curriculum Development.

### *Staff Selection*

The Advanced Learning Academy and SAUSD utilize a strenuous screening process to ensure selection of the highest quality staff. The SAUSD hires the school's Co-Directors. All other staffing decisions will be made by the Co-Directors in collaboration with SAUSD staff.

Our selection process includes:

1. Development of job qualifications and a thorough job description
2. Posting of job openings and participation in career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief
6. Extensive interview with multiple members of the school's existing staff
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. Offers of employment to the strongest candidates

The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

### *General Qualifications*

All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at the Advanced Learning Academy, regardless of their position, must consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill the Advanced Learning Academy's mission
- Embodiment of the Advanced Learning Academy's PRIDE values—preparation, respect, integrity, determination, and enthusiasm
- In-depth knowledge of and enthusiasm for classroom technology and STEM areas

- Eagerness to use hands-on, project-based instructional methods utilizing technology on a daily basis
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations (preferred)
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by No Child Left Behind

### ***Job Descriptions for Key Personnel***

The staff of the Advanced Learning Academy will include the following key personnel:

- Co-Director for Academics and Culture (Principal)
- Co-Director for Finance and Operations
- Office Manager and office assistants
- Teachers
- Psychologist

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

#### *1. Co-Director for Academics and Culture (Principal)*

The Co-Director of Academics and Culture will be the candidate with the most expertise in quality curriculum, non-traditional instruction, administration, working with historically underserved populations and motivating parents. Further, the Principal will have extensive classroom experience and a respect for quality, innovative teachers with high-tech and STEM specialties. The Principal will also be instrumental in developing partnerships with local businesses and higher education partners as part of the school’s unique program offering opportunities for internships, leadership, public speaking, and college and career pathways. By hiring adequate support staff and through the support services of the district, the Principal will have more time to serve as a mentor teacher, interact with students and parents and effectively deal with and follow-up on academic and disciplinary problems.

The Co-Director of Academics and Culture will work in with the Co-Director of Operations and Finance to advance the school’s mission. He/she will be directly accountable to the Superintendent for the school’s rigorous culture and academic success.

As the instructional leader of the Advanced Learning Academy, the individual who assumes the position of Co-Director for Academics and Culture must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Providing day-to-day leadership of the school
- Recruitment, hiring, assignment, evaluation, and firing of all instructional staff
- Providing high quality professional development for teachers and support staff
- Developing and managing the school’s instructional leadership team (Assistant Directors, Dean, Special Education Coordinator, and Teacher Leaders)
- Overseeing school-wide transition to the Common Core State Standards

- Overseeing standardized testing coordination
- Utilizing student assessment data to maximize student achievement
- Building and maintaining a school culture based on the school’s values—preparation, respect, integrity, determination, and enthusiasm
- Enforcing student discipline policies
- Managing the school’s special education program
- Developing internal and external academic goals, evaluating school performance on multiple measures, and adjusting program elements accordingly
- Evaluating, selecting, and/or overseeing creation of high-quality curricula
- Preparing and presenting thorough and accurate monthly academic reports to the Board, including student progress toward specific benchmarks identified by the Board
- Ensuring the physical and emotional safety of all students and employees

In addition to the general expectations of all school employees, this Co-Director should possess:

- At least three years teaching experience and two years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success
- Demonstrated experience managing and leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles preferred
- Understanding of statistical data and analysis, particularly with student achievement data
- Master’s Degree in Education or related field
- Administrative credential or comparable school leadership training preferred

## *2. Co-Director for Finance & Operations*

The Co-Director of Operations and Finance at the Advanced Learning Academy will work with the Co-Director of Academics and Culture to advance the school’s mission. He/she will be directly accountable to the Superintendent for the school’s financial stability and organizational viability.

As the operational leader of the Advanced Learning Academy, the individual who assumes the position of Co-Director for Finance and Operations must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Recruitment, hiring, assignment, evaluation, and firing of all non-instructional support staff
- Recruitment of students, including coordinating a random public lottery, when needed
- Implementing effective communication processes with all stakeholders
- Creating structures for meaningful parental involvement
- Overseeing the annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the school site
- Managing relationships and overseeing the work of contracted service providers
- Advocating on the school’s behalf and serving as the school’s primary spokesperson to all external audiences, including investors, media, community partners, local leaders, elected officials, and the Santa Ana Unified School District
- Work with the Advisory Board to develop and implement a fundraising strategy and plan
- Ensuring the school follows all applicable District policies and State and Federal laws

In addition to the general expectations of all school employees, this Co-Director should possess:

- least two years teaching experience and two years leadership experience, ideally in urban and/or charter schools
- Demonstrated classroom success

- Demonstrated experience managing and leading adults toward increased student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Understanding of statistical data and analysis, particularly with student achievement data
- Master’s Degree in Education or related field
- Administrative credential or comparable school leadership training preferred

### *3. School Psychologist*

The School Psychologist will maintain compliance will guidelines regarding the assessment, reporting, and services provided to students with Individualized Education Programs (IEPs). He/she will also use therapeutic skills to help students understand and deal with social, behavioral and personal problems that may be affecting particular students in the classroom. The psychologist will work with individual students, families and groups, and he/she will also function as an integral part of the special education department and the larger school team. This role is integral in supporting students toward better coping with their daily stresses while functioning in an academically rigorous environment. The Psychologist reports to the District Special Education Administrator.

The School Psychologist will:

- Guide students to develop problem solving and coping skills. Help student/family gain insight into their issue of concern and create an action plan
- Create new or use existing paperwork (Consent form, Release of Information, Intake Questionnaire, Basic Information Sheet, Student File Checklist) needed to obtain parental/client consent for treatment
- Collect information through interviews (initial intake, collaboration with outside professionals working with the student, etc.) and observations
- Assess safety and follow protocol in crisis situations
- Evaluate the effectiveness of counseling and client progress in resolving identified problems and moving toward identified objectives
- Maintain confidentiality, unless there are special circumstances to break confidentiality, as in the case of danger to self or others

Specialized Qualifications –

Required:

- Candidate must possess a graduate degree in school psychology
- Candidate must also possess a valid school psychological services credential
- Experience working with urban middle school students and their families
- Knowledge of applicable special education laws and regulations
- Experience conducting psychological assessments, writing comprehensive reports, participating in IEP meetings, and providing individual and group counseling

Preferred:

- Fluency in Spanish
- Experience working with families, doing family counseling, leading parent workshops, etc.
- Knowledge of external resources to support students and families outside of the school day/structure
- Experience as a classroom teacher in an urban setting

### *4. Special Education Teacher*

The special education teacher will work with and report to the District Special Education Administrator to operationalize the mission of the Advanced Learning Academy and ensure high-quality special education services

for students.

The special education teacher's primary duties include:

- Providing pull-out and push-in Special Ed services for students with Individualized Education Plans (IEPs)
- Drafting IEPs and ensuring compliance with all components of the IEP
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the special education to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Special Education Coordinator or Co-Director for Academics and Culture

In addition to the general expectations of all school employees, the special education teacher should possess:

- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents, especially conflict resolution
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Master's degree in special education or related field, preferred

### *5. Teachers*

Teachers at the Advanced Learning Academy perform the most critical work of our school—the daily instruction, evaluation, and support of our students. Teachers will report to the Co-Director for Academics and Culture or Assistant Director.

A Charter School teacher's primary duties include:

- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
- Assessing students daily through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Identifying students who are academically at risk and initiating effective intervention strategies
- Completing other tasks as directed by the Co-Directors

In addition to the general expectations of all school employees, the teachers should possess:

- Bachelor's degree (advanced degree preferred)
- Appropriate California teaching credential, including English Learner Authorization
- Fulfillment of all criteria set forth to be considered Highly Qualified under NCLB
- Evidence of successful management of an urban classroom using structure and high expectations to drive student success
- Experience as a classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members

### *6. Teaching Assistant*

A Teaching Assistant at the Advanced Learning Academy supports the teachers in the daily instruction, evaluation, and supervision of our students. Teaching Assistants report to the Teacher to whom they are assigned.

A Teaching Assistant at the Advanced Learning Academy's primary duties include:

- Collaborating with teachers to plan and delivering small group lessons and activities that ensure all students master required content
- Assessing students and tracking results to inform lessons
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Identifying students who are academically at risk and initiating effective intervention strategies
- Translating for parent meetings, conferences, and events as needed
- Completing other tasks as directed by the Co-Directors, including administrative office tasks

In addition to the general expectations of all school employees, the teachers should possess:

- Associate's Degree
- Evidence of successful management of an urban classroom using structure and high expectations to drive student success
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members

### *7. Office Manager*

The Office Manager of the Advanced Learning Academy will ensure the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school. The Office Manager will report to the Co-Director for Finance and Operations.



The Office Manager's primary duties include:

- Performing the duties of the Office Assistant in his/her absence, including reception, clerical, and student supervision duties.
- Implementing systems to support the work of teachers and administrative staff
- Working with the Operations Managers and back office support provider to prepare various district, state, and federal reports
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Maintaining a neat, organized office environment
- Assisting in the coordination of special events
- Overseeing and evaluating the Office Assistant
- Assisting the Co-Directors and members of the administrative team, as directed

In addition to the general expectations of all school employees, the Office Manager should possess:

- A minimum of an Associate's Degree or two years of college
- A minimum of two years' experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

### *8. Office Assistant*

The Office Assistants at the Advanced Learning Academy will be the school's front desk receptionist and will support members of the administrative team to ensure the success of the school. The Office Assistant will report to the Office Manager.

The Office Manager's primary duties include:

- Monitoring the school's entryway, greeting parents and visitors, and ensuring school safety
- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Attending to students who are ill or injured
- Student supervision during arrival, recess, lunch, dismissal, etc., as directed by Co-Director
- Maintaining attendance records, including monitoring and following up with families about excessive absences and/or tardies
- Maintaining a neat, organized office environment
- Translating for parent meetings and school events
- Processing student enrollment paperwork
- Preparing and maintaining a variety of student records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests

- Assisting in the coordination of special events
- Assisting the School Directors and members of the administrative team, as directed

In addition to the general expectations of all school employees, the Office Manager should possess:

- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- A minimum of an Associate's Degree or two years of college
- Experience in an educational setting preferred

### ***Staff Compensation & Benefits***

The Advanced Learning Academy's salary schedule is the salary scale of the SAUSD. A comprehensive benefits package (medical, dental, and retirement), consistent with the SAUSD's, is included as part of each full-time employee's compensation.

### ***Staff Evaluations***

The purpose of evaluation is to improve instruction. The SAUSD Superintendent would conduct an annual performance review of the Advanced Learning Academy Co-Directors. The Co-Directors are responsible for completing all other annual staff evaluations, based on an evaluation process outlined in SAUSD collective bargaining agreements that include multiple measures of performance, including annual formal observations, monthly informal observations, staff self-reflection, and student achievement data (for teachers). Site administration will assist teachers in meeting the California Standards for the Teaching Profession.

## ELEMENT SIX | HEALTH & 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. *Education Code Section 47605(b)(5)(F)*.

The health and safety of the Advanced Learning Academy staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. The Advanced Learning Academy will comply with all applicable health and safety laws and regulations. The Advanced Learning Academy will operate as a drug, alcohol, and tobacco free workplace. The Advanced Learning Academy has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a “team-on-duty” will be created among teachers and assistant teachers to supervise students at all times.

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

The health and safety policies include, but are not be limited to, the following topics:

### A. SITE SAFETY

#### *Building Code*

The Advanced Learning Academy facility will comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Advanced Learning Academy is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Advanced Learning Academy will implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Advanced Learning Academy cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. The Advanced Learning Academy will adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504). See Element 18 for additional information on the Advanced Learning Academy facilities.

#### *Asbestos Management*

The Advanced Learning Academy will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

#### *Drug Free • Alcohol Free • Smoke Free Environment*

The Advanced Learning Academy will function as a drug, alcohol and tobacco free workplace.

#### *Workplace Safety*

All employees are responsible for their own safety, as well as that of others in the workplace. The Advanced

Learning Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the Advanced Learning Academy's premises, or in a product, facility, piece of equipment, process, or business practice for which the Advanced Learning Academy is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis the Advanced Learning Academy will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in the Advanced Learning Academy's employee handbook will not be tolerated.

## **B. STAFF & STUDENT SAFETY MEASURES**

### ***Criminal Background Checks***

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of the Advanced Learning Academy shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### ***Comprehensive Sexual Harassment Policies & Procedures***

The Advanced Learning Academy is committed to providing a school that is 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 Advanced Learning Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Advanced Learning Academy (including employee to employee, employee to student, and student to employee misconduct).

### ***Child Abuse Reporting***

The Advanced Learning Academy employees are mandated reporters and will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. The Advanced Learning Academy staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment

- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and proper law enforcement of child protective services.

All suspected cases of child abuse will be brought to the Principal and proper law enforcement of child protective services. A written report of the situation will be completed and either the Department of Child Support Services or the Police Department will be immediately notified. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, the Advanced Learning Academy staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

## **C. MEDICAL PLANS**

### ***Immunizations & Tuberculosis Testing***

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. The Advanced Learning Academy will comply with education Code Section 49406 with regard to tuberculosis testing.

### ***Prescription Medications***

Students requiring prescription medications and other medicines during school hours will be accommodated as per Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

### ***Vision, Hearing & Scoliosis Testing***

Students will be screened for vision, hearing and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. The Advanced Learning Academy will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

### ***Diabetes***

The Advanced Learning Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

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

### ***Blood Borne Pathogens***

The Advanced Learning Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

## **D. EMERGENCY PLANS**

### ***Emergency Situations***

The Advanced Learning Academy will utilize its School Safety Plan in responding to emergency situations. The plan will be reviewed each year and updated as necessary. The Advanced Learning Academy will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations will be conducted at regular intervals throughout the year. The Advanced Learning Academy will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School’s newsletter.

### ***Fire Drills***

The Advanced Learning Academy will comply with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less than twice every school year at the secondary level. The Office will maintain a record of each drill conducted with the amount of time it takes for complete evacuation.

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students will remain with their teachers at the designated evacuation area until the administrative staff gives the “all clear” signal. In a successful fire drill, orderly evacuation begins immediately and is completed within five minutes of the initial alarm. The students and staff will then return

to their appropriate classrooms and the teachers will take roll once more. Missing students will be reported to the attendance office.

### ***Earthquake & Other Disaster Drills***

The Advanced Learning Academy will comply with the Education Code Section 35297 in regards to holding a “drop procedure” practice at least once each school quarter in elementary schools and at least once a semester in secondary schools. The Advanced Learning Academy shall conduct disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the “duck, hold, cover” procedure. A disaster drill commencing with the “duck, hold, cover” procedure will be initiated by an announcement over the intercom. Students and staff will hear, “This is an emergency drill. Duck, hold, and cover.” Teachers will then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck, hold, cover” procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an “all clear” or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

The Advanced Learning Academy has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. The Advanced Learning Academy also participates 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.

### ***Bomb Threats***

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone

company to trace the call and immediately thereafter notify the police via 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

### ***Evacuation Plan***

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

## **E. ADDITIONAL**

### ***Indemnification***

With the exception of the District’s indemnification obligations related to the District’s provision of special education services as specifically described in the charter thus far, and with the exception of any liability, claims or damages caused solely by the active negligence or willful misconduct of the District, the Advanced Learning Academy agrees to indemnify, defend, and hold harmless the District and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter “District and District Personnel”) against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities,



including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel that may be asserted or claimed by any person, firm, or entity which may in any way arise out of or in connection with performance under the Charter by the Advanced Learning Academy, their advisory board, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns. The Advanced Learning Academy and its Board's obligation to defend the District and the other indemnities identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claim, demand, action, cause of action, or suit.

### ***Insurance***

As a District-sponsored charter, the Advanced Learning Academy will be insured under SAUSD's insurance policy. The proposed Charter development will add property and buildings under the District's ownership, and would be added to the District's insurance policy. The District is insured under the Alliance of Schools for Cooperative Insurance Programs for property coverage. Should the District have a loss with a \$25,000 Self-Insured Retention on an occurrence, the coverage limit will be the replacement cost. The District's premium is based on a property appraisal that is done every five years and on annual trending.

### ***Auxiliary Services***

The Advanced Learning Academy administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, custodial services).

## ELEMENT SEVEN | RACIAL & ETHNIC BALANCE

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

Students from all areas of SAUSD and the INDA will be recruited, with a goal of creating an economically and ethnically diverse student population. The Advanced Learning Academy will advertise to the entire SAUSD community and draw students that are attracted to the unique K-8 STEM program. The Advanced Learning Academy aims to attract students from all cultural backgrounds within SAUSD, especially the Latino ethnicity. Historically, the number of Latino students pursuing careers in STEM areas has been low. A notable cause of these low numbers is that Latino students have inadequate exposure to STEM curriculum. The Advanced Learning Academy will provide a unique program to a largely-Latino student population of SAUSD in the hopes of educating and inspiring students to pursue STEM-related careers in today's technology-driven economy.

The Advanced Learning Academy will implement a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. This process involves the following:

- Hold discussions and distribute application materials at places where diverse populations may be reached in the target area, including community centers, neighborhood meeting areas, and existing schools
- Distribute materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employ bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods
- Host Open Houses and provide tours of the school
- Monthly or biweekly public presentations;
- All means of advertising will be used, such as electronic media, flyers, and direct mail
- Distributing flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood
- Direct mailing to the parents/guardians who have children in targeted age groups

The Advanced Learning Academy will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data may drive additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. The Advanced Learning Academy will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

## ELEMENT EIGHT | ADMISSION REQUIREMENT

**Governing Law:** Admission requirements, of the Advanced Learning Academy, if applicable. *Education Code Section 47605(b)(5)(H)*.

### *Legal Assurances*

Charter schools are schools of choice and admissions policies will reflect this compliance with state and federal requirements. In accordance with Education Code Section 47605(d)(2)(A), the Advanced Learning Academy will admit all students who wish to attend, up to the school's enrollment capacity.

The Advanced Learning Academy will:

- Be non-sectarian in all areas of operations, including student admission
- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Not charge tuition
- Accept all students who are California residents that wish to attend the Advanced Learning Academy, regardless of their place of residence within the state
- Not require any pupil to attend the Advanced Learning Academy
- Not require any test or assessment prior to acceptance and enrollment in the Advanced Learning Academy
- Not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements
- Comply with all laws establishing minimum age for public school attendance

The Advanced Learning Academy will adhere to all provisions of No Child Left Behind regarding:

- Receiving students from Program Improvement schools as part of Public School Choice.
- Providing the Co-Directors' attestation of highly qualified teachers and paraprofessionals.
- Meeting the needs of "at-risk" students if the school is designated a targeted assistance school.

### *McKinney-Vento Homeless Assistance Act*

The Advanced Learning Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Advanced Learning Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

### *Priority Enrollment*

The main objective of the Advanced Learning Academy is to house students generated from the INDA. Priority enrollment will be given to students that reside in this area. Second enrollment priority will be given to SAUSD students attending other SAUSD impacted (overcrowded) schools. Third enrollment priority will

be given to SAUSD students attending any other SAUSD schools. Any other students that choose to attend the Advanced Learning Academy will be admitted as facility capacity allows. If Irvine Unified School District (IUSD) students in the vicinity wish to enroll, they will first be required to obtain an inter-district transfer release from IUSD.

At full capacity, the Advanced Learning Academy will serve 600 students in grades K-8. If the number of students who wish to attend the Advanced Learning Academy exceeds the school's capacity, enrollment preferences will be given as on a lottery basis.

The following is a description of the random enrollment lottery process, if needed:

The Advanced Learning Academy will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, school website, phone, and other available outlets prior to the lottery date.

Enrollment preferences in the case of a lottery will be given in the following order:

- Siblings of existing students
- Children of Board members or children of employees of the Advanced Learning Academy
- Students who reside within SAUSD attendance boundaries
- All other students permitted by law

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year. The Advanced Learning Academy will maintain auditable records of the above activities.

Notifications of admission status will be communicated through mail and phone calls to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order.

If the enrollment packets are not returned within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. In addition, the Advanced Learning Academy shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not returning the enrollment packets within the 10-day period forfeit their right to enroll their student in the Advanced Learning Academy for that school year, and an admission notice will be mailed to the next student on the waiting list.

## ELEMENT NINE | ANNUAL FINANCIAL AUDITS

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

Annually, the Advanced Learning Academy will use the District's state-approved independent financial auditor and a Certified Public Accountant to produce an annual financial statement and audit. The Advanced Learning Academy will maintain auditable records and other evidence pertaining to costs incurred throughout the charter period for at least seven years. These audits will be conducted pursuant to State Superintendent of Schools and federal regulations. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. Upon completion, a copy of the auditor's findings will be forwarded to the SAUSD Deputy Superintendent of Business and Board of Education. The Deputy Superintendent will review any audit exceptions or deficiencies, then recommend ways for the Advanced Learning Academy's Co-Directors to resolve them. The Co-Directors will then report back to the Board how the exceptions and deficiencies have been or will be resolved.

The Advanced Learning Academy will utilize the district's written contract administration system that ensures that all contractors, including consultants, perform in accordance with terms, condition and specifications of all state contract procurement regulations.

The Advanced Learning Academy will compile and provide to the Board an annual performance report. The Advanced Learning Academy staff and the Board will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques specified herein. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school during the year.
- Data on the level of parent involvement in the school's governance and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school achieved its goal of recruiting a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data specifying the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter.

In Element 17, "Proposed Budget and Cash Flow," please find the following:

- Projected operational budgets for five years of operation
- Cash flow projections for five years of operation

These documents are based upon the best data available to the Petitioners at this time.

### ***Financial Reports***

The Advanced Learning Academy guarantees to provide reports required by the SAUSD as outlined below:

- CBEDS (California Basic Educational Data System)
- ADA (Average Daily Attendance) reports J18/19
- SARC (School Accountability Report Card)
- Each fiscal year an independent audit will be conducted of the financial affairs of the Advanced Learning Academy to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.
- Pursuant to AB 1137, the Advanced Learning Academy will provide any necessary financial statements to SAUSD, the Orange County Department of Education (OCDE), and California Department of Education. Additionally, the following reports will be submitted to SAUSD, in the required format and within timelines to be specified by SAUSD each year:
  - Final Budget – Spring prior to operating fiscal year
  - First Interim Projections – November of operating fiscal year
  - Second Interim Projections – February of operating fiscal year
  - Unaudited Actuals – July following the end of the fiscal year
  - Audited Actuals – December 15 following the end of the fiscal year
  - Classification Report – monthly according to the School's calendar
  - Statistical Report – monthly according to the School's calendar of reports

## ELEMENT TEN | SUSPENSION & EXPULSION

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

The Advanced Learning Academy's policy will be consistent with the SAUSD's policy. If a conflict with District policies and procedures exists, then District policies and procedures will govern.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Advanced Learning Academy. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Advanced Learning Academy's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements stipulated within Education Code and Penal Code.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Advanced Learning Academy administration shall ensure that students and their parents/guardians are notified as part of the Student Handbook of all discipline policies and procedures. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom The Advanced Learning Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Advanced Learning Academy will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom The Advanced Learning Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### *Progressive Positive Discipline*

The Advanced Learning Academy will act in accordance with the District's Positive Behavioral Interventions and Supports (PBIS) program that acknowledges and encourages positive student behavior and improvements. Parents will be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

### *Enumerated Offenses*

Students may be suspended or expelled for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- 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 students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including bullying by means of electronic act, as defined in Education Code Section 48900.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person



reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 6 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

The Advanced Learning Academy principal or the superintendent of schools shall recommend the expulsion of a pupil pursuant to Education Code 48915:

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) 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 either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(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.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of

possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

### *Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

#### *1. Conference*

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### *2. Notice to Parents/Guardians*

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

#### *1) Suspension Time Limits/Recommendation for Placement/Expulsion*

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Notice of suspension and the reasons for the suspension will be given to the student and the parent in writing. If a student is suspended, s/he will not have any opportunity to make up

work that s/he misses during the suspension. If a student receives two (2) suspensions; third disciplinary action that requires another suspension may automatically start the expulsion process. Students and parent/guardian may appeal a suspension within one (1) school day of the suspension. This appeal will be made to the Principal and heard by a discipline committee.

The student may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

### ***Expulsion Procedure***

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

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

In the event an administrative panel hears the case, it will make a recommendation to the Santa Ana Board of Education for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

### *Special Procedures for Expulsion & Hearings*

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Advanced Learning Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Advanced Learning Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Advanced Learning Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness

shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## ***Records & Litigations***

### ***1. Record of Hearing***

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

### ***2. Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

### ***3. Written Notice to Expel***

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Advanced Learning Academy
- The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures
- The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
  - The student's name
  - The specific expellable offense committed by the student

#### *4. Disciplinary Records*

The Advanced Learning Academy shall maintain records of all student suspensions and expulsions at the Advanced Learning Academy. Such records shall be made available to the District upon request.

#### *5. No Right to Appeal*

The student shall have no right of appeal from expulsion from the Advanced Learning Academy as the Board decision to expel shall be final.

### ***Further Assurances***

#### *1. Expelled Students/Alternative Education*

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion. Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Advanced Learning Academy's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District's Policies. If the student receives or is eligible for special education, the Advanced Learning Academy shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the SAUSD.

Charter School shall document the alternatives to suspension and expulsion the Advanced Learning Academy utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Advanced Learning Academy, the Advanced Learning Academy shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Advanced Learning Academy's Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Advanced Learning Academy's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion

- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Advanced Learning Academy must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Advanced Learning Academy's failure to implement 504 Plan?

### 2. *Outcome Data*

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

### 3. *Rehabilitation Plans*

Pupils who are expelled from the Advanced Learning Academy shall be given a rehabilitation plan upon expulsion as developed by the Advanced Learning Academy's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Advanced Learning Academy for readmission.

### 4. *Readmission*

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

### 5. *Reinstatement*

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

### 6. *Special Education Students*

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Advanced Learning Academy will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Advanced Learning Academy an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual.

Prior to recommending expulsion for a student with a 504 Plan, the Advanced Learning Academy's administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Advanced Learning Academy's failure to implement 504?
- Gun Free Schools Act
- The Advanced Learning Academy shall comply with the federal Gun Free Schools Act.



## ELEMENT ELEVEN | RETIREMENT PROGRAMS

**Governing Law:** The manner by which staff members of the Advanced Learning Academics will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. *Education Code Section 47605(b)(5)(K).*

The Advanced Learning Academy staff will participate in the federal social security system and will have the option to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. If any of the school's teachers participate in the STRS system, then all must do so. The Advanced Learning Academy's retirement program policy will be consistent with the SAUSD's policy. If a conflict with District policies and procedures exists, then District policies and procedures will govern.

### ***Mandatory Benefits***

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS employees) will be paid by the employer.

### ***Health Benefits***

Health, dental, vision and related benefits as part of the total compensation package for each employee will be determined as part of the individual employment agreement.

### ***Work Schedule***

Work calendars, hours per week, and vacation time will be determined by individual employment agreements consistent with the applicable calendar of workdays for each position. The principal will work for the school year with appropriate vacation time as specified in the employment agreement. Teachers and teachers' assistants will work a school year comprised of 11 months, which will include professional training beyond the regular teaching schedule. The teaching staff may also be required to attend weekly staff and several parent-community meetings each school term. Office and maintenance staff will work a calendar year of 12 months with appropriate vacation time. The standard day for the non-teaching staff is 8.0 working hours.

### ***Retirement***

All full-time teaching employees who are eligible will participate in the State Teachers' Retirement System (STRS). All full-time non-teaching employees who are eligible will participate in the Public Employees Retirement System (PERS). The Advanced Learning Academy will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the Advanced Learning Academy will be forwarded to the STRS and PERS funds as required. The Advanced Learning Academy will submit all retirement data and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The HR Dept. will be responsible for ensuring that appropriate arrangements are made for retirement and other benefits.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

- Process for Resolving Complaints/Grievances

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Employee Handbook.

The following process will apply to staff members filing a complaint /grievance:

- When a problem first arises, the grievant should discuss the matter with the School principal rather than fellow employees.
- The principal will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, the principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
- If no satisfactory solution can be reached, the grievant may request to meet with the Chief Executive Officer or his/her designee and the Principal. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the principal. Any decision by the Chief Executive Officer or his/her designee shall be final.

## ELEMENT TWELVE | PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

**Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend the Advanced Learning Academy. *Education Code Section 47605(b)(5)(L)*.

The Advanced Learning Academy is a school of choice and no students shall be required to attend. Pupils who choose not to attend the Advanced Learning Academy may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Parents and guardians of each student enrolled in the Advanced Learning Academy will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the Advanced Learning Academy, except to the extent that such a right is extended by the local education agency.

## ELEMENT THIRTEEN | EMPLOYEE RIGHTS & RESPONSIBILITIES

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

The Advanced Learning Academy's employee policies will be consistent with the SAUSD's policy. If a conflict with District policies and procedures exists, then District policies and procedures will govern. Any employee of the district who works at the Advanced Learning Academy will be covered by existing district policies for inter-district transfers and the terms of existing labor contracts. Charter School staff who leave a permanent job in the district to work at the Advanced Learning Academy will have the right to return to a comparable position in the district during their tenure at the school, subject to layoff provisions in the Education Code.

Staff of the Advanced Learning Academy recognize the uniqueness of Charter Schools and will work to establish a positive culture that fulfills the mission of the school

All school personnel will abide and commit to the Advanced Learning Academy's mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the SAUSD Employee Contract. All school personnel will be evaluated at least once annually.

Job applicants for positions at the Advanced Learning Academy will be considered through an open process, and if hired, will enter into an at-will agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be recruited individually and receive at-will agreements. The individual agreements will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Advanced Learning Academy.

Leave and return rights for union-represented employees who accept employment with the Advanced Learning Academy will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

## ELEMENT FOURTEEN | DISPUTE RESOLUTION

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

In the case of the Advanced Learning Academy, the District is both the charter agency and charter-granting entity.

### *Dispute Resolution*

The following section of this charter provides the standardized language that the SAUSD is adopting for all charter schools in the district. The transition to the standardized language is being facilitated during a charter renewal and/or when revision/modification of a MOU or other contractual agreement between the Advanced Learning Academy and the district takes place. The Advanced Learning Academy's dispute resolution policy will be consistent with the SAUSD's policy. If a conflict with District policies and procedures exists, then District policies and procedures will govern.

This language is being incorporated into the Advanced Learning Academy application petition and subject to change depending on and including but not limited to, discussion and negotiations, individual school circumstance and the specific document being renewed/revised/modified and applicable law.

If the District determines that a violation of the Charter, MOU or law may have occurred or a problem has arisen to the operation of the Advanced Learning Academy or the District's oversight obligations, or a dispute otherwise arises between the District and the Advanced Learning Academy the following procedures shall be followed to resolve the dispute.

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health and safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the INDA Charter School representative will be a Co-Director or the Advisory Board. If the dispute is not resolved at this meeting or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 3.
3. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code 47607 or applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

In the event of a dispute raised by the Advanced Learning Academy against the District over the terms of the charter, the Advanced Learning Academy shall put the dispute in writing to the Superintendent or designees, and the District Superintendent, or Designee shall meet with the Principal and President of the Advanced Learning Academy to seek resolution within two weeks of receiving the written complaint. After this

meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both the District and the Advanced Learning Academy, with the costs of the mediator to be split by both parties.

### ***Internal Disputes***

The Advanced Learning Academy shall have an internal dispute resolution process to be used for all internal disputes related to the Advanced Learning Academy's operations. Parents, students, board members, volunteers, and staff at the Advanced Learning Academy will be provided with a copy of the Advanced Learning Academy's policies and dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Advanced Learning Academy or District's oversight obligations to the Advanced Learning Academy for resolution according to its internal dispute resolution process.

### ***Disputes Between the Advanced Learning Academy & SAUSD***

The staff and governing board members of the Advanced Learning Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the Advanced Learning Academy. Any dispute between the District and the Advanced Learning Academy shall be resolved in accordance with the procedures set forth below:

Any dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or other-wise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School, c/o:  
**(To Be Determined)**

To District, c/o Superintendent:  
Santa Ana Unified School District  
1601 East Chestnut Avenue  
Santa Ana, CA 92701

A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be

shared equally among the parties. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by pursuing other options as provided by the law.

## ELEMENT FIFTEEN | EXCLUSIVE PUBLIC SCHOOL EMPLOYER

**Governing Law:** A declaration whether or not the Advanced Learning Academy shall be deemed the exclusive public school employer of the employees of the Advanced Learning Academy 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). *Education Code Section 47605(b)(5)(O)*.

For the purposes of the education employment relations act (EERA), the Santa Ana Unified School District will be the exclusive public school employer of the employees of the Advanced Learning Academy.



## ELEMENT SIXTEEN | SCHOOL CLOSURE

**Governing Law:** A description of the procedures to be used if the Advanced Learning Academy closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the Advanced Learning Academy, including plans for disposing of any net assets and for the maintenance and transfer of public records. *Education Code Section 47605(b)(5)(P)*.

### *Charter Renewal*

The Advanced Learning Academy must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter expires.

### *Revocation*

The District may revoke the Charter if the Advanced Learning Academy commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Advanced Learning Academy Act of 1992. The District may revoke the charter of the Advanced Learning Academy if the District finds, through a showing of substantial evidence, that the Advanced Learning Academy did any of the following:

- The Advanced Learning Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Advanced Learning Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Advanced Learning Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Advanced Learning Academy violated any provision of law.
- Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the SAUSD Board of Education will notify the Advanced Learning Academy in writing of the specific violation, and give The Advanced Learning Academy a reasonable opportunity to cure the violation, unless the SAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### *Closure Action*

The decision to close the Advanced Learning Academy, either by the Advanced Learning Academy Advisory Board or by the SAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the SAUSD Board of Education; the Advanced Learning Academy board votes to close the Advanced Learning Academy; or the Charter lapses.

### *Closure Procedures*

The procedures for the Advanced Learning Academy's closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures out-lined below are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" as posted on the

California Department of Education website. References to “Charter School” applies to the Advanced Learning Academy’s nonprofit corporation and/or governing board.

### *1. Documentation of Closure Action*

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the Advanced Learning Academy must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Advanced Learning Academy will be issued by the Advanced Learning Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to SAUSD within the same time frames.
2. The authorizing entity
3. The county department of education. Written notification to the Orange County Department of Education of the Closure Action shall be made by the Advanced Learning Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the SAUSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Advanced Learning Academy participates of the Closure Action shall be made by the Advanced Learning Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the SAUSD.
5. The retirement systems in which the school’s employees participate. The Advanced Learning Academy will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Orange County Department of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the SAUSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Advanced Learning Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the SAUSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
5. In addition to the four required items above, notification to the CDE must also include:
6. A description of the circumstances of the closure
7. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework,

- credits that meet graduation requirements, a transcript, and State testing results
3. Information on student completion of college entrance requirements for all high school students affected by the closure
  4. The Advanced Learning Academy shall announce the closure to any school districts that may be responsible for providing education services to the former students of the Advanced Learning Academy within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.
  5. School and Student Records Retention and Transfer
  6. The Advanced Learning Academy will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Advanced Learning Academy. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
  7. The process for transferring student records to the receiving schools shall be in accordance with SAUSD procedures for students moving from one school to another.
  8. The Advanced Learning Academy will prepare an electronic master list of all students to the SAUSD. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Advanced Learning Academy closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
  9. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Advanced Learning Academy for the delivery and/or pickup of the student records.
  10. The Advanced Learning Academy must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
  11. The Advanced Learning Academy will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the Advanced Learning Academy has. These include, but are not limited to, records related to performance and grievance.
  12. All records are to be boxed and labeled by classification of documents and the required duration of storage.

## *2. Financial Close-Out*

After receiving notification of closure, the CDE will notify the Advanced Learning Academy and the authorizing entity if it is aware of any liabilities the Advanced Learning Academy owes the state. These may include over-payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the Advanced Learning Academy if it has reason to believe that the school received state funding for which it was not eligible.

The Charter shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the Advanced Learning Academy.

4. This audit may serve as the school's annual audit.
5. The financial closeout audit of the Advanced Learning Academy will be paid for by the Advanced Learning Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Advanced Learning Academy will be the responsibility of the Advanced Learning Academy and not SAUSD. The Advanced Learning Academy understands and acknowledges that the Advanced Learning Academy will cover the outstanding debts or liabilities of the Advanced Learning Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Advanced Learning Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Advanced Learning Academy participates, and other categorical funds will be returned to the source of funds.

The Advanced Learning Academy shall ensure the completion and filing of any annual reports required. This includes:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports
- These reports must be submitted to the CDE and the authorizing entity in the form required. If the Advanced Learning Academy chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.
- For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### 3. *Disposition of Liabilities and Assets*

The closeout audit must determine the disposition of all liabilities of the Advanced Learning Academy. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the Advanced Learning Academy have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
- Net assets of the Advanced Learning Academy may be transferred to another charter school. If the Advanced Learning Academy is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Advanced Learning Academy, the corporation will be dissolved according to its bylaws.
- The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to SAUSD prior to approval of this Charter.
- For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Advanced Learning Academy Board, will maintain employment to take

care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

- The Advanced Learning Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
- The Advanced Learning Academy shall provide SAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.
- Prior to final closure, the Advanced Learning Academy shall do all of the following on behalf of the school's employees, and anything else required by applicable law:
- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Advanced Learning Academy's right to operate as a Charter School or cause the Advanced Learning Academy to cease operation. The Advanced Learning Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## ELEMENT SEVENTEEN | **PROPOSED BUDGET & CASH FLOW**

The Advanced Learning Academy is established as a dependent charter and shall be budgeted in accordance to practices used at all other SAUSD schools. The Advanced Learning Academy's financial reports will be contained in the SAUSD fiscal reports, as is the case with all other SAUSD schools. The Advisor Board, once convened, in cooperation with the School Site Council once elected, shall determine the school's discretionary spending budget.

## ELEMENT EIGHTEEN | FACILITIES

### *Site Description*

The initial location for the Advanced Learning Academy ~~shall be was~~ at the Grant School Site (~~333-335~~ East Walnut Avenue, Santa Ana). Once identified, ~~a new two additional campus locations~~ will be determined, ~~one within the city limits, and one~~ within the INDA. A vacant site located at the southwest corner of Michelson Drive and Carlson Avenue in the City of Irvine has been identified for acquisition and construction of the K-8 school. The Advanced Learning Academy has attempted to locate a single site or facility to house its entire program, but no such site is available within the boundaries of the SAUSD in the Irvine/Newport development area (INDA) in which the Advanced Learning Academy has chosen to locate. The location of the Advanced Learning Academy is specifically designed to provide educational opportunities to students residing in the INDA of the SAUSD and surrounding communities. SAUSD and Irvine Unified School District are in general agreement about the location of the Advanced Learning Academy and are in the process of a boundary change by which it is hoped that the identified site will eventually come within the boundaries of the SAUSD.

The Advanced Learning Academy site is located within an area of the SAUSD that has experienced significant development and is planned to continue developing with residential and retail mixed-uses (See Exhibit 4 on the following page). The site's regional location and local vicinity may be viewed in Exhibit 5 and 6. The site is 15 gross acres in size; however, given the surrounding natural habitat, a nature buffer was incorporated into the site design, resulting in approximately 10.5 net usable acres that will be developed for the K-8 school, as shown in Exhibit 7.

The site has been vacant for at least since the 1930's and currently contains wood chips, as shown in Exhibit 8, Site Photographs. The south perimeter of the site consists of natural habitat that extends from the San Joaquin Marsh. The surrounding land uses include residential units to the west, commercial uses to the north, and natural habitat to the east and south.

### *Design*

Innovative design with flexible teaching areas and the ability to adapt to different learning models will be incorporated in the classroom design. Proven design models for improved student performance, such as natural lighting, thermal displacement ventilation, acoustical applications, interactive classroom technology, and spatial flexibility will be included in the design.

The facilities will support the key program elements of project-based learning, community-based internships, frequent student presentations, and integrated curriculum. The design principles include:

- *Personalization* – Facilities are tailored to individual and small-group learning, including project rooms for hands-on activities and exhibition spaces for individual work, which promotes a high degree of student ownership.
- *Flexibility* - Holistic designs enable new ways of teaching and learning.
- *Adult World Connection* – In addition to the required community internship component, the facility itself will have a workplace look and feel, with windowed conference and seminar rooms, small-group project areas, high-tech laboratories, and common areas where projects can be displayed. Specialty labs and project rooms will allow access to technology and equipment for learning in specialized areas such as biotechnology, mechanical engineering, and graphic design.

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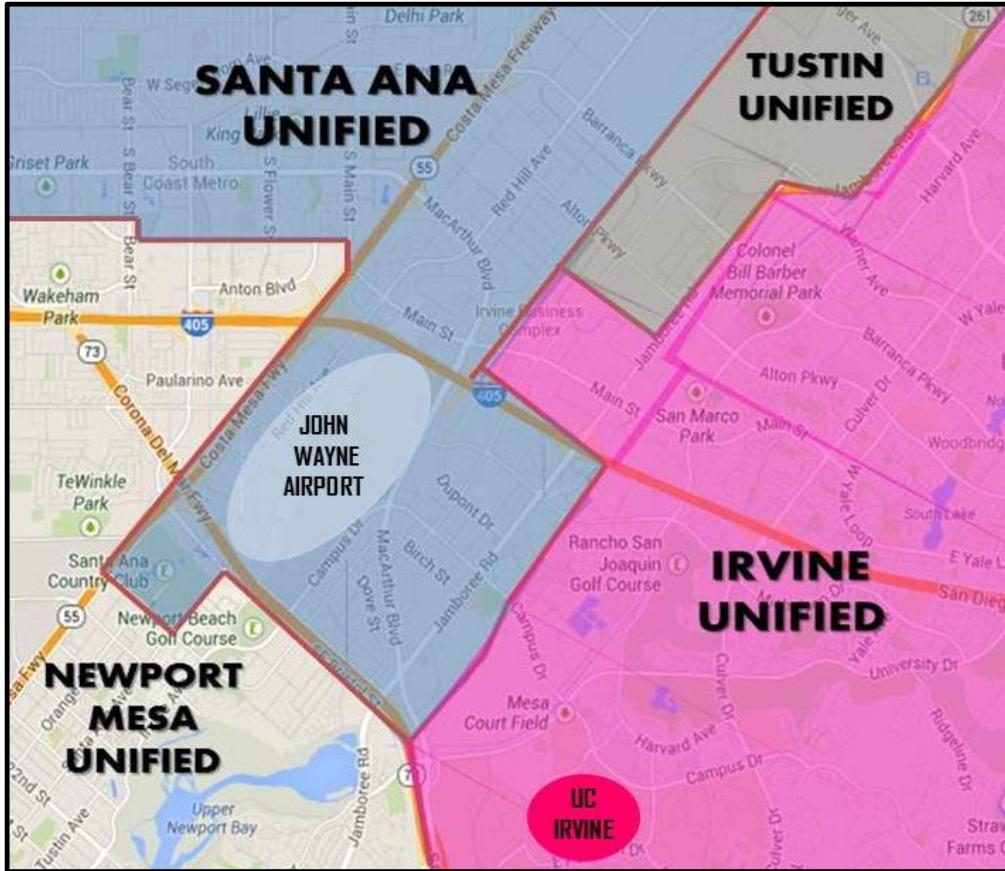
Exhibit 4: Planned Development



WITHIN SAUSD			JUST OUTSIDE SAUSD		
	PROJECT NAME	UNITS		PROJECT NAME	UNITS
1	Uptown Newport	1,244	11	Park Place II (under construction)	989
2	Koll	260	12	McCabe	314
3	Garden Communities	1,600	13	Metropolis	457
4	Colton	274	14	Main & Jamboree Apartments	362
5	Colton 2	642	15	2852 Kelvin	194
6	Martin Condos	82	16	2801 Kelvin	381
7	Colton 3	312	17	360° Fusion	280
8	The Village (office/retail)	0		2851 Alton (not pictured)	170
9	Condos plus Hotel	208		Equity (not pictured)	344
10	Central Park West	638		Irvine Lofts (not pictured)	469
	Olen Properties (not pictured)	300		16808 Armstrong (not pictured)	334
<b>Total</b>		<b>5,560</b>		16952 Millikan (not pictured)	156
			<b>Total</b>		<b>4,450</b>



Exhibit 5: Regional Map



**Exhibit 6: Local Map**



**Exhibit 7: Net Usable Acreage**



**Exhibit 8: Site Photographs**



The Advanced Learning Academy proposes to develop the vacant site into a school campus that will initially house kindergarten through sixth grade, and in subsequent years, will expand to include seventh and eighth grade. In the Charter's first year, 240 students will be enrolled, but in the years following, the student enrollment will reach a maximum of 600 students. As shown in Exhibit 9, Site Plan, the proposed campus would contain two (2) two-story classroom buildings with capacity for 600 students. The proposed classroom size will be compliant with the District's standard for classroom loading. One classroom building would house the primary grade complex, and the other classroom building would house the upper grade/intermediate complex. The two complexes would be kept separate but share the administration, multipurpose room, and kitchen facilities. The administration building would be located at the front of the campus and would house the school's Co-Directors, office manager, office assistants, nurse, psychologist, conference room, staff lounge, and kitchen.



**Exhibit 9: Site Plan**



*1. Primary grade complex*

One classroom building would contain kindergarten through 4<sup>th</sup> grade, with kindergarten through 1<sup>st</sup> grade on the first floor, and 2<sup>nd</sup> – 4<sup>th</sup> grade on the second floor. The kindergarten classrooms would be 1,350 square feet, and the 1<sup>st</sup>-4<sup>th</sup> grade classrooms would be 960 square feet, in compliance with the CDE’s recommended classroom size. The classrooms would each have appropriate-height sink and two exits, one to the interior hallway and one to the exterior hallway, to comply with fire code for primary grades. The building would also contain student and staff restrooms, a computer lab, and teacher’s workroom. Outside the classroom building would be a shade structure for lunch tables and a play area containing hard courts, turf play area, and playground equipment.

*2. Upper grade complex*

The upper grade building would contain grades 5<sup>th</sup> – 8<sup>th</sup>, with 5<sup>th</sup> – 6<sup>th</sup> on the first floor and 7<sup>th</sup> – 8<sup>th</sup> on the second floor. The classrooms would be 960 square feet in compliance with the CDE’s recommended classroom size. The building would also contain student and staff restrooms, a teacher’s workroom, computer labs, small group workrooms, and a project workroom. Outside the building would be a shade structure for lunch tables and a play area containing hard courts and turf playfield. Additionally, a separate building would provide the setting for innovative environmental teaching opportunities, which will include science programs and will take advantage of the adjacent natural habitat.

### *3. Multipurpose room*

The school campus will include a multipurpose room that will be used to house the school's assemblies, indoor physical activities, annual science fair, and other school events.

### *4. Recreational facilities –*

As shown in Exhibit 9, Site Plan, approximately half of the site is planned to be used for joint-recreational use. District staff is currently negotiating the terms of a Joint-use Agreement with the City of Irvine and Irvine Ranch Water District. The park will be used and operated by the City of Irvine and open to the public during the day. The multipurpose room and turf field will be open to the City during after-school hours when not utilized by the Advanced Learning Academy programs. Strategic fencing will allow the park and joint-use facilities to be used by the public without jeopardizing the security of the school campus.

### ***Sustainability and Sensitivity to the Adjacent Natural Habitat***

The Advanced Learning Academy recognizes the asset and responsibility of being located adjacent to the existing natural habitat. As shown in the Site Plan, the Advanced Learning Academy has incorporated a "nature buffer" into the design of the campus to ensure that construction and operation of the school does not negatively impact the natural habitat. In addition, the Advanced Learning Academy and City of Irvine will not place any nighttime lighting on the recreational facilities that will disturb the adjacent area. The only exterior lighting will include low-level security lighting in the parking lot, walkways, and on the exterior of building doorways. This will also ensure that nighttime noise levels remain consistent with existing site levels.

The Advanced Learning Academy will comply with the California Environmental Quality Act and hire an environmental expert to analyze the impact of the Advanced Learning Academy on the surrounding habitat. The Advanced Learning Academy will comply with any mitigation measures required during construction and operation of the facility.

The site's connection to the existing natural habitat offers a unique opportunity to design a school campus that has a prominent environmental component. The buildings and grounds will include sustainable building elements and will afford students with a sustainable educational component. The building that will house innovative environmental teaching opportunities will be truly sustainable and operate off the electrical grid. Furthermore, it will be used for the school's unique science curriculum, including environmental science, engineering, and biology. The campus' recreational features will connect with the existing trail system that weaves through the habitat area. Thus, the environmental science program will have easy access to explore the natural habitat, truly engaging students and providing interactive and inspiring curriculum.

### *Charter Implementation*

While this chart below indicates one potential timeline; however, a streamlined approach may be used involving the new building at the Grant School Site. The availability of that school building would allow the Advanced Learning Academy to begin operations during the 2015-2016. The planning for the new, permanent location in the INDA would begin immediately thereafter.

**Exhibit 10:** *Charter Implementation Timeline*

Task	2013/14	2014/15	2015/16	2016/17	2017/18
Charter approval	■				
Site acquisition	■	■			
Design		■	■		
Obtain construction funding; Bid			■	■	
Construction				■	■
Select Advisory Board and staff				■	■
Student recruitment				■	■
Finalize budget and accounting process				■	■
Prepare Safety Plan, Master Schedule, Student Handbook				■	■
Develop lesson plans/curriculum				■	■
Professional training					■
Student/parent orientation					■
Occupancy					■

ELEMENT NINETEEN | REQUIRED SIGNATURES

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE  
 IRVINE/NEWPORT DEVELOPMENT AREA (INDA) CHARTER SCHOOL – SANTA ANA

- The proposed charter school will be a start-up charter school.
- The charter school enrollment for the first year of operation will be 300 students.
- The total number of teachers estimated to be employed at the school during the first year of operation: 10 (50% signatures required)

RECEIVED OCT 04 2013

We, THE UNDERSIGNED, CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated October 8<sup>th</sup> 2013 and will work towards its implementation. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

TEACHER'S SIGNATURE (Please print name under signature)	STREET ADDRESS, CITY, ZIP CODE, & STATE	PHONE # INCLUDING PREFIX	TYPE OF CREDENTIAL(S) HELD	CALIFORNIA CREDENTIAL NUMBER(S)	CREDENTIAL EXPIRATION DATE(S)	COLLEGE DEGREE(S) HELD
<i>[Signature]</i> Stephanie Stotelmyer	1334 E. Locust Ave Orange, CA 92667	714-628- 8840	Multiple subject w/CLAD and/and/or specialist w/Art.		2015 2015	AA BA-Psych MA-Spec.ed.
<i>[Signature]</i> Melissa Lanthier	6 Nutwood Irvine, CA 92604	949-293- 1694	Single subject			B.A. H-ED (Hybrid) Ed. Diplo MA
<i>[Signature]</i> Monica Curiel	1718 W. 7th St. Santa Ana, CA 92703	(714) 313-6671	Multiple w/CLAD			B.S. Child Develop. MA Reading/Math Curriculum B.A. Molecular Biology + Biochem Spanish Minor
<i>[Signature]</i> Ashleigh Weissman	26162 Via Monterey San Juan Capistrano, CA 92675	408-656-5534	single subj.			B.A. Lib. St. M.S. Cur. + Instr.
<i>[Signature]</i> Barbara Pearson	13571 Pawnee Tustin, CA 92782	714-345-4742	Mult. sub author. English			

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**APPENDIX A | COLLECTIVE BARGAINING AGREEMENT**

**AGENDA ITEM BACKUP SHEET**  
**October 3, 2016**

**Board Meeting**

**TITLE:** Overview of the plans for the STEM Lab

**ITEM:** Presentation

**SUBMITTED BY:** Kimberly Garcia, Principal, Advanced Learning Academy

**PREPARED BY:** Kimberly Garcia, Principal, Advanced Learning Academy

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**BACKGROUND INFORMATION:**

Provide an overview of the plans for the ALA STEM Lab.

**RATIONALE:**

Provide an overview of the plans for the ALA STEM Lab.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Not Applicable

# Advanced Learning Academy



October 3, 2016

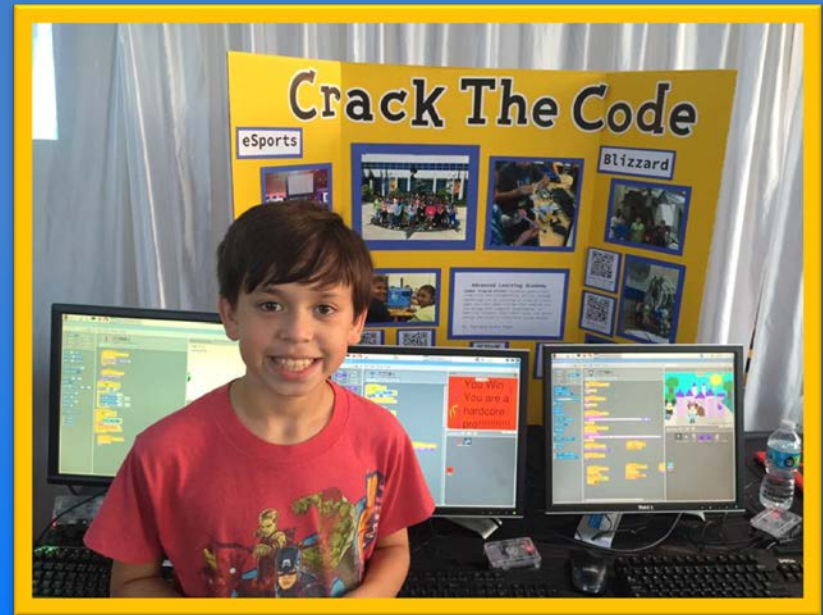
Overview of Plans for STEM Lab  
(Makerspace)

# STEM/ Project-Based Learning Lab

- Passion Projects

## Student Voice and Choice

- Photography
- Engineering/Design/Robotics (PLTW)
- Pipers-Raspberry Pi
- Broadcasting
- Sports
- Anti-Bullying Play
- Music Production



# STEM/ Project-Based Learning Lab

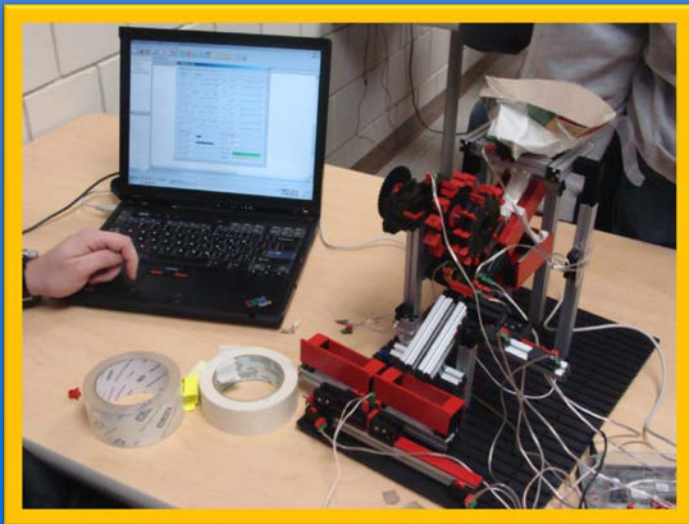
- **Materials currently in use:**
  - Cannon XA35 Camera
  - Wireless Lapel Microphones
  - Handheld Microphones
  - iMacs with Digital Editing Software



# STEM/ Project-Based Learning Lab



- **Materials currently in use:**
  - Project Lead The Way-
    - Design and Modeling
    - Automation and Robotics
  - Pipers/Raspberry Pi
  - 3D Scanner/Printer
  - Little Bits
  - Ozobots



# STEM/ Project-Based Learning Lab

- **Items currently on order:**

- Sewing Machines
- Prototyping Materials
- Furniture
  - Cabinets
  - Workstations
  - High Top Tables
  - Stools



- Vex Robotics
- Lego Mindstorm
- Makey Makey
- Lectrify
- Mindcraft Engineering Program