



## **PASADENA UNIFIED SCHOOL DISTRICT**

### **NOTICE OF PUBLIC HEARING**

**JULY 28, 2016 - 5:30 P.M.**  
**PASADENA UNIFIED SCHOOL DISTRICT**  
**EDUCATION CENTER**  
351 S. Hudson Avenue  
Pasadena, California 91109

THE GOVERNING BOARD OF THE PASADENA UNIFIED SCHOOL DISTRICT WILL HOLD A PUBLIC HEARING AND COMMENT ON JULY 28, 2016, REGARDING THE CHARTER PETITION SUBMITTED BY ALMA FUERTE PUBLIC SCHOOL.

SHOULD THE PUBLIC WISH TO REVIEW THE MATERIALS, THEY WILL BE ON FILE AND AVAILABLE FOR PUBLIC INSPECTION DURING THE HOURS OF 8:00 A.M. TO 4:00 P.M. AT THE FOLLOWING LOCATION:

EDUCATION CENTER  
Office of the Superintendent  
351 S. Hudson Avenue, Room 222  
Pasadena, California 91109

SAID PETITION CAN ALSO BE FOUND AT THE FOLLOWING LINK:  
[file:///C:/Users/sanchez.emilia/Downloads/Public\\_Hearing\\_Notice\\_Alma\\_Fuerte\\_Petition\\_7.28.16%20\(1\).pdf](file:///C:/Users/sanchez.emilia/Downloads/Public_Hearing_Notice_Alma_Fuerte_Petition_7.28.16%20(1).pdf)

Dr. Brian McDonald  
Superintendent of Schools  
Pasadena Unified School District

**ALMA FUERTE CHARTER SCHOOL**  
**CHARTER PETITION**

**APPENDIX**

ARTICLES OF INCORPORATION  
OF  
ALMA FUERTE PUBLIC SCHOOL

FILED *KA / JCC*  
Secretary of State  
State of California

JUN 27 2014  
*lcc*

I.

The name of the Corporation shall be Alma Fuerte Public School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Anne Lee  
2195 Las Lunas Street  
Pasadena, CA 91107

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

2195 Las Lunas Street  
Pasadena, CA 91107

Dated: June 21, 2014

Anne Lee  
Anne Lee, Incorporator



I hereby certify that the foregoing  
transcript of 2 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

JUL 09 2014

Date: \_\_\_\_\_

  
DEBRA BOWEN, Secretary of State

**BYLAWS  
OF  
ALMA FUERTE PUBLIC SCHOOL  
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1.      **NAME.** The name of this Corporation is Alma Fuerte Public School.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1.      **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is 2195 Las Lunas Street, Pasadena, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2.      **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1.      **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1.      **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Each director shall hold office, unless otherwise removed from office in accordance with these bylaws, for one (1) year and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for one (1) year and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of



directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held by June 30<sup>th</sup> of each year at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of

Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the President is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a Chair of the Board, a Vice-Chair of the Board, a President, a Secretary, and a Treasurer. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall serve a one (1) year term that is renewable. Officers shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR OF THE BOARD. The Chair of the Board of Directors shall preside at the Board of Directors' meetings. The duties of the Chair of the Board shall also include coordinating with the School Co-Directors, board officers, and committee chairs to develop the agenda for board meetings; disseminating important information to the other members of the Board; reviewing operational effectiveness and setting organizational priorities for future development; appointing committee Chairs; and monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations. The Chair of the Board shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. A Vice-Chair of the Board of Directors shall also be elected. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Co-Director of Operations, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chair of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The duties of the Treasurer shall also include serving as the chair of the Finance Committee; ensuring that the School complies with district, state, federal, and other statutory reporting requirements; working with the Board Chair and Co-Directors to ensure financial records are current and accurate; participating in the preparation of the annual budget; vetting and recommending an external auditor to the Board for the annual financial audit; working with the school's administrative staff to ensure that complete financial records are made available if requested by auditors, the authorizer, or other entitled parties; reviewing monthly financial statements prepared by the school's administrative staff and business service provider; ensuring that required financial reports are prepared accurately and in a timely manner; reporting to the full Board regularly to ensure that the Board is fully aware of and understands the financial health of the organization; performing other duties incident to the office of Treasurer and as prescribed in the Bylaws

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## **ARTICLE XI**

## **LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**



Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's

fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVIII FISCAL YEAR**

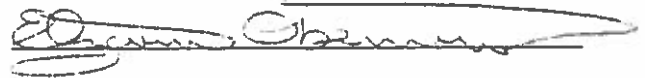
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Alma Fuerte Public School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on September 4, 2014, and that these bylaws have not been amended or modified since that date.

Executed on September 7, 2014, at Pasadena, California.

Sign Name:

A handwritten signature in dark ink, appearing to read "Elizabeth Oberreiter", written over a horizontal line.

Elizabeth Oberreiter, Secretary

# **ALMA FUERTE PUBLIC SCHOOL**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Alma Fuerte Public School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Alma Fuerte Public School ("Charter School"), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Co-Director, Operations, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## EXHIBIT A

### Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
Co-Director, Operations/Corporate President	1, 2, 3
Co-Director, Academics	1, 2, 3
Chair of the Board	1, 2, 3
Treasurer	1, 2, 3
Secretary	1, 2, 3
Consultants	*

\*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Co-Director, Operations may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Co-Director, Operations' determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which Alma Fuerte Public School operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Alma Fuerte Public School.

#### **Category 2**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Alma Fuerte Public School, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

#### **Category 3**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Alma Fuerte Public School, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

## **APPENDIX B**

### **Resumes of Founders and Board Members**



## **ANNE ANDERSON LEE**

2195 Las Lunas St., Pasadena, CA 91107  
(858) 472-2245  
aleeanderson@hotmail.com

### **PROFESSIONAL EXPERIENCE**

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#### **AFTER-SCHOOL ALL-STARS** *VP of Institutional Giving*

Los Angeles, CA  
October 2015- Present

- Direct grants management and fundraising for \$8 million nonprofit after-school provider, comprised of national network office and regional chapters across the nation
- Supervise network of national and chapter fundraising staff members, to ensure high quality and high volume fundraising production
- Research and cultivate foundation prospects for local and national fundraising
- Prepare grant proposals to foundations and associated documentation; develop budgets
- Direct all reporting for over 200 grants

#### **NONPROFIT MANAGEMENT CONSULTING**

July 2014-Present

- Lead special projects and campaigns in support of clients' strategic priorities to advance education reform movement, involving advocacy efforts, strategic communications, crisis management, legal research, and hiring and managing campaign teams
- Writing and conducting research for grant proposals for educational organizations
- Advise nonprofit clients on strategic planning, governance, operational and corporate structural matters
- Support charter schools in charter petition development and drafting; advise charter school clients on matters related to start-up and charter renewal

#### **PARENT REVOLUTION** *Director of Development*

Los Angeles, CA  
April 2013-June 2014

- Directed all aspects of fundraising, donor relations, and grants management for \$5 million nonprofit
- Served on Leadership Team and key staff member in the creation of Parent Revolution's organizational goals and organizational plans
- Developed and executed short-term and long-term strategic fundraising plans to ensure organization is continuously and creatively pursuing funding to ensure fiscal stability, including plan for inaugural fundraising event
- Supervised Development Manager: provided regular feedback on progress toward goals and work performance; identified training opportunities; ensured work completed at highest level of proficiency
- Researched and cultivated individual and foundation prospects for local and national fundraising
- Prepared grant proposals to foundations and associated documentation; developed budgets
- Directed all reporting for multiple multi-million dollar grants; developed system for tracking progress toward grant metrics across teams
- Designed and distributed promotional materials and other strategic communications to current and prospective funders
- Successfully negotiated performance and impact measures with major funders
- Served as staff liaison with Board of Directors; prepare Board reports; communicated with Board regarding organizational developments; identified and cultivated prospects for future Board membership; developed Board committee charters and organizational succession plan

**CALIFORNIA CHARTER SCHOOLS ASSOCIATION**  
*Senior Legal Counsel*

Los Angeles, CA  
2007-2013

- Served as in-house legal counsel to advocacy and resource nonprofit serving over 600 member charter schools, performing dual roles as general counsel and advocate for CCSA's legal and political strategies
- Advised on CCSA's corporate governance, employment matters, corporate structure, strategic partnerships, and tax compliance matters; reviewed and negotiated contracts; managed outside legal counsel
- Led several Knowledge Management initiatives through assembling and directing cross-team working groups to develop resources for charter school members on various legal and operational topics, including charter school unionization issues.
- Directed internal policy development for CCSA staff and delivered staff trainings on policies and procedures.
- Managed CCSA's Charter Schools Legal Defense Fund (LDF) with other members of CCSA's Legal Advocacy Team, including reporting and drafting proposals for multi-million dollar grants and developing and managing LDF budgets. CCSA's LDF initiates, funds, and supports strategic legal actions on behalf of charter schools.
- Directed programs for CCSA member schools, including programs connecting member charter schools with pro bono legal support and training programs on governance and facilities issues
- Collaborated on and negotiated policies, procedures and agreements with school districts and other charter authorizers, including participating in working groups with LAUSD staff and charter schools
- Created and implemented performance metrics for assessing individual and team progress toward fulfillment of CCSA mission and strategic plan
- Developed, implemented, and advised on legal and political advocacy strategies regarding issues facing new and existing charter schools, in close collaboration with other CCSA teams; assembled and led teams to support key CCSA projects and initiatives
- Prepared board reports, member communications, and press releases
- Created knowledge briefs, toolkits, trainings, and other resources for charter schools on various matters, including facilities, unionization and charter school governance issues

**FOLEY & LARDNER**  
*Special Counsel*

San Diego, CA  
2002-2005

- Advised charter schools, school districts and other entities regarding public agency and other laws.
- Counseled clients on issues including public contracts, public records, open meetings, conflicts of interest, public finance, land use and real property.
- Advised nonprofit corporations regarding corporate organizational matters and tax issues.

**BROBECK, PHLEGER & HARRISON LLP**  
*Associate*  
*Summer Associate*

San Diego, CA  
May - November 2001  
Summer 2000

- Drafted agreements and other legal documents in connection with financing transactions of corporations, mergers, and acquisitions; managed logistics of closings of multi-million dollar financing transactions; conducted research of securities and corporate laws.

*Records Clerk*

1998-1999

**MARKS & GOLIA LLP**  
*Law Clerk*

San Diego, CA  
1999

- Researched and drafted briefs, pleadings, and legal memoranda in civil litigation firm

**EDUCATION**

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**UNIVERSITY OF SAN DIEGO SCHOOL OF LAW***J.D., Cum Laude*

Honors in Legal Writing Class

Phi Delta Phi - Legal Honor Fraternity

San Diego, CA

December 2000

1997-1998

1998-2000

**UNIVERSITY OF NOTRE DAME***Bachelor of Arts, Magna Cum Laude, Government and International Studies**Concentration in the Hesburgh Program in Public Service*

Dean's List

Notre Dame Club of Los Angeles Scholarships

Notre Dame, IN

December 1996

1993-1996

1993-1996

**SELECTED PRESENTATIONS AND  
PUBLICATIONS**

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"Current Trends in Charter School Law;" CCSA Conference Presentation - 2010, 2011

"Charter Schools and the Laws that Govern Them;" Public Counsel Attorney Seminar, 2008

"Prop. 39: Mediation or Litigation?" Santa Clara County Office of Education Prop. 39 Roundtable, 2010

"How to Acquire Facilities Under Prop. 39;" CCSA Conference Presentation and CCSA Annual Training Seminar for charter schools - 2008, 2009, 2010, 2011

"Charter Schools and Political Activities;" CCSA Knowledge Brief, 2010

"Charter School Autonomy;" CCSA Knowledge Brief, 2009

"Charter School Governance;" CCSA Knowledge Brief, 2008

"Incorporating Your Charter School;" CCSA Knowledge Brief, 2008

**SELECTED MEMBERSHIPS AND  
ACTIVITIES**

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State Bar of California, Admitted 2001

Board Member; Finance Committee Member - Renaissance Arts Academy Charter School

Founding Board Member - Keiller Leadership Academy Charter School, San Diego

Board Member; Chair of Development Committee; Policy Committee Member - Assumption School, Pasadena

Girls on the Run Coaching Staff

**SELECTED INTERESTS**

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Distance running; travel; leading daughter's Girl Scout troop

## **DeLacy Ganley, Ph.D.**

1048 Deborah Street \* Upland, California 91784

Cell: 909/851-9982 \* Work Tel: 909/607-8144 \* Work Fax: 909/607-7793 \* Email:

DeLacy.Ganley@cgu.edu

### **DEGREES & CREDENTIALS**

- > **Doctor of Philosophy**, Education. Claremont Graduate University. August 1999–May 2003
- > **Master of Arts**, English. Bowling Green State University. August 1991–May 1993
- > **Bachelor of Arts**, English. University of Puget Sound. August 1987–May 1991
- > **Teaching & Administrative Credentials**.
  - California Single-Subject English. Doc #123131553. Expires June 1, 2018
  - California Multiple-Subject. Doc #130092740. Expires May 1, 2018
  - California Administrative Credential (Preliminary). Doc #140009991. Expires June 1, 2018
- > **Other**.
  - IRB Training. “Social & Behavioral Research – Basic/Refresher Course.” Collaborative Institution Training Initiative (CITI). Report ID # 18974746. Passed March 13, 2016.

### **CURRENT PROFESSIONAL EXPERIENCE**

**Claremont Graduate University**. Claremont, California. Fall 1999–present

- > Faculty, School of Educational Studies (June 2003–present). Promoted to full professor in June 2016.
- > (sole) Director/Division Head, Department of Teacher Education (November 2012–present)
- > Co-Director, Department of Teacher Education (June 2004–November 2012)
- > Director, Curriculum & Advancement, Department of Teacher Education (June 2003–November 2012)
- > Faculty Advisor, Department of Teacher Education (1999–2002)
- > Graduate Fellow, School of Educational Studies (Fall 1999–2002)

**Description of Claremont Graduate University**. Founded in 1925 and located 35 miles east of downtown Los Angeles, CGU is an independent institution devoted entirely to graduate study. As a member of The Claremont Colleges, a consortium of seven prestigious independent institutions (Claremont McKenna College, Pitzer College, Pomona College, Scripps College, Harvey Mudd College, Keck Graduate Institute), CGU is able to offer a greater breadth of faculty and campus resources than is typical of a university with 2,300 students. CGU's School of Educational Studies has an annual FTE of approximately 200, half of which comes from Teacher Education and half of which comes from its MA/PhD division (emphasis areas: Urban Leadership; Teaching/Learning/Culture; Policy, Evaluation & Reform; Special Education; and Higher Education/Student Affairs).

#### **Description of CGU's Department of Teacher Education**

- **Student population**: 240 teacher candidates/year. ~70% of each cohort are of color, ~60% are multilingual.
- **Degree type**: Master of Arts in Education
- **Credential types**: California Preliminary & \*California Clear (via Induction)

<ul style="list-style-type: none"><li>▪ Multiple Subject/Elementary</li><li>▪ Single Subject – English</li><li>▪ Single Subject – Science</li><li>▪ Single Subject – Math</li></ul>	<ul style="list-style-type: none"><li>▪ Single Subject – Social Studies</li><li>▪ Single Subject – Spanish</li><li>▪ *Single Subject – French</li><li>▪ *Single Subject – Chinese</li></ul>	<ul style="list-style-type: none"><li>▪ *Education Specialist – Mild/Moderate</li><li>▪ *Education Specialist – Moderate/Severe</li></ul>
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\*These programs established under my sole direction.
- **Summary of vision/mission**: To prepare for our communities and schools outstanding teachers who are able to foster the achievement of all students while “fast-tracking” the academic growth of those not yet reaching high academic standards. Variables like poverty, learning disabilities, and language fluency are acknowledged as challenges but not barriers that legitimize a student's failure or justify educators lowering their expectations or commitment. It is through preparing educators committed and able to foster academic excellence in all that the Department advances social justice. See addendum titled “Working Paradigm/Statement of Philosophy.”

#### **At A Glance: Leadership Responsibilities at CGU**

- **Vision development**. Responsible for imagining and strategically implementing Department's evolving vision for teacher education.
- **Budget management**. Operating budget: ~\$1,700,000. Annual revenue generation: ~\$4,300,000. CGU's Department of Education has the lowest cost-structure of all programs on campus.

- Procurement of external funds. Since 2005 Department has secured \$14.9 million in private and government grants. Personally authored \$6.9 million in grants.
- Personnel management & productivity. Oversee 14 full-time staff and ≈130 Instructional Personnel/Faculty (working part-time).
- Enrollment management. Direct the recruitment & admission process. Oversee marketing.
- Curricular oversight. Oversee approximately 95 graduate-level courses per academic year. Responsible for alignment of curriculum to the Department's vision, The University's mission & standards, and the State's mandates for teacher credentialing. Oversee processes related to internal and external accreditation/evaluation.
- Represent CGU. Represent Department at internal and external stakeholders meetings. Handle crisis interventions and grievances.
- Key accomplishments.<sup>1</sup>
  - Have developed what many think is the best teacher education program in California. In comparative studies, K-12 supervisors report CGU's teachers are better prepared for the demands of the classroom than teachers prepared in other California programs. Additionally, 90% of alumni are still in the profession five years after earning their credential, and the majority are working in low-income communities. Many are award winning teachers at the state, county and school-level. See addendum titled "Data that highlight the high-quality of teachers prepared at Claremont Graduate University."
  - Under my leadership, the Department's programs have the lowest cost-structure at the University.
  - Have provided direction and stability during turbulent economic times (The Great Recession of 2007-2009) and during frequent turnover in university leadership.
  - Have diversified revenue streams by developing new credential programs and securing external funds. See addendums titled "Program Development" and "Grants & External Funding Streams" for details.
  - In 2014 orchestrated a highly successful accreditation site-visit (CCTC).
  - Have advanced discussions on teacher quality in terms of student outcomes while expanding discussions to include social justice, global awareness, and intercultural competencies. See addendums titled "Promotion of Pluralistic Civil Society & International Exchange" and "Working Paradigm/Statement of Philosophy."
  - Have spearheaded highly effective community/K-12 school/CGU partnerships. Examples: The Academy at SAE (a five-week summer school experience) and CGU's TEA Program (a six-week residential professional development program for cohorts of teachers from around the world).

#### At A Glance: Faculty Responsibilities At CGU

- Teaching. Teach one to three MA- and PhD-level classes a year. Complete list of courses available upon request. Topics of interest include:
 

<ul style="list-style-type: none"> <li>▪ Teaching/learning theory</li> <li>▪ Language acquisition</li> <li>▪ Organizational theory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cosmopolitan/global education</li> <li>▪ English Methods</li> <li>▪ Research-based strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alternative learning environments</li> <li>▪ Working with marginalized youth</li> <li>▪ Innovative technology in K-12 settings</li> </ul>
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- Supervising doctoral research. Work with five to ten doctoral candidates at any given time. See addendum titled "Support of Candidates: Qualifying Exams & Doctoral Dissertations"
- Conducting research and presenting at regional, national, and international professional & academic conferences.
  - More than 33 presentations and 8 academic articles to date. See addendum titled "Presentations & Publications."
  - Topics: teacher quality, preparing teachers to serve in urban schools, collaborative leadership, stereotypes of (ethnic) Hawaiians, and Asian American experiences in higher education. Have presented throughout the USA as well as in San Juan/Puerto Rico, Montreal/Canada, Vancouver/Canada, Barcelona/Spain, and Osaka/Japan.

## **OTHER EXPERIENCES**

### ➤ K-12 Teaching

- Annie Wright School. Upper School. Tacoma, Washington. Taught Grades 9-12, ESL, English & TOEFL Preparation. Sophomore Class Advisor. Chair, Orientation Committee. Core Member, Curriculum Steering Committee. 1995-1998.
- Punahou School. Honolulu, Hawaii. Teacher; Summer School Teacher; Substitute Teacher. Taught Grades 9-10, English & American Studies. Summers 1991 & 1996, Spring 1999.

### ➤ K-12 Administration

<sup>1</sup> In Fall 2015 I was asked to compile a document that addressed my professional accomplishments between Fall 2013-Fall 2015. This document is available upon request.

- Annie Wright School, Upper School. Tacoma, Washington. Director of International Programs. Responsible for: budget management, policy oversight, enrollment management, family outreach, planning. 1995–1998.
- Annie Wright School, Director, American Acculturation Institutes. 1995–1998.
- **K-12 Residential Life**
  - Annie Wright School, Upper School. Tacoma, Washington. Residential Advisor/Dorm Parent. 1995–1998.
- **University Teaching**
  - Chaminade University. Honolulu, Hawaii. Instructor, English Department. Campus-based and on-line writing & literature classes. January–August, 1996. Winter 1999.
  - Hawaii Pacific University. Honolulu, Hawaii. Instructor, English Department. ESL, writing & literature. January–August, 1996.
  - Zhongshan (SunYatsen) University. Guangzhou, PRC. Visiting Scholar, School of Management. ESL. 1994–
  - Kapiolani Community College. Honolulu, Hawaii. Adjunct instructor, English Department. August 1993–May 1994.
  - Owens College. Toledo, Ohio. Adjunct instructor, English Department. Writing & literature. January–May, 1993.
- **Community Engagement**
  - Hale Kipa (“Friendly House”). Honolulu, Hawaii. Resident Mentor 2-3 nights/week at runaway shelter. 1993–1994.
  - The Tacoma Community House (TCH). Tacoma, Washington. Taught ESL to agricultural workers. 1989–1990.

## RESEARCH & TEACHING INTERESTS

- Teacher quality & effective instructional practices
- Global/Cosmopolitan/Culturally-relevant education
- Resiliency & achievement of marginalized populations
- Systems theory
- The intersection among families, community & school
- Language acquisition
- Social capital theory

## GRANTS & EXTERNAL FUNDING.

<i>Grants related to...</i>	<i>*Written by Ganley</i>	<i>Obtained under Ganley's Leadership or Co-Leadership of the</i>	<i>Combined Total</i>
STEM Education	\$3,000,000	\$6,356,099	\$9,356,099
Teacher Preparation	\$2,676,025	\$1,627,502	\$4,303,527
Promoting Civil Society & International Exchange	\$1,206,954	\$0	\$1,206,954
Advancing Social Justice in Educational Settings	\$58,020	\$0	\$58,020
	<b>\$6,940,999</b>	<b>\$7,983,601</b>	<b>\$14,924,600</b>

\*In September 2015, CGU's Vice Provost and Director of Research & Sponsored Programs identified Ganley as the #1 “grant-active faculty across the last 5 years” and as #3 in terms of generating indirect costs for CGU (\$488,085).

See addendum titled “Grants & external funding streams” for details.

## LEADERSHIP SKILLS & STYLE

- **Able to create, articulate and advance a vision.** Since 2002 have built a teacher education program committed to framing teacher quality in terms of social justice and civil rights. There is collective commitment to dispelling the myth that certain students (whether they are living in poverty, are of minority status, have disabilities, or are non-native speakers of English) can't learn at the highest levels. Have been able to advance this vision despite frequent turn-over in University leadership.
- **Articulate and able to cultivate synergistic buy-in.** Communication style breeds energy, passion and galvanizes action. Have expanded discussions of teacher quality to include global awareness and intercultural competencies. See Addendum titled “Promotion of Pluralistic Civil Society & International Exchange.”
- **Able to foster demographic diversity & diversity of thought.** Over 70% of CGU's teacher candidates are of color and approximately 60% are multilingual. Helped to expand discussions of “diversity” to include religious and economic diversity and LGBT issues.
- **Responsive to competitive environments and able to respond entrepreneurially to mercurial forces.** Expanded program offerings. Maintained high quality while diversifying revenue streams. Colleagues call me an “edupreneur.”

- **Maintains eye for quality and high expectations.** CGU's Teacher Education Programs are recognized as preparing some of California's best teachers. Principals say CGU teacher candidates graduate akin to 4<sup>th</sup> or 5<sup>th</sup> year teachers and this is likely why they advance so rapidly into leadership positions. Even in a tough employment market, approximately 95% of CGU's teacher alumni are employed. Approximately 94% are still teaching five years after graduation.
- **Committed to collaborative process.** As a member of a three-person team that collectively/cooperatively directed CGU's Teacher Education (2004–2009), learned the efforts and perspectives of multiple parties are better than the work/ideas of individuals working in isolation. Also learned the organizational prerequisites of collaboration.
- **Advocate for my team, able to foster positive work environments.** Committed to developing the skillsets of staff and faculty and to creating opportunities for professional growth and advancement. Recognize work should be a happy, productive place.
- **Skilled at procuring external funds.** Helped secure \$14.9 million in private and government funds.
- **Able to handle crisis situations pragmatically and professionally.** Dean noted in a formal evaluation that I "dissipate tension" in potentially explosive situations.

## ***DIVERSE PERSPECTIVES IN EDUCATION***

- Have taught across the PreK-20+ spectrum.
  - Elementary. Regularly volunteer, Grades PreK-6
  - High School. Language Arts/English, Grades 9-12
  - Community College. Language Arts/English
  - Undergraduate University. Language Arts/English
  - Graduate. Education Leadership & Teacher Preparation (MA & PhD)
- Since 2002, prepared approximately 1,000 K-12 teachers (elementary, science, math, social studies, Spanish, French, Chinese, mild/moderate special education, moderate/severe special education).
- Have worked in and/or partnered with a variety of traditional and non-traditional educational organizations
 

<ul style="list-style-type: none"> <li>- 4-year Colleges, both private &amp; public, domestic &amp; abroad</li> <li>- Community Colleges</li> <li>- Graduate-only Institutions</li> <li>- Comprehensive public K-12 schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>- Charter schools and charter management organizations</li> <li>- Non-public schools</li> <li>- Montessori schools</li> <li>- Juvenile centers &amp; court schools for adjudicated youth</li> </ul>	<ul style="list-style-type: none"> <li>- Day/Boarding schools</li> <li>- Waldorf schools</li> <li>- Homeschool associations &amp; groups</li> <li>- International schools</li> <li>♦ Virtual academies</li> </ul>
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## ***SELECT HONORS, AWARDS & ACHIEVEMENTS***

- **Member**, Educational Advisory Board. Esri (<http://www.esri.com/>). July 2014–present.
- **School Site Council**, Valencia Elementary School. August 2014–June 2015.
- **Chair**, Marketing Committee. Claremont Graduate University's School of Educational Studies. August 2010–2013.
- **Participant**, Mock WASC Team, Claremont High School. February 2010.
- **Member**, Executive Committee, AICCU's Accountability in Teacher Education Conference 2006; February 2006.
- **Dissertation of the Year**, School of Education/Phi Delta Kappa. Claremont Graduate University, 2002–2003.
- **Fellowship Recipient**, NELS 1988 Training Seminar: Using the NELS 1988 Database for Research and Policy Discussion sponsored by the National Center for Educational Statistics, Washington, DC, Summer 2001.
- **NSF Fellowship Recipient**, 2001 Summer Data Policy Institute on the NCES and NSF Databases sponsored by the Association for Institutional Research, Washington, DC, Summer 2001.
- **Inaugurated Member**, Pi Lambda Theta, Chapter: California State University, Los Angeles, Spring 2000.
- **Charter Fellow**, Flagship Year, Preparing Future Faculty, Claremont Graduate University, September 2000–May 2001.
- **(Merit) Fellowship Recipient**, Joseph B. & Jean Platt Fellowship, Claremont Graduate University, 2000–2001.
- **Research Assistant**, Staff / Board Evaluation, LA Annenberg Metropolitan Project, August 1999–December 2000.
- **(Merit) Fellowship Recipient**, Frank & Dorothy Farmer Fellowship, Claremont Graduate University, 1999–2000.
- **Co-Chair**, Technology & Education: An On-Site- & Tele-Conference Exchange, Kapiolani CC, Spring 1994.
- **Founding Member & Co-President**, Asian Communities United, Bowling Green State University, January 1992.
- **(Merit) Fellowship Recipient**, Graduate Studies in English, Bowling Green State University, 1992–1993.
- **Dean's List**, University of Puget Sound, 1991, 1990. American College of Switzerland, 1989.
- **Honolulu Press Club Scholarship/Internship Grant**, 1990.
- **Hearst Writing Prize Winner**, University of Puget Sound, 1988.

## ***PROFESSIONAL AFFILIATIONS***

- American Educational Research Association (AERA)
- Pi Lambda Theta
- National Association for Bilingual Educators (NABE)
- Association of Independent California Colleges & Universities (AICCU)
- California Council on Teacher Education (CCTE)
- Council for Exceptional Children (CEC)
- Association for Supervision and Curriculum Development (ASCD)

### ***CORE ADDENDUMS (attached)***

- Data that speak to the high-quality of teachers prepared at Claremont Graduate University
- Initiatives related to K-12 STEM education
- Promotion of pluralistic civil society & international exchange
- Advancement of social justice
- Grants & external funding streams
- Program development
- Presentations & publications
- Support of candidates: Qualifying exams & doctoral dissertations
- Working paradigm/statement of philosophy
- Five professional accomplishments of which I'm proud
- References – Professional
- References – Personal

### ***OTHER MATERIALS AVAILABLE UPON REQUEST***

- Letters of recommendation
- Courses taught (K-12 and Higher Education)
- Professional development activities
- Student/Course evaluations
- Writing samples



## **DeLacy Ganley, Ph.D.**

1048 Deborah Street \* Upland, California 91784

Cell: 909/851-9982 \* Work Tel: 909/607-8144 \* Work Fax: 909/607-7793 \* Email: DeLacy.Ganley@cgu.edu

### **DEGREES & CREDENTIALS**

- > **Doctor of Philosophy**, Education. Claremont Graduate University. August 1999–May 2003
- > **Master of Arts**, English. Bowling Green State University. August 1991–May 1993
- > **Bachelor of Arts**, English. University of Puget Sound. August 1987–May 1991
- > **Teaching & Administrative Credentials**.
  - California Single-Subject English. Doc #123131553. Expires June 1, 2018
  - California Multiple-Subject. Doc #130092740. Expires May 1, 2018
  - California Administrative Credential (Preliminary). Doc #140009991. Expires June 1, 2018
- > **Other**.
  - IRB Training. "Social & Behavioral Research – Basic/Refresher Course." Collaborative Institution Training Initiative (CITI). Report ID # 18974746. Passed March 13, 2016.

### **RESEARCH & TEACHING INTERESTS**

- > Teacher quality & effective instructional practices
- > Global/Cosmopolitan/Culturally-relevant education
- > Resiliency & achievement of marginalized
- > ~~Systemic theory~~
- > The intersection among families, community & language acquisition
- > Social capital theory

### **CURRENT PROFESSIONAL EXPERIENCE**

**Claremont Graduate University**. Claremont, California. Fall 1999–present

- > Faculty, School of Educational Studies (June 2003–present). Promoted to full professor in June 2016.
- > (sole) Director/Division Head, Department of Teacher Education (November 2012–present)
- > Co-Director, Department of Teacher Education (June 2004–November 2012)
- > Director, Curriculum & Advancement, Department of Teacher Education (June 2003–November 2012)
- > Faculty Advisor, Department of Teacher Education (1999–2002)
- > Graduate Fellow, School of Educational Studies (Fall 1999–2002)

**Description of Claremont Graduate University**. Founded in 1925 and located 35 miles east of downtown Los Angeles, CGU is an independent institution devoted entirely to graduate study. As a member of The Claremont Colleges, a consortium of seven prestigious independent institutions (Claremont McKenna College, Pitzer College, Pomona College, Scripps College, Harvey Mudd College, Keck Graduate Institute), CGU is able to offer a greater breadth of faculty and campus resources than is typical of a university with 2,300 students. CGU's School of Educational Studies has an annual FTE of approximately 200, half of which comes from Teacher Education and half of which comes from its MA/PhD division (emphasis areas: Urban Leadership; Teaching/Learning/Culture; Policy, Evaluation & Reform; Special Education; and Higher Education/Student

#### **Description of CGU's Department of Teacher Education**

- **Student population**: 240 teacher candidates/year. ~70% of each cohort are of color, ~60% are multilingual.
- **Degree type**: Master of Arts in Education
- **Credential types**: California Preliminary & \*California Clear (via Induction)

▪ Multiple Subject/Elementary	▪ Single Subject – Social	▪ *Education Specialist – Mild/Moderate
▪ Single Subject – English	▪ Single Subject – Spanish	▪ *Education Specialist –
▪ Single Subject – Science	▪ *Single Subject – French	▪ Moderate/Severe
▪ Single Subject – Math	▪ *Single Subject – Chinese	▪ *These programs established under my sole direction.
- **Summary of vision/mission**: To prepare for our communities and schools outstanding teachers who are able to foster the achievement of all students while "fast-tracking" the academic growth of those not yet reaching high academic standards. Variables like poverty, learning disabilities, and language fluency are acknowledged as challenges but not barriers that legitimize a student's failure or justify educators lowering their expectations or commitment. It is through preparing educators committed and able to foster academic excellence in all that the Department advances social justice. See addendum titled "Working

**At APG/Indigent/Endowment/Res Publica/Offices at CGU**

- **Vision development.** Responsible for imagining and strategically implementing Department's evolving vision for teacher education.
- **Budget management.** Operating budget: ≈\$1,700,000. Annual revenue generation: ≈\$4,300,000. CGU's Department of Education has the lowest cost-structure of all programs on campus.
- **Procurement of external funds.** Since 2005 Department has secured \$14.9 million in private and government grants. Personally authored \$6.9 million in grants.
- **Personnel management & productivity.** Oversee 14 full-time staff and ≈130 Instructional Personnel/Faculty (working part-time).
- **Enrollment management.** Direct the recruitment & admission process. Oversee marketing.
- **Curricular oversight.** Oversee approximately 95 graduate-level courses per academic year. Responsible for alignment of curriculum to the Department's vision, The University's mission & standards, and the State's mandates for teacher credentialing. Oversee processes related to internal and external
- **Representation & communication.** Represent Department at internal and external stakeholders meetings. Handle crisis interventions and grievances.
- **Key accomplishments.<sup>1</sup>**
  - Have developed what many think is the best teacher education program in California. In comparative studies, K-12 supervisors report CGU's teachers are better prepared for the demands of the classroom than teachers prepared in other California programs. Additionally, 90% of alumni are still in the profession five years after earning their credential, and the majority are working in low-income communities. Many are award winning teachers at the state, county and school-level. See addendum titled "Data that highlight the high-quality of teachers prepared at Claremont Graduate University."
  - Under my leadership, the Department's programs have the lowest cost-structure at the University.
  - Have provided direction and stability during turbulent economic times (The Great Recession of 2007-2009) and during frequent turnover in university leadership.
  - Have diversified revenue streams by developing new credential programs and securing external funds. See addendums titled "Program Development" and "Grants & External Funding Streams" for details.
  - In 2014 orchestrated a highly successful accreditation site-visit (CCTC).
  - Have advanced discussions on teacher quality in terms of student outcomes while expanding discussions to include social justice, global awareness, and intercultural competencies. See addendums titled "Promotion of Pluralistic Civil Society & International Exchange" and "Working
  - Have spearheaded highly effective community/K-12 school/CGU partnerships. Examples: The Academy at SAE (a five-week summer school experience) and CGU's TEA Program (a six-week residential professional development program for cohorts of teachers from around the world).

#### **At A Glance: Faculty Responsibilities At CGU**

- **Teaching.** Teach one to three MA- and PhD-level classes a year. Complete list of courses available upon request. Topics of interest include:
 

▪ Teaching/learning theory	▪ Cosmopolitan/global	▪ Alternative learning environments
▪ Language acquisition	▪ English Methods	▪ Working with marginalized youth
▪ Organizational theory	▪ Research-based strategies	▪ Innovative technology in K-12 settings
- **Supervising doctoral research.** Work with five to ten doctoral candidates at any given time. See addendum titled "Support of Candidates: Qualifying Exams & Doctoral Dissertations"
- **Conducting research and presenting at regional, national, and international professional & academic conferences.**
  - More than 33 presentations and 8 academic articles to date. See addendum titled "Presentations & Publications."
  - Topics: teacher quality, preparing teachers to serve in urban schools, collaborative leadership, stereotypes of (ethnic) Hawaiians, and Asian American experiences in higher education. Have presented throughout the USA as well as in San Juan/Puerto Rico, Montreal/Canada, Vancouver/Canada, Barcelona/Spain, and Osaka/Japan.

## **OTHER EXPERIENCES**

### **> K-12 Teaching**

<sup>1</sup> In Fall 2015 I was asked to compile a document that addressed my professional accomplishments between Fall 2013-Fall 2015. This document is available upon request.

- Annie Wright School. Upper School. Tacoma, Washington. Taught Grades 9-12, ESL, English & TOEFL Preparation. Sophomore Class Advisor. Chair, Orientation Committee. Core Member, Curriculum Steering Committee. 1995-1998.
- Punahou School. Honolulu, Hawaii. Teacher; Summer School Teacher; Substitute Teacher. Taught Grades 9-10, English & American Studies. Summers 1991 & 1996, Spring 1999.
- > **K-12 Administration**
  - Annie Wright School. Upper School. Tacoma, Washington. Director of International Programs. Responsible for: budget management, policy oversight, enrollment management, family outreach,
  - Annie Wright School. Director, American Acculturation Institutes. 1995-1998.
- > **K-12 Residential Life**
  - Annie Wright School. Upper School. Tacoma, Washington. Residential Advisor/Dorm Parent. 1995-1998.
- > **University Teaching**
  - Chaminade University. Honolulu, Hawaii. Instructor, English Department. Campus-based and on-line writing & literature classes. January-August, 1996. Winter 1999.
  - Hawaii Pacific University. Honolulu, Hawaii. Instructor, English Department. ESL, writing & literature. January-August, 1996.
  - Zhongshan (Sun Yatsen) University. Guangzhou, PRC. Visiting Scholar, School of Management. ESL.
  - Kapiolani Community College. Honolulu, Hawaii. Adjunct instructor, English Department. August 1993-May 1994.
  - Owens College. Toledo, Ohio. Adjunct instructor, English Department. Writing & literature. January-May, 1994.
- > **Community Engagement**
  - Hale Kipa ("Friendly House"). Honolulu, Hawaii. Resident Mentor 2-3 nights/week at runaway shelter. 1993-1994.
  - The Tacoma Community House (TCH). Tacoma, Washington. Taught ESL to agricultural workers. 1989-1990.

## **LEADERSHIP SKILLS & STYLE**

- > **Able to create, articulate and advance a vision.** Since 2002 have built a teacher education program committed to framing teacher quality in terms of social justice and civil rights. There is collective commitment to dispelling the myth that certain students (whether they are living in poverty, are of minority status, have disabilities, or are non-native speakers of English) can't learn at the highest levels. Have been able to advance this vision despite frequent turn-over in University leadership.
- > **Articulate and able to cultivate synergistic buy-in.** Communication style breeds energy, passion and galvanizes action. Have expanded discussions of teacher quality to include global awareness and intercultural competencies. Ask to see Addendum titled "Promotion of Pluralistic Civil Society & International Exchange."
- > **Able to foster demographic diversity & diversity of thought.** Over 60% of CGU's teacher candidates are of color and approximately 50% are multilingual. Helped to expand discussions of "diversity" to include religious and economic diversity and LGBT issues.
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- > **Committed to collaborative process.** As a member of a three-person team that collectively/cooperatively directed CGU's Teacher Education (2004-2009), learned the efforts and perspectives of multiple parties are better than the work/ideas of individuals working in isolation. Also learned the organizational prerequisites of
- > **Advocate for my team, able to foster positive work environments.** Committed to developing the skillsets of staff and faculty and to creating opportunities for professional growth and advancement. Recognize the work environment should be a happy, productive place.
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## **DIVERSE PERSPECTIVES IN EDUCATION**

- > Have taught across the PreK-20+ spectrum.
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## **PRESENTATIONS**

- > Presenter/Panelist. "A Pledge for Parity: Personal Narratives." 2016 International Women's Day Celebration: Lunch & Discussion. The Claremont Colleges. March 2016.
- > Presenter. "Women in leadership." Claremont McKenna's College's Women in Leadership Conference. February 2016, February 2015 & March 2013.
- > Presenter. "Women in leadership. Women in education." Pomona College's Women's Union Conference. December 2015 & February 2014.
- > Presenter. "Global and intercultural opportunities for social justice and accountability." 11<sup>th</sup> Annual Summer Institute on Leadership for Educational Justice – International Experiences: Perspectives, Insights and Lessons. University of Redlands. July 7, 2015.
- > Organizer & Facilitator. *Teaching For Social Change*, a workshop series co-sponsored by Claremont Graduate University, Pitzer College's Community Engagement Center, and Pomona College's Draper Center to promote a venue for undergraduates of the Claremont Colleges to explore teaching. Fall 2014: Four workshops. Spring 2015: Six workshops. Attendance: 40 students/term.
- > Lead Author/Presenter. "Intercultural Contact Hypothesis: Can a 6-week intensive experience foster intercultural perspectives?" Presented at the 56th Annual Meeting of the Comparative and International Education Society (CIES). San Juan, Puerto Rico. April 2012. (Co-Authors: Susan Paik and Tom Luschei.)
- > Presenter. "Sojourns abroad for teacher candidates: Insights gained from a Fulbright-Hays Program in Vietnam." Presented at the Lily West Conference on College and University Teaching. Pomona, CA. March
- > Presenter. "State-mandated technology-related requirements for teacher preparation programs in California, USA, and a case study of one university's approach to meeting these requirements." Presented at the International Technology and Education Development Conference 2011. Valencia, Spain. March 7–9, 2011. (Presented virtually due to budget constraints.)
- > Presenter. "Sojourns abroad for teacher candidates: Insights gained from Project VOICE 2010." Presented at the California Council on Teacher Education (CCTE). San Diego, CA. October 13–14, 2010.
- > Discussant. "Bicultural, social, and academic experiences of diverse Asian Americans in higher education." Presented at Comparative and International Education Society (CIES) West's Annual Meeting. Long Beach, CA. October 15–16, 2010.
- > Lead Author & Co-Presenter. "Benefits and prerequisites of collaborative and cooperative leadership: A case study of a teacher education program." Presented at the Hawaii International Conference on Education. Honolulu, HI. January 7–10, 2010. (Co-Authors: Anita Quintanar and Lisa Loop)
- > Co-Author & Co-Presenter. "Examining teacher candidates' experiences and attitudes: Using baseline data in longitudinal performance studies." Presented at the Hawaii International Conference on Education. Honolulu, HI. January 7–10, 2010. (Co-Authors: Lisa Loop and Anita Quintanar)
- > Lead Author & Co-Presenter. "Benefits and prerequisites of collaborative and cooperative leadership: A case study of a teacher education program." Presented at the Asian Conference on Education. Osaka, Japan. October 25–26, 2009. (Co-Authors: Anita Quintanar and Lisa Loop)
- > Co-Author & Co-Presenter. "Action research to implement brain-based learning education teacher preparation." Presented at the Council for Exceptional Children's 2009 Convention and Expo: *The heart and soul of the special education community*. Seattle, WA. April 1–4, 2009. (Co-Authors: Jeanne Fryer and Anita Quintanar)
- > Co-Author & Co-Presenter. "Qualifications to teach ELLs: Are veteran teachers prepared?" Presented at the 7<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI. January 4–7, 2009. (Co-Authors: Lisa Loop and Anita Quintanar)

- Lead Author & Co-Presenter. "Ethnographic narratives: Helping new teachers embrace parents and communities and foster student achievement." Presented at the 7<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI. January 4–7, 2009. (Co-Authors: Anita Quintanar and Lisa Loop)
- Lead Author & Co-Presenter. "Global education? International studies? Where do we as teacher educators start?" Presented at the CCTC Fall 2008 Conference: Internationalization of Teacher Education: Creating Global Competent Teachers and Teacher Educators for the 21<sup>st</sup> Century. San Diego, CA. October 17, 2008. (Co-Author: Anita Quintanar)
- Lead Author & Co-Presenter Presenter. "Ethnographic narratives: Helping new teachers embrace parents and communities and foster student achievement" presented at a session titled "Parent, Teacher, and Community Involvement: Enhancing Learning and Collaboration" (chaired by Susan Paik) at the American Education Research Association's 2008 Annual Meeting: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. New York, NY. March 24–28, 2008. (Co-Author: Anita Quintanar)
- Lead Author & Co-Presenter. "Preparing urban teachers to partner with parents and communities." Presented at the American Education Research Association's 2008 Annual Meeting: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. New York, NY. March 24–28, 2008. (Co-Authors: Susie Warren and Anita Quintanar).
- Lead Author & Co-Presenter. "Raising the bar of teacher quality: Accountability, collaboration, and social justice." Presented at the Third Biennial Education Trust-West Conference: Closing California's Achievement and Opportunity Gaps: Our Mission Is Possible. The Time is Now. San Francisco, CA. February 24–26, 2008. (Co-Authors: Anita Quintanar and Lisa Loop)
- Lead Author & Co-Presenter. "Home visits: Identifying key questions and strategies for Education Specialists." Presented at the 6<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI. January 5–9, 2008. (Co-Authors: Jeanne Fryer and Anita Quintanar)
- Author & Presenter. "Getting back in touch: What a return to the local high school classroom has taught us as teacher educators." Presented at the 6<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI. January 5–9, 2008.
- Lead Author & Co-Presenter. "Getting down to brass tacks: A hands-on workshop to help K12 teachers infuse their lessons with globalization." Presented at Phi Delta Kappa's International Summit on Global Education: Preparing our students for work and citizenship in a global society. Vancouver, BC, Canada. October 18–20, 2007. (Co-Authors: Anita Quintanar, Susie Warren, and Michelle Dymerski.)
- Co-Author & Co-Presenter. "A descriptive case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law." Presented at School board research: Main lines of inquiry, a national symposium of scholars of school board governance. Des Moines, Iowa. September 14–15, 2007. (Co-Author: Barbara DeHart)
- Lead Author & Co-Presenter. "Raising the bar of teacher quality: Accountability, collaboration, and social justice." Presented at the 2007 Annual Meeting of the Association of Teacher Educators: Reinventing the Educational Landscape – Renewing Hope, Heart and Vision for Teachers, Learners, and Communities. San Diego, CA, February 2007. (Co-Authors: Anita Quintanar and Lisa Loop)
- Lead Author & Co-Presenter. "Raising the bar of teacher quality: accountability, collaboration, and social justice." Presented at the 5<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI, January 2007. (Co-Authors: Anita Quintanar and Lisa Loop).
- Co-Author & Co-Presenter. "A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law." Presented at the 5<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI, January 2007. (Co-Author: Barbara DeHart)
- Discussant. "Falling between the cracks: Education and lost opportunities." 7<sup>th</sup> Annual Minority Mentor Program's Student Research Conference: Social Justice in Challenging Times." Claremont Graduate University, Claremont, CA, March 2006.
- Co-Author & Co-Presenter. "A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law." Presented at the University Council of Educational Administration (UCEA) in Nashville, TN, November 2005. (Co-Author: Barbara DeHart)
- Author & Presenter. "What matters? How participation in school-based extracurricular activities and social capital relate to high school academic success." Presented at American Educational Research Association's Annual Conference. Montreal, Canada, April 2005.
- Co-host & Participant. Claremont Graduate University's School of Educational Studies' Inaugural Summit on Social Justice & Accountability. Claremont, CA, February 2004. (Co-host: Mary Poplin)
- Presenter. "Defining and assessing social capital: An Exploration." Minority Mentor Conference: Social Justice—From Reflection to Action, Claremont Graduate University, March 2001.

- Presenter, "Storied pasts, folklore and the Anglo-American stereotype of the Hawaiian." Minority Mentor Conference: Unpacking the Rhetoric within Minority and Diversity Theory and Practice, Claremont Graduate University, January 2000.
- Panel Member, "Teaching multicultural literature: Pedagogical & theoretical issues," Bowling Green State University, April 1992.

## **PUBLICATIONS & PROFESSIONAL WRITING**

### **Academic Pieces**

- Ganley, DeLacy. (pending final review). "Getting back in touch: How a return to the local high school classroom impacted a teacher educator and her credential program."
- Paik, Susan; Ganley, DeLacy; and Luschei, Tom. (June 2015). "Intercultural exchange among global teachers: The case of the Teaching Excellence and Achievement Study Abroad Program." *International Journal of Intercultural Relations*. Ref. No. IJIR-D-14-00035R2.
- Warren, Susan; Nofle, James; Ganley, DeLacy; and Quintanar, Anita. (2011). "Preparing urban teachers to partner with families and communities." *The School Community Journal*, Vol. 21, No. 1. See: <http://www.adi.org/journal/2011ss/WarrenNofleGanleyQuintanarSpring2011.pdf>.
- DeHart, Barbara and Ganley, DeLacy. (2008). "A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law." In T.L. Alsbury (Ed.) In *Relevancy and revelation: The future of school board governance*. Lanham, MD: Rowman & Littlefield Education.
- Ganley, DeLacy; Quintanar, Anita; and Loop, Lisa. (Summer 2007). "Raising the bar of teacher quality: Accountability, collaboration, and social justice." *College Quarterly*. Vol. 10, No. 3. Available at <http://www.senecac.on.ca/quarterly/2007-vol10-num03-summer/index.html>.
- Ganley, DeLacy. "What matters? How participation in school-based extracurricular activities and social capital relate to high school academic success." (A Dissertation written for partial fulfillment of a Doctor of Philosophy from Claremont Graduate University.) Claremont, CA: Claremont Graduate University, May 2003.
- Kerchner, Charles; Menefee-Libey, David; Ganley, DeLacy; and Abbot, Jason. "The impact of the Los Angeles Annenberg Metropolitan Project on public education reform: An analysis of LAAMP board and staff activities. A subcontract of the Los Angeles Compact on Evaluation." Claremont, CA: Claremont Graduate University, November 2000.
- Ganley, DeLacy; Kerchner, Charles; and Menefee-Libey, David. "Conflicting goals: Los Angeles' educational philanthropy and the "grammar" of public school systems." Claremont, CA: Claremont Graduate University, 2001.
- Matsui, Bruce; Garrison, Gwen; and Ganley, DeLacy. "An analysis of teachers' sense of responsibility for students' academic success." Claremont Graduate University's Institute at Indian Hill's Reading by Nine (RB9) Project, Claremont, CA, May 2001.

### **Popular Pieces: Journalism & Creative Writing**

- "New program makes it possible to earn a California Credential while teaching outside of the USA," *ISS NewsLink*. <https://www.iss.edu/about-us/newslinks>. Spring 2013.
- "Gleaning plan puts food on needy tables," *The [Tacoma] News Tribune*, May 29, 1991.
- "Crime victims' advocates rally for rights," *The [Tacoma] News Tribune*, April 18, 1991.
- "Learning anew: Evergreen Elementary integrates disabled students into classes," *The [Tacoma] News Tribune*, April 3, 1991.
- "Babies, parents benefit from special care nursery," *The [Tacoma] News Tribune*, February 27, 1991.
- "Environmental project wins for Spanaway Lake students," *The [Tacoma] News Tribune*, February 20, 1991.
- "Kentucky Weed," (poem), *Cross Currents*, Spring 1991.
- "New development for waterfront," *[Hawaii] Building Industry*, September 1990.
- "Why do you think they drink what they drink?" *Hawaii Food Industry*, September 1990.
- "Slom slams legislature at annual meat fete," *Hawaii Food Industry*, September 1990.
- "A princely difference," *Hawaii Hospitality*, August 1990.
- "Always in royal company," *Hawaii Hospitality*, August 1990.
- "The show must go on," *Hawaii Hospitality*, August 1990.
- "Kapiolani's Hospitality Program shifts into high gear," *Hawaii Hospitality*, August 1990.
- "Renovations add prime space to Waianae Mall," *Building Management Hawaii*, July 1990.
- "Laotian refugee family realizes impossible dream," *Arches*. (A University of Puget Sound Marketing/Alumni Publication), July 1990.
- "At home at the Outhaus," *Sound Off: A Newsletter for New Students*. (A University of Puget Sound Marketing Publication), January 1990.

### Accreditation Documents

- Lead author on all documents related to Claremont Graduate University's Re-accreditation site visit. California Commission on Teacher Credentialing. Feb 2–5, 2014.
  - Common Standards
  - Pre-Conditions
  - Program Summaries
- Child Development Site Supervisor Permit. (A Partnership between Pitzer College's Jumpstart and CGU.) Commission on Teacher Credentialing, currently exploring.
- Early Childhood Special Education (ECSE). California Commission on Teacher Credentialing, currently exploring.
- Experimental STEM/CTE Added-On Authorization. California Commission on Teacher Credentialing, exploring.
- Claremont Graduate University's Induction Programs for General Education Teachers (Multiple- and Single- and Education Specialists (Mild/Moderate and Moderate/Severe). Accreditation Document, California Teacher Credentialing, approved February 2012.
- Claremont Graduate University's SB2042 "Violet" Accreditation Document, California Commission on Teacher Credentialing, submitted December 2010.
- Claremont Graduate University's SB2042 Accreditation Document, California Commission on Teacher submitted July 2003.

### Commercial and Script Writing

- KSSK FM & K-59 AM RADIO; Heftel Broadcasting, Honolulu, HI, Summer 1989  
Wrote thirty- and sixty-second commercials ("spots") for two of Hawaii's most popular commercial radio stations (at the time). Also wrote scripted dialogue for deejay personalities.

## **GRANTS & EXTERNAL FUNDING.**

<i>Grants related to...</i>	<i>*Written by Ganley</i>	<i>Obtained under Ganley's Leadership or Co-Leadership of the Department</i>	<i>Combined Total</i>
STEM Education	\$3,000,000	\$6,356,099	\$9,356,099
Teacher Preparation	\$2,676,025	\$1,627,502	\$4,303,527
Promoting Civil Society & International	\$1,206,954	\$0	\$1,206,954
Advancing Social Justice in Educational	\$58,020	\$0	\$58,020
	<b>\$6,940,999</b>	<b>\$7,983,601</b>	<b>\$14,924,600</b>

\*In September 2015, CGU's Vice Provost and Director of Research & Sponsored Programs identified Ganley as the #1 "grant-active faculty across the last 5 years" and as #3 in terms of generating indirect costs for CGU (\$488,085).

**Grants Related to STEM Education. Total: \$9,356,099.**

- \*"CCSI. The Claremont Colleges' STEM Initiative to Improve STEM Pedagogy through Transferable STEM Skills." September 2014-August 2020. Author: DeLacy Ganley. PI: DeLacy Ganley & Adam Landsberg. Funder: National Science Foundation. Amount: \$3,000,000.
- "Fletcher Jones for Math for America." 2014. Author/PI: Scott Thomas. Funder: Fletcher Jones Foundation. Amount: \$250,000.
- "Hearst Foundation for Math for America Fellowships." 2014. Author/PI: Scott Thomas. Funder: Hearst Foundation. Amount: \$150,000.
- "NOYCE II" 2012-2015. Author: Lisa Loop. PIs: David Drew & DeLacy Ganley. Funder: National Science Foundation. Amount: \$800,000.
- "TEAMS: Teachers Employing Applied Mathematics to Engage Students." 2010. Author/PI: Lisa Loop. Funder: Department of Education. Amount: \$1,101,227.
- "Claremont Colleges Institute for Math and Science Education." 2010. Author/PI: Lisa Loop. Funder: BLAIS Challenge. Amount: \$30,000.
- "Mathematics Teachers Satisfaction and Retention Exploration Study." 2010. Author/PI: Lisa Loop. Funder: National Science Foundation. Amount: \$92,130.
- CARE/Long Beach." 2009. Author/PI: Lisa Loop. Funder: BLAIS Maguire. Amount: \$37,000.

- "MAAP. Making Algebra Accessible Project." 2012. Author: Lisa Loop. PI: Stacey Brown. Funder: California Postsecondary Education Commission. Amount: \$935,090.
- "Math for America – LA." August 2008-June 2014. Author: Lisa Loop. PIs: Lisa Loop & DeLacy Ganley. Funders: Private. Amount: \$2,500,000.
- "NOYCE I." October 2005-June 2014. Author: Lisa Loop. PI: David Drew. Funder: National Science Foundation. Amount: \$460,652.

***Grants Related to Teacher Preparation. Total: \$4,303,527.***

- \*"The Academy 2016." 2016. Author/PI: DeLacy Ganley. Funder: BLAIS Challenge. Amount: \$25,000.
- \*"Teacher Education's Competitive Certification Internship Award." 2014-2015. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,955.
- \*"Teacher Education's Competitive Certification Internship Award." 2013-2014. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,955.
- \*"Teacher Education's Competitive Certification Internship Award." 2012-2013. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,955.
- \*"Seeding Induction." 2011. Author/PI: DeLacy Ganley. Funder: BLAIS Challenge. Amount: \$20,000.
- \*"Linked Learning & Multiple Pathways." 2011. Author: Lisa Loop & DeLacy Ganley. PI: DeLacy Ganley. Funder: SDSU Research Foundation. Amount: \$30,000.
- \*"Teacher Education's Competitive Certification Internship Award." 2011-2012. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,955.
- \*"State Fiscal Stabilization Fund." 2010-2011. Author/PI: DeLacy Ganley. Funder: California Department of State. Amount: \$23,778.
- \*"Teacher Education's Competitive Certification Internship Award." 2010-2011. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,955.
- \*"Teacher Education's Competitive Certification Internship Award." 2009-2010. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$255,972.
- \*"Teacher Education's Competitive Certification Internship Award." 2008-2009. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$434,000.
- "PULSE II." September 2008-August 2012. Authors: Lisa Loop & Sue Robb. PI: Sue Robb. Funder: Department of Education. Amount: \$798,217.
- \*"Teacher Education's Competitive Certification Internship Award." 2007-2008. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$325,000.
- \*"Teacher Education's Competitive Certification Internship Award." 2006-2007. Author/PI: DeLacy Ganley. Funder: California Commission on Teacher Credentialing. Amount: \$312,500.
- "PULSE I." October 2004-September 2008. Authors: Lisa Loop & Sue Robb. PI: Sue Robb. Funder: Department of Education. Amount: \$799,285.

***Grants Related to Promoting Civil Society & International Exchange. Total: \$1,206,954.***

- \*"Teaching Excellence & Achievement (TEA) 2016." Fall 2016. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$190,000.
- \*"Teaching Excellence & Achievement (TEA) 2015." Fall 2015. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$183,000.
- \*"Teaching Excellence & Achievement (TEA) 2014." Fall 2014. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$183,000.
- \*"Teaching Excellence & Achievement (TEA) 2013." Fall 2013. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$184,000.
- \*"Teaching Excellence & Achievement (TEA) 2012." Fall 2012. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$184,000.
- \*"Teaching Excellence & Achievement (TEA) 2011." Fall 2011. Author/PI: DeLacy Ganley. Funder: IREX & the US Department of State. Amount: \$183,999.
- \*"GECC: The Global Educators Collaborative of Claremont." 2011. Author/PI: DeLacy Ganley. Funder: Kometsky Scholars Fund. Amount: \$1,200.
- \*"TLCC. Teaching & Learning from a Cultural Context." 2011. Author/PI: DeLacy Ganley. Funder: BLAIS Maguire Foundation. Amount: \$9,000.
- \*"Video of VOICE." 2010. Author/PI: DeLacy Ganley. Funder: Fletcher Jones Faculty Research Grant. Amount: \$6,000.



- \*"Project VOICE: Vietnam, an Opportunity for Inter-Cultural Education." 2010. Author/PI: DeLacy Ganley. Funder: Fulbright Hays Group Travel Abroad Programs. Amount: \$82,755.

***Grants Related to Social Justice in Educational Settings. Total: \$58,020.***

- \*"DREAMs EDUCATOR Certificate Program." 2015-2016. Author/PI: DeLacy Ganley. Funder: BLAIS Challenge. Amount: \$24,360.
- \*"T4SC. Teaching for Social Change." 2015. Author/PI: DeLacy Ganley. Funder: BLAIS Challenge. Amount: \$9,000.
- \*"Mentorship for Mentors." 2013. Author/PI: DeLacy Ganley. Funder: BLAIS Challenge. Amount: \$24,660.

***SELECT HONORS, AWARDS & ACHIEVEMENTS***

- Member, Educational Advisory Board. Esri (<http://www.esri.com/>). July 2014–present.
- School Site Council, Valencia Elementary School. August 2014–June 2015.
- Participant, Mock WASC Team, Claremont High School. February 2010.
- Member, Executive Committee, AICCU's Accountability in Teacher Education Conference 2006; February
- Dissertation of the Year, School of Education/Phi Delta Kappa. Claremont Graduate University, 2002–2003.
- Fellowship Recipient, NELS 1988 Training Seminar: Using the NELS 1988 Database for Research and Policy Discussion sponsored by the National Center for Educational Statistics, Washington, DC, Summer 2001.
- NSF Fellowship Recipient, 2001 Summer Data Policy Institute on the NCES and NSF Databases sponsored by the Association for Institutional Research, Washington, DC, Summer 2001.
- Inaugurated Member, Pi Lambda Theta, Chapter: California State University, Los Angeles, Spring 2000.
- Charter Fellow, Flagship Year, Preparing Future Faculty, Claremont Graduate University, September 2000–
- Marion Fellowship Recipient, Joseph B. & Jean Platt Fellowship, Claremont Graduate University, 2000–2001.
- Research Assistant, Staff / Board Evaluation, LA Annenberg Metropolitan Project, August 1999–December
- Merit Fellowship Recipient, Frank & Dorothy Farner Fellowship, Claremont Graduate University, 1999–
- Chair, Technology & Education: An On-Site- & Tele-Conference Exchange, Kapiolani CC, Spring 1994.
- Founding Member & Co-President, Asian Communities United, Bowling Green State University, January
- Merit Fellowship Recipient, Graduate Studies in English, Bowling Green State University, 1992–1993.
- Dean's List, University of Puget Sound, 1991, 1990. American College of Switzerland, 1989.
- Honolulu Press Club Scholarship/Internship Grant, 1990.
- Hearst Writing Prize Winner, University of Puget Sound, 1988.

***PROFESSIONAL AFFILIATIONS***

- |  |   |
|--|---|
| ➤ American Educational Research Association  | ➤ California Council on Teacher Education (CCTE)                |
| ➤ <del>Phi Lambda</del> Theta  | ➤ Council for Exceptional Children (CEC)                        |
| ➤ National Association for Bilingual Educators                                     | ➤ Association for Supervision and Curriculum Development (ASCD) |
| ➤ <del>Association</del> of Independent California Colleges & Universities (AICCU) |   |

***OTHER MATERIALS & ADDENDUMS AVAILABLE UPON REQUEST***

- |  |  |
|--|--|
| ➤ Letters of recommendation  | ➤ Student/Course evaluations                           |
| ➤ Courses taught (K-12 and Higher Education)                       | ➤ Writing samples                                      |
| ➤ Professional development activities                              | ➤ Five professional accomplishments of which I'm proud |
| ➤ Support of candidates: Qualifying exams & doctoral dissertations | ➤ Copies of teaching certificates and transcripts      |
| ➤ Working paradigm/statement of philosophy                         | ➤ References – Professional                            |
|  | ➤ References – Personal                                |

# Sean Markin

eMail  
[sean\\_markin@yahoo.com](mailto:sean_markin@yahoo.com)  
Phone  
323-632-8811

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## Intention

I'm a self proclaimed "people nerd" who thrives on building truly insightful and successful experiences. I am fascinated with understanding what creates a consumer's attachment to a brand or product, and what drives them to connect, engage and act. I love building and collaborating with cross-disciplinary teams and watching my insights come to life as we invent, test, and create experiences that solve real business problems and create new opportunities.

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## Highlights

### Innovation

- Developed a proprietary customer insight model, which helps to uncover conscious and subconscious motivations for extremely granular customer segments.
- Developed a youth focused social strategy that extended a "video game world" into the real world and leveraged word of mouth advertising to turn small "tribes" into a community.

### Leadership

- Led a team of 12+ to continuously create innovative programs.
- Developed research based process to communicate and amplify research insights and drive team innovation.

### Performance and Execution

- Used the three critical marketing metric pillars: business, brand, and financials to drive both short term and long-term performance.
  - Led a cross-functional team to improve the release cycle of advertising creative from 3 months down to 2 days and in doing so, facilitated rapid optimization and ongoing metric improvements.
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## Experience Summary

### CEO/Co-Founder – Myvana | 01/2015 – Present

Bringing fun fitness to the market. In my role as CEO, I am responsible for board and advisor recruiting, corporate formation, and customer and product development.

### Strategic Consulting – Do Good Agency | 07/2014 – 01/2015

Development and optimization of a content and media placement strategy to remediate Alchemy's declining ROAS. The campaign includes an implementation plan with a short to long-term resource strategy. The comprehensive campaign also improves existing digital properties, including UI and feature enhancements to their mobile product.

### Corporate and Marketing Strategy Consultant

- Ownership of campaign P/L
- Development of analytics model to diagnose issues and continually improve campaign performance
- Established messaging/media optimization plan for client's multi-channel lead campaign
- Developed client service staff training program to assure team coordination and success.
- Managed the design of creative, including optimization of product UI

### Parent Revolution | 04/2013 – 07/2014

Senior director responsible for designing, implementing, and placing all digital communications, managing the information technology infrastructure, and improving operational analytics.

### Director of Digital Engagement

- Managed department P/L
- Implemented new corporate website responsible for increasing page views by 42% within 1.5 months
- Designed and implemented a social media strategy that increased impressions by 67% within 2 months.
- Redesigned the CRM implementation to assure that performance metrics were measured accurately

and timely.

- Managed the complete redesign of the IT infrastructure creating significant improvements in stability and scalability.
- Manager for key technical and creative staff

### **Strategic Consulting | 10/2011 – 04/2013**

SAMPLE CLIENT LIST: Bell Helmets | Magento | PayPal | Growing Educators | Provida

- Conceptualized an online and offline social strategy to develop and connect local youth mountain biking “tribes.”
- Ongoing marketing strategy team lead for awareness and engagement campaigns for the company’s three core products.
- Led a cross functional team to launch strategically critical product upgrade.
- Leveraged proprietary customer insight models to create a segmented awareness campaign.
- Led cross-functional team to create and execute on an innovative engagement campaign.
- Provided ongoing marketing and operational consulting for a rapidly growing educational startup.
- Led a cross functional team through iterative, creative testing for a critical new product launch.
- Led the optimization effort for a national awareness campaign.

### **Level Studios (currently Rosetta) | 02/2009 – 10/2011**

Senior marketing strategy consultant specializing in creating new product go-to-market and comprehensive digital marketing strategies.

SAMPLE CLIENT LIST: Various Gaming and Entertainment Clients | Marvell | WebEx | Toyota

- Designed and sold an end-to-end social strategy for a major first person shooter game release.
- Designed the media plan for a major fighting game release.
- Led primary research to determine the key consumer psychology drivers for a fantasy game go-to-market strategy.
- Designed and validated a digital educational ecosystem strategy to provide automated instruction to children using the ultra-low cost Marvell MobyLize tablet.
- Developed the presentation content and “buzz” strategy for executive presentations at NBC Education Nation and GigaOM conference.
- Created a dynamic, segmented, messaging optimization strategy, which improved conversion rate by 26% in 2 months for WebEx.
- Defined a new process to improve the end-to-end conversion rate on Toyota.com.
- Defined the mobile and social engagement strategy for Toyota.com.

### **Fyrebite Tutoring | 10/2008 – 10/2009**

Founded a tutoring company to provide innovative, personalized, one-on-one, holistic supplemental education. At its height it employed over 12 tutors and helped many struggling students throughout Los Angeles and the San Gabriel Valley.

### **Lexicon Marketing USA | 06/2004 – 10/2008**

Cross-departmental manager responsible for designing and implementing digital marketing strategies to increase leads and enhance product line image among online audiences.

#### **Manager of Internet Strategy**

- Designed, developed, and managed an Internet-based international advertising campaigns.
- Managed the development and optimization of 5 separate brand websites from design through implementation using an iterative project management approach.
- Created the internal market research department, which generated media and content targeting improvements and product enhancement opportunities.
- Designed and built the corporate Media Attribution Application (MAA).

### **Bank One (currently JP Morgan Chase) | 09/1998 – 05/2004**

Project Manager—Advanced Projects Division

- Designed, developed, and implemented an over-the-counter trade tracking system.
- Senior Financial Analyst—Financial Derivatives**
- Generated and reconciled P/L statements for seven commodities trading portfolios.
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## Education

**DePaul University | 08/1998**

Bachelor of Science—Finance | *Graduated Summa Cum Laude*

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# Amy Dresser Held

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## **Experience**      **2014-Present**      **Larchmont Charter School**

### **Executive Director**

- Report to the Board of Directors and directly supervise the Principals and network management team.
- Responsible for entire operation including overseeing academics, operations, finance, fundraising, facilities, technology, legal, human resources, and communications for a \$16m school.
- Accomplishments include leading school wide strategic planning process resulting in reconfigured administrative structure and grade configuration across LCS' 4 campuses. Implemented NWEA to improve ability to ensure high academic performance for all subgroups and track performance over time in our K-12 school. Initial results show all subgroups outperforming national grade level norms. LCS' founding teacher, Sarah Eun named CCSA Teacher of the Year. Oversee annual fundraising of nearly \$2m.

## **2010-2014**      **Citizens of the World Charter Schools Los Angeles**

### **Executive Director**

- Launched and led three top performing elementary schools
- Reported to Board of Directors and directly supervised the Principals, Operations Manager and financial staff
- Oversaw all aspects of start up and running the schools including overseeing academics, outreach, human resources, finance, fundraising, facilities, legal, and communications

#### Accomplishments:

- Achieved academic performance placing CWCLA in the top 10% of LA public schools
- Grew from 100 to nearly 1,000 students and 10 staff to over 100 in four years
- Led bilingual outreach and successfully recruited a large applicant pool achieving diversity targets and waitlists exceeding 500 per school
- Raised more than \$2m cumulatively during tenure
- Maintained core program and positive audits despite repeated state budget cuts
- Sustained parent and staff satisfaction rates and retention rates exceeding 90% regionally

## **2006-2010**      **Palisades Charter High School**      **Los Angeles, CA**

### **Executive Director**

- Led comprehensive charter high school of 2,760 students and 200 staff.
- Reported to the Board of Trustees and directly supervise the Principal, Chief Business Officer, Human Resources Director and Operations Manager.
- Responsible for entire operation including overseeing academics, finance, facilities, technology, legal, labor relations, marketing and communications.

#### Accomplishments:

##### Academics:

- API score increased from 775 to 818 during my tenure.
- Led highly inclusive charter renewal process.

- Successfully opened Temescal Academy 3 months after taking it over from LAUSD.

#### *Budget*

- Oversaw budget development process for \$22m annual budget. Implemented zero based budgeting ensuring a strategic balanced budget and growing reserve.

#### *Human Resources/Labor Relations*

- Successfully negotiated multiple collective bargaining agreements limiting future unfunded liability for retiree health benefits, increasing the role of department chairs and streamlining the process to discipline or terminate employees for gross misconduct
- Implemented a performance based management contract for leadership team including merit based bonuses. Standardized human resources policies and procedures.
- Led the school through the end of the 5 year charter leave of absence from LAUSD for 90+ employees and the transition from LAUSD health benefits to a PCHS package; negotiated and implemented an early retirement incentive and new union contract language regarding health benefits for actives and retirees.
- Successfully prevented potential legal claims and resolved pending litigation.

#### *Facilities and Development*

- Oversaw from design, environmental review and fund raising through construction, inspection and occupancy 3 major capital projects to add 14 portable classrooms, renovate a track and field and build a state of the art aquatic center.
- Partnered with other conversion charters to successfully negotiate a favorable facilities use agreement with LAUSD
- Initiated a fund raising/development capacity at PCHS overseeing \$4.5m of capital fundraising and the launch of an annual giving program to support the general fund.

### **2002-2006      Los Angeles Unified School District   Los Angeles, CA**

#### **Director of Policy and Communications to School Board President Marlene Canter**

- Coordinated all aspects of policy development including research, focus groups with parents, teachers, principals, students, community groups and subject matter experts and cultivation of political support for district wide initiatives related to obesity prevention initiatives, charter schools and all health, safety and facilities related policy. Specifically, coordinated the crafting of policy and advocacy efforts for multiple policies including a cafeteria improvement policy, a centralized healthy beverage contract, and a discipline policy.
- Developed and executed communications strategy including public relations, pitching news stories, drafting press advisories and releases, responding to press inquiries, crisis communications, social marketing, speech writing, coordinating with the Superintendent's Communications Director, preparation for television or radio appearances, etc.

#### **Special Assistant to the Senior Deputy Superintendent Maria Ott**

- Coordinated the revision of the Single Plan to consolidate and streamline the process for schools to apply for state categorical funding;
- Researched best practices statewide, developed management and policy recommendations that were adopted by the Chief Operating Officer for the development of a coordinated attendance improvement policy, assisted in the development of an attendance improvement campaign entitled Count Me In!;
- Represented the Senior Deputy on the team to develop and roll out the Integrated Student Information System (ISIS)

#### **Field Deputy and Policy Advisor to School Board President Caprice Young**

- Primary board liaison to over 100 LAUSD schools in the San Fernando Valley
- Planned and executed the first ever Valley Parent Summit with nearly 2,000 attendees
- Launched the first grant program to reward teachers for innovation in teaching Open Court
- Coordinated with the Chief of Staff to facilitate the adoption of Granada Hills High School's conversion charter petition

**2001-2002 Successor Consulting**

**Los Angeles, CA**

**Director**

- Co-founded an independent consulting practice
- Conducted multiple executive searches, recruitments, fundraising and research projects for a variety of organizations..

**1999-2000 SCORE! Educational Centers (Kaplan) Los Angeles, CA**

**Director**

- Helped open and launch the Ladera Heights tutoring center growing it from 0-100 members in 3 months.
- Provided tutoring in math, reading and language arts to hundreds of students ages 4-14.
- Recruited, hired, trained and managed a team of tutors.
- Designed and executed a marketing and sales campaign to attract students and families

**1997-1999 Teach for America**

**Phoenix, AZ**

**Fifth Grade Bilingual Teacher**

- Designed and implemented a structured approach to bilingual instruction with teachers from our 4<sup>th</sup>-8<sup>th</sup> grade school and the neighboring feeder elementary school.
- Mentored new teachers and provided program support to Teach for America organizing retreats and professional development activities.
- Coached volleyball

**Education**

**2000-2001 Coro Fellowship in Public Affairs**

**Los Angeles, CA**

- Participated in this nationally recognized graduate level leadership training fellowship in public affairs.
- Interviewed and interned with top leaders in Los Angeles from the business, government, labor and non-profit sectors in the fields of public education, safety, transportation and health care.

**1993-1997 Georgetown University**

**Washington, D.C.**

- B.S. Humanities in International Affairs – School of Foreign Service, Certificate in Peace and Justice, Proficiency in French and Spanish.
- Graduated *cum laude*.

## **Kathy V Domínguez**

3700 Latrobe Street, Los Angeles, CA 90031  
323.276.6269(h) 323.493.3415(m) collegefuturesla@gmail.com

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### **Executive Profile**

Fifteen years of highly successful progressive experience providing strategic, operational and management leadership in K-16 education reform. Recognized forerunner in the fields of urban education and educational equity, with an emphasis on program development and implementation focusing on higher education access for historically under-represented student populations, including first generation college students. Spearhead organizational effort that partners with schools and communities to help students boost SAT scores, navigate college admissions and financial aid and confidently pursue college degrees. Conceived and developed ground-breaking college access counseling programs and partnerships that have led to a multi-year pipeline of students from various urban communities in Los Angeles entering and receiving their degrees from the most prestigious colleges and universities in the nation. Additional attributes include: exceptional management abilities; superior written and oral communication and presentation skills in English and Spanish; keen ability to develop results oriented partnerships with the philanthropic, civic and business communities; concept to completion on multiple projects with attention to minute details; motivated, innovative and goal driven.

### **Professional Experience**

#### **COLLEGESPRING, Los Angeles, CA**

**October 2013 – Present**

##### ***Executive Director, Southern California***

- Lead the Southern California region by creating a sustainable fundraising base, developing relationships and partnerships, hiring and managing local staff, overseeing financial and operational management, developing and executing the strategic growth plan for the region.
- Serve as primary fundraiser for local development effort including cultivating local donors and prospects with the goal of raising \$1.2 MM annually in philanthropic funding from multiple and diverse sources.
- Oversee all partnership development including identifying, cultivating and managing a regional Advisory Board to further the fundraising, programmatic and partnership goals of the region.
- Direct and grow programs to ensure ongoing high quality program execution by managing all day to day operations of the region, serving over 1750 students from low income communities annually at multiple sites.
- Serve as organization's key voice and representative in civic, community, business and philanthropic arenas.
- Member of national leadership team providing tactical and practical direction on strategic initiatives in a fast paced, growth oriented and results driven environment.

#### **THE ACCELERATED SCHOOLS, Los Angeles, CA**

**2011 – 2013**

##### ***Chief Operating Officer***

- Oversee all aspects of school operations for a charter school organization serving over 1400 students in grades Pre K-12, including the planning and management of a \$13.6MM+ yearly operating budget.
- Lead multiple departments and functions including, information data systems, fundraising, internal and external communications, compliance and reporting, full service nutrition programs, human resources, budgeting and student recruitment & enrollment.
- Direct all fundraising for the organization by setting yearly and long term targets, reviewing and editing proposals, interfacing with foundation leaders and personnel, and closing on asks in a timely manner in order to meet objectives.
- Guide yearly budget planning process, along with CEO and governing board, to ensure that organization is maximizing revenue opportunities from public and private sources, as well as maintaining a positive financial trajectory, including an annual reserve contribution.
- Spokesperson between the organization and private and public entities at the local, state and national level including school district, state department of education, university partners, foundation supporters, community organizations and elected officials.
- Establish a data driven culture by instituting a system to analyze various sources of internal and external information in order to make intelligent strategic decisions.



- Provide leadership to seven senior managers and indirect oversight to 210 employees.

**INNER CITY EDUCATION FOUNDATION PUBLIC SCHOOLS, Los Angeles, CA**

**2005 – 2011**

***Senior Vice President, Partnerships and Higher Education***

- Create and execute organization-wide strategy for local and national partnerships with civic organizations, nonprofit groups, universities and government entities with the express purpose of institutionalizing programs and resources to support 4500+ students in grades K-12.
- Spearhead mission critical fundraising efforts resulting in a raise of more than \$7M dollars from the philanthropic and business communities.
- Oversee expansion of organization from two schools to fourteen schools.
- Lead nationally renowned college counseling programs at four high schools and six middle schools.
- Devise recruitment plan, marketing strategy and lottery process to ensure enrollment is optimal.

***Director, College Counseling and Financial Aid***

- Establish new counseling programs at charter middle and high schools in South Los Angeles.
- Hire, supervise and provide professional development and evaluation for college counseling staff.
- Present and participate in local, state and national conferences and institutes.
- Share success, knowledge and expertise with school districts and charter high schools at the local and national levels.

**LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA**

**2003 – 2005**

***Director of Latino Recruitment & Admissions Counselor***

- Responsible for successfully devising and executing a Latino recruitment plan resulting in an increase of Latino undergraduate students enrolling at the university.
- Review admissions applications and make final admissions decisions on candidates.
- Provide college admissions and financial aid workshops for high school counselors and parents.
- Member of scholarship committees tasked with reviewing applications and awarding scholarships.
- Serve as university spokesperson at fairs, high school visits and community events.

**UCLA ANDERSON SCHOOL OF BUSINESS, Los Angeles, CA**

**2001-2003**

***Associate Director, Riordan Programs***

- Supervise all program operations including, curriculum development, operational planning, budgeting, financial reporting, marketing and reviewing admissions applications.
- Serve as lead in fundraising efforts including establishing relationships within philanthropic community, writing proposals and reporting grant outcomes.
- Responsible for hiring and managing all staff including, job descriptions, assigning duties, interviewing, hiring, training and performance evaluation.
- Report to executive director and department chair on program progress, budget and participant completion.
- Establish strong working relationships with students, their families, school administration, political officials and the community at large.
- Represent the programs at college fairs, conferences and other citywide events.

**KAPLAN LEARNING SERVICES, Los Angeles, CA**

**1998 – 2001**

***Program Manager***

- Responsible for the successful implementation of educational intervention programs in the Los Angeles Unified School District.
- Train and supervise staff of veteran teachers and their assistants in curriculum and educational intervention.
- Member of team developing and managing K-12 educational intervention programs in urban school districts.
- Work in partnership with Los Angeles school principals to determine ways in which company services can support teachers and students.

## **Education**

**University of California Santa Cruz, Santa Cruz, CA**

**1998**

***Bachelor of Arts, Double Majors in Politics and Women's Studies***

**Harvard University, Boston, MA**

**June 2006 & June 2008**

***Harvard Institute on College Admissions Counseling***

## Select Highlights and Accomplishments

### Noteworthy Professional Contributions

Los Angeles Times, <i>UCLA to blacks: You're Welcome</i>	November 2006
Telemundo, Despierta Los Angeles, <i>College Access for Latino Students</i>	April 2008
Low Income Investment Fund, <i>Charting a Path to College and Beyond</i>	June 2009
Southern CA Public Radio KPCC, <i>High School Seniors Struggle with College Picks</i>	July 2010
Gates Foundation, <i>Advancing College Access Leadership Symposium, Invited Guest</i>	April 2013
<i>Contributor to stories, publications and thought leadership gatherings focusing on college access and educational equity</i>	

### National Association for College Admissions Counseling

2007 – 2011

*National College Fair, Chairperson*

### Scholarship Selection Committees

Gates Millennium Scholars, Gates Millennium Scholarship, San Francisco, CA	2010
Coca Cola Scholars Foundation, Coca Cola Scholars Scholarship, Atlanta, GA	2006, 2010
Hispanic Scholarship Fund, HSF General College Scholarship, San Francisco, CA	2010
<i>Invited Guest Judge: Read, evaluate and select scholarship recipients</i>	

**HAZIM J RABADI, RA, AIA, LEED AP**  
2060 Lilliano Drive  
Sierra Madre, California 91024  
Phone 818.259.9893  
Email: [hrabadi@earthlink.net](mailto:hrabadi@earthlink.net)

## **PROFESSIONAL CREDENTIAL:**

**Registered Architect State of California – License No. 29074**  
**LEED Accredited Professional**  
**AIA Member – No. 30230693**

## **EDUCATION:**

**University of California, Berkeley – Bachelor of Arts in Architecture, 1991**  
**Southern California Institute of Architecture – Master of Architecture, 1996**  
**SCI-Arc, Vico Morcote, Switzerland – 1993-1994**

## **EXPERIENCE:**

### **TSK Architects – Associate Principal / Director of Education Market – March '13 Through Present**

Responsibilities include leading new business development, design, project management and construction administration of numerous projects. Specific duties include marketing to, coordination of proposals and contracts for perspective new clients, Client development and Project Management for West LA College projects, Client and Project Management for USC Dornsife College projects, the planning, programming and design for K-12 and Higher Education projects and implementation thru schematic design, management of clients with multiple projects and management of the production of construction documents for agency approvals and bidding. Management on projects with budgets ranging from two hundred thousand to twenty-four million dollars in construction costs.

### **Architecture for Education – Senior Project Architect – November '11 Through February '13**

Responsibilities include design, leading new business development, project management and construction administration of numerous projects. Specific duties include marketing to, coordination of proposals and contracts for perspective new clients, the generation of Master Plans for two large CA K-12 school Districts, the planning, programming and design for K-12 charter school and implementation thru schematic design, management of clients with multiple projects and management of the production of construction documents for agency approvals and bidding. Management on projects with budgets ranging from three million to fortyfour million dollars in construction costs.

### **HMC Architects – Associate / Senior Project Architect – June '05 Through November '11**

Responsibilities include design, project management and construction administration of numerous projects. Specific duties include the design of Master Plan for private K-12 school and implementation from schematic design thru construction documents, master planning of existing church facility, master planning of various school sites for LAUSD, management of clients with multiple projects and management of the production of construction documents for agency approvals and bidding, as well as participating in new business development and the coordination of proposals and contracts to perspective new clients. Management on projects with budgets ranging from one million to sixty-four million dollars in construction costs.

### **Perkins & Will – Associate / Design Architect / Project Architect – May '00 Through May '05**

Responsibilities include design, project management and construction administration of numerous projects. Specific duties include the design of multiple projects and management of the production of construction documents for agency approvals and bidding. Management roles include, reviewing of schedules, management of drawings, RFI's, addenda, the coordination of scope of work, budget reviews and sole client contact, as well as participating in new business development and the coordination of proposals and contracts to perspective new clients. Management on projects with budgets ranging from sixty thousand to twenty-four million dollars in construction costs.

### **Osborn Architects – Designer / Project Manager– March '98 Through May '00**

### **JTD Architects – Associate – January '96 Through March '98**

### **Dougé & Associates – Designer – April '96 Through September '96**

### **Schwitzer BIM – Designer – May '94 Through August '94**

**HAZIM J RABADI, RA, AIA, LEED AP**

**2060 Lilliano Drive**

**Sierra Madre, California 91024**

**Phone 818.259.9893**

**Email: [hrabadi@earthlink.net](mailto:hrabadi@earthlink.net)**

**PROJECTS:**

West Los Angeles College Technology Learning Center – Los Angeles, California  
Design of new 44,000 square foot, four-story lab and office building

West Los Angeles College Watson Center – Los Angeles, California  
Design of new 16,000 square foot Motion Picture sound stage and shop building

USC VPD Hall Domsife/Price Buildouts – Los Angeles, California  
Design and construction of 20,000 square foot of new offices

West Los Angeles College ADA Transition – Los Angeles, California  
Design of ADA campus-wide accessibility upgrades

El Centro SD Master Plan and Facilities Need Assessment – El Centro, California  
Master plan and Facilities Needs Assessment for 5,000 student school district

USC Taper Hall Phase 2 Renovations – Los Angeles, California  
Renovation of existing 12,000 square foot of existing facility

Saint Anthony's Hellenic Center - Pasadena, California  
Design of new 20,000 square foot community center

West Los Angeles College Albert Vera Ramp, Elevator and Bridge Project – Los Angeles, California  
Design of elevator tower and pedestrian bridge

Polytechnic School - Pasadena, California  
70,000 square feet of new construction, 36,000 Historic renovation and modernization, Two-story underground parking garage

Santa Susana High School – Simi Valley, California  
15,000 square foot new performing arts center

Pasadena Unified School District Master Plan Update – Pasadena, California  
Master plan update for 20,000 student school district

Topaz Mixed-use Multi-Family Residence – Los Angeles, California  
Design and construction of 159-unit Mixed-Use, Seven-story Complex

USC GFS Hall Renovation – Los Angeles, California  
Renovation of existing 10,000 square foot of existing facility

Creekview Ranch Middle School - Antelope, California  
85,000 square foot new middle school

USC Taper Hall Phase 1 Renovations – Los Angeles, California  
Renovation of existing 10,000 square foot of existing facility

Los Angeles USD 68<sup>th</sup> Street Elementary School – Los Angeles, California  
New Central Kitchen Facility for 1,100 student elementary school

Southwest Juvenile Courthouse – Riverside, California  
New 23,000 square foot courthouse

Rialto Unified School District Master Plan Update – Rialto, California  
Master plan update for 30,000 student school district

Butte County Courthouse – Chico, California  
Construction of new 56,000 square foot, two-story courthouse

Gateway Community Charters Higher Learning Academy – Sacramento, California  
Planning, Programming and Design of new 110,000 square foot K-12 charter school

USC Jefferson Hall Renovations – Los Angeles, California  
Renovation of existing 2,000 square foot of existing facility

Keppel Union School District Master Plan – Palmdale, California  
Master plan and Facilities Assessment for 3,200 student school district

Polytechnic School - Pasadena, California  
Master plan and Facility Assessment for K-12 private school

Malibu High School - Malibu, California  
Program, Plan and Design of new 60,000 square foot Administration, Library and Classrooms

Susana High School – Simi Valley, California  
80,000 square foot modernization

Cerritos College SCCTT – Cerritos, California  
Certified 10,000 square foot automotive technology center

Los Angeles USD Kittridge Elementary School – Los Angeles, California  
ADA and HVAC 23,000 square foot renovation of existing elementary school

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Baldwin Park USD Master Plan – Baldwin Park, California  
Master plan and expansion for 23,000 student school district

Cerritos College SCCCTT – Cerritos, California  
Certified 10,000 square foot automotive technology center

Metro Charter School – Los Angeles, California  
Renovation of existing 10,000 square foot medical hospital offices into new Charter School Facility

Sierra Vista Junior High School – Santa Clarita, California  
75,000 square foot junior high school modernization

Saint Anthony's Greek Orthodox Church - Pasadena, California  
Master Plan of for 80,000 square foot campus and facilities for new education center and gym

Santa Clara Valley Community College - San Jose, California  
Planning, Design of 342-unit Mixed-Use, Seven-story Complex

Peninsula High School – Palos Verde, California  
20,000 square foot new science building

Los Angeles USD Campus Master Plans – Los Angeles, California  
Master plans for specific campuses for school district

Academy for Academic Excellence – Apple Valley, California  
Design of new 15,000 square foot design/build Gymnasium

Norton Space and Aeronautics Academy – San Bernardino, California  
Design and construction of Phases 4 and 5 of classroom build-outs

Saint Bonaventure Integrated Facility - Concord, California 55,000  
square foot new private school

La Cañada High School - La Cañada-Flintridge, California  
15,000 square foot library addition

Antelope Crossing Middle School – Antelope, California  
9,000 square foot science and standard classroom addition

Cucamonga Middle School – Rancho Cucamonga, California  
14,000 square foot gymnasium addition

Los Angeles Unified School District Elementary School #9 – Los Angeles, California  
105,000 square foot new elementary school

Bear Gulch Elementary School – Rancho Cucamonga, California  
2,000 square foot lunch shelter addition

Upland High School - Upland, California  
35,000 square foot classroom and library addition

Upland Junior High School - Upland, California  
14,000 square foot multi-purpose room addition

Pioneer Junior High School - Upland, California  
10,000 square foot science classroom addition

Upland High School - Upland, California  
110,000 square foot renovation and modernization

Mount Pleasant Middle School – San Jose, California  
30,000 square foot theater and classroom addition

Washington Elementary School - Riverside, California  
50,000 square foot library renovation and modernization

Castle View Elementary School - Riverside, California  
45,000 square foot library renovation and modernization

Mekhitarist Fathers' School - Tujunga, California  
100,000 square foot new private school

Valentine Elementary School - San Marino, California  
10,000 square foot modernization and classroom, and administration addition

Clark Magnet High School - Glendale, California  
30,000 square foot renovation and modernization

Washington Elementary School - Pasadena, California  
30,000 square foot renovation and modernization

Carver Elementary School - San Marino, California  
12,000 square foot classroom, computer lab and library addition

Huntington Middle School - San Marino, California  
7,000 square foot classroom addition and modernization of campus and administration offices

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San Marino High School - San Marino, California  
40,000 square foot standard and science classroom addition  
Venice Crossroads – Los Angeles, California  
160,000 square foot commercial project  
Schub Residence - Mar Vista, California  
1,000 square foot second floor addition for a single family residence  
Eastern Gateway – West Hollywood, California  
211,000 square foot commercial project  
Private Residence – Beverly Hills, California  
10,000 square foot custom home  
Inglewood Apartments – Culver City, California  
4,800 square foot two-story apartment complex  
Fountain Avenue Apartments – Los Angeles, California  
1,800 square foot two-story apartment complex  
Boucher Residence - Austin, Texas  
2,000 square foot second floor addition and renovation for a single family residence  
Werner Residence - Pacific Palisades, California  
700 square foot second floor addition and renovation for a single family residence  
Hackworth Residence - Monrovia, California  
800 square foot second floor addition for a single family residence  
Saint Joseph's Arab American Catholic Church Hall - Pomona, California  
10,000 square foot hall and office complex

**SKILLS:**

REVIT, AutoCAD, 3D Max, Sketch-up  
Adobe InDesign, Adobe Photoshop, Adobe Premiere, Adobe Illustrator  
Microsoft Word, Excel, and Project

**ACADEMIC, EXHIBITIONS, COMPETITIONS AND PROJECT HONORS:**

AIA Citation award – Butte County Courthouse 2015  
USGBC-LA Sustainable Innovation award – Polytechnic School North Campus Addition 2012 Learning by Design award – Malibu High School Addition 2010  
AIA Citation award – Malibu High School Addition 2009  
USGBC Excellence Award – Malibu High School Addition 2009 Citation  
Award - Perkins & Will Design Competition 2003  
Art by Architects - Exhibitor 2003  
AIA award - Saint Bonaventure Integrated Facility 2002  
Grand Egyptian Museum Competition– Cairo, Egypt 2002  
Honorable Mention - Palos Verde Art Center Competition– Palos Verde, California 2000  
AIA award - Schub Residence - 1996  
Stadium and Park Complex Competition - Osaka, Japan 1994  
By invitation thesis jury participant at University of Southern California (multiple years)  
By invitation design studio jury participant at University of Southern California (multiple years)  
By invitation thesis jury participant at Woodbury University (multiple years)  
By invitation design studio jury participant at Woodbury University (multiple years)  
By invitation design studio jury participant at East Los Angeles College (multiple years)  
By invitation design studio jury participant at California Polytechnic University, Pomona 2007

# MELANIE S. SAUER

Sierra Madre, CA / (626) 487-5159 cell / msauerCA@gmail.com

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## PROFESSIONAL PROFILE

As a strategic and mission-driven leader, I have increased the performance of media and other non-profit organizations. With more than 20 years of management experience, I have a solid track record of leading organizational planning, fiscal operations and facilities management providing the guidance and structure to achieve success.

### *Areas of Excellence Include:*

- |                        |                         |                         |                             |
|------------------------|-------------------------|-------------------------|-----------------------------|
| • Financial Leadership | • Capital Planning      | • Team Development      | • Operational Effectiveness |
| • Strategic Planning   | • Contracts/Negotiation | • Business Modeling     | • Multiple Location Mgmt.   |
| • Board Engagement     | • Asset Acquisition     | • Facilities Management | • Shared Services Models    |
- 

## PROFESSIONAL HISTORY & ACCOMPLISHMENTS

### CHIEF OPERATING OFFICER

2015 – Present

#### **Pacific Oaks College and Children's School, Pasadena, CA**

As a member of the executive leadership team, provided campus leadership for finance, facilities, IT, marketing, admissions, student services, advising, financial aid, student accounts as well as oversight of the Pacific Oaks Children's School.

- Lead daily business operations of a long-standing higher education institution with over \$25 million in assets and an annual operating budget of nearly \$21 million, including the preschool affiliated with the institution.
- Serve as liaison to system-wide support of our parent organization, TCSES (annual operations of \$100+ million), in technology, finance, admissions, marketing, legal and academic operations services.

### SENIOR DIRECTOR, BUSINESS & FISCAL SERVICES

2002 – 2015

#### **Southern California Public Radio, Pasadena, CA**

*(89.3 KPCC Los Angeles/Orange Counties, Inland Empire, Coachella Valley, Ojai and Santa Barbara)*

As a member of an energetic senior management team, served as the regional CFO providing fiscal management, planning and business services for a treasured public institution which operates 10 broadcast sites, three radio stations and four news bureaus.

- Lead daily fiscal and business operations and long-term planning of a rapidly growing high-profile institution with over \$35 million in assets and an annual operating budget of nearly \$30 million.
- Managed a team of financial and compliance professionals who provided general accounting, budgeting and forecasting, cash management, KPI/BPM and financial reporting, capital investment planning, internal audit, A/P and A/R processing, inventory control, contract management, risk management, compliance, payroll, technology management and business process improvement.
- Worked collaboratively with senior leaders to provide clear financial information and well developed business insights that drive decision making.
- Worked in partnership with revenue leaders to find and manage new revenue sources including 75+ restricted funding sources from governmental agencies, private foundations and individuals.
- Met with Board of Trustees and served as the liaison for the Finance & Audit Committees.
- Served as liaison to shared services of our parent organization, American Public Media Group (annual operations of \$135 million), in technology, auditing & tax services, advancement services, marketing, legal and human resources.

- Responsible for compliance of outside regulatory requirements, internal controls and policies, including GAAP, SAG/AFTRA Union contract, government-sponsored funding and the FCC.

*Accomplishments:*

- Lead a cross-functional team to implement SCPR's multi-million capital campaign that transformed the news coverage to a multi-platform news operation and increasing coverage and public service.
- Managed a \$28 million capital campaign budget to build a 30,000 sq. ft. state-of-the facility and live performance space, including asset acquisition requiring renovation and construction which were all supported by financing from state revenue bonds and other financing sources.

**INSTRUCTOR, FINANCE & ACCOUNTING****2010 – 2014****MBA Program and MBA/MD, St. Georges University, St. George, Grenada****ASSOCIATE DIRECTOR, EXECUTIVE MANAGEMENT PROGRAM****1999 – 2002****Peter F. Drucker Graduate School of Mmgt., Claremont Graduate University, Claremont, CA**

As a member of the senior leadership team, provided marketing, corporate outreach, recruiting, admissions and enrollment management for the Executive MBA program.

**ASSOCIATE DEAN OF STUDENTS****Scripps College, Claremont, CA****1994 – 1998**

Conceptualized the strategic direction for and lead four highly visible student-services departments – residential life &amp; housing, student orientation, leadership development and student activities at a private liberal arts institution with an enrollment of 900 undergraduate students.

**Residential & Greek Life, University of Southern California, Los Angeles, CA****1989 – 1993****Student Services, Housing, San Diego State University, San Diego, CA****1988 – 1989****Student Services, Residential Life, Azusa Pacific University, Azusa, CA****1986 – 1988**

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**EDUCATION****M.B.A., Finance & Strategy, DRUCKER GRADUATE SCHOOL OF MANAGEMENT, CA** **2001****M.Ed., Education Administration, AZUSA PACIFIC UNIVERSITY, CA** **1990****B.A., Accounting & Business Management, WHITWORTH UNIVERSITY, WA** **1985**

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**VOLUNTEER & LEADERSHIP ACTIVITIES****2016-17 Participant, "Leadership America" Program** **2015 – Present****Board Member, Leadership Pasadena (Pasadena, CA)** **2014 – Present****Board Member, Alma Fuertes School (Pasadena, CA)** **2014 – Present****Finance Committee, Women's City Club of Pasadena (Pasadena, CA)** **2014 – Present****Finance Committee, Child Educational Center (La Canada, CA)** **2014 – 2015****2013-14 Graduate, "Leadership Pasadena" Program (Pasadena, CA)** **2013 – 2014****Advisory Board, Child Educational Center (La Canada, CA)** **2011 – 2014****Board of Trustees, Treasurer and Acting CFO, Child Educational Center** **2005 – 2013**



## **APPENDIX C**

### **Teacher Signatures, Resumes and Credentials**



## Alma Fuerte Public School Meaningfully Interested Teacher Signature Document

The vision of Alma Fuerte Public School ("Alma Fuerte") is to develop passionate self-learners and innovative creators who are leaders with character; who take action to improve our local community and the world at large, now and in the future; and who are academic achievers prepared for the challenges and opportunities of college and career in the 21st century.

I, the undersigned credentialed teacher, have read and agree to the contents of the attached charter petition dated June 17, 2016 and will work toward its implementation. My signature indicates that I am meaningfully interested in teaching at this charter school.

Teacher Name Liza Driz-Verayo Telephone 626-340-7812

Signature [Signature] Date 05/28/2016

Address 1993 E. Woodlyn Rd. Apt

City Pasadena State CA Zip 91104

Type of Credential(s)	Credential Number	Expiration Date
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Education Specialist Instruc. Credential - Level II	130223970	8/1/2018
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Education Specialist Instruc. Credential - Level II	110135697	8/1/2016
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Cross-cultural, Language, & Acad. Develop. Cert. (CLAD) - Clear	070208012	
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College Degree University of Santo Tomas, Manila, Philippines



**Alma Fuerte Public School**  
**Meaningfully Interested Teacher Signature Document**

*The vision of Alma Fuerte Public School ("Alma Fuerte") is to develop passionate self-learners and innovative creators who are leaders with character; who take action to improve our local community and the world at large, now and in the future; and who are academic achievers prepared for the challenges and opportunities of college and career in the 21st century.*

I, the undersigned credentialed teacher, have read and agree to the contents of the attached charter petition dated June 17, 2016 and will work toward its implementation. My signature indicates that I am meaningfully interested in teaching at this charter school.

Teacher Name Sarah Minaise Telephone 818.391.0013

Signature *Sarah Minaise* Date 6.9.2016

Address 3221 W. Temple st. Apt \_\_\_\_\_

City Los Angeles State CA Zip 90026

Type of Credential(s)	Credential Number	Expiration Date
<u>Multiple Subject Teaching Credential</u>	<u>150187442</u>	<u>10/1/2020</u>
_____	_____	_____
_____	_____	_____

College Degree UC San Diego, B.A.; UCLA, Masters' in Ed.



## Alma Fuerte Public School Meaningfully Interested Teacher Signature Document

The vision of Alma Fuerte Public School ("Alma Fuerte") is to develop passionate self-learners and innovative creators who are leaders with character; who take action to improve our local community and the world at large, now and in the future; and who are academic achievers prepared for the challenges and opportunities of college and career in the 21st century.

I, the undersigned credentialed teacher, have read and agree to the contents of the attached charter petition dated June 17, 2016 and will work toward its implementation. My signature indicates that I am meaningfully interested in teaching at this charter school.

Teacher Name Wendy Quezada Telephone (626) 230-6672

Signature Wendy Quezada Date 6/3/16

Address 1413 Glengarry Rd. Apt \_\_\_\_\_

City Pasadena State CA Zip 91105

Type of Credential(s)	Credential Number	Expiration Date
<u>Preliminary Multiple</u>		
<u>Subject Teaching Credential</u>	<u>150195250</u>	<u>10/01/2020</u>

College Degree BS - Psychology MS - Education



I, the undersigned credentialed teacher, have read and agree to the contents of the attached charter petition dated June 17, 2016 and will work toward its implementation. My signature indicates that I am meaningfully interested in teaching at this charter school.

College Degree Child Development, Cal Poly



## Alma Fuerte Public School Meaningfully Interested Teacher Signature Document

*The vision of Alma Fuerte Public School ("Alma Fuerte") is to develop passionate self-learners and innovative creators who are leaders with character; who take action to improve our local community and the world at large, now and in the future; and who are academic achievers prepared for the challenges and opportunities of college and career in the 21st century.*

I, the undersigned credentialed teacher, have read and agree to the contents of the attached charter petition dated June 17, 2016 and will work toward its implementation. My signature indicates that I am meaningfully interested in teaching at this charter school.

Teacher Name Andrea Varon Telephone (626) 607-6366

Signature Andrea Varon Date 6/8/2016

Address 257 Lupine Place Apt

City Monterey Park State CA Zip 91755

Type of Credential(s)	Credential Number	Expiration Date
-----------------------	-------------------	-----------------

<u>Multiple Subject Teaching Credential</u>	<u>120556583</u>	<u>8/1/17</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>

College Degree UC Davis, B.S., Cal State Northridge, M.A., Ed. Psy.

## **LIZA PATRICIA DRIZ-VERAYO**

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1993 E. Woodlyn Rd. Pasadena, CA 91104  
626-340-7812  
lizapbd@yahoo.com

### **QUALIFICATIONS SUMMARY**

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Versatile and dedicated child advocate with a solid focus on the individual needs of students  
Proven multi-tasking capabilities with strong ability to plan, prioritize and manage complex projects  
Detail-oriented and well organized  
Effective team player with strong interpersonal and communication skills  
Proficiency in MS Word, Excel, and Powerpoint

### **WORK HISTORY**

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**Resource Specialist Teacher**  
June 2006-present

**Aldama Elementary**  
**LAUSD**

- design and provide daily instruction inside and outside of the general education classroom for K-6<sup>th</sup> grade students according to their IEP
- collaborate regularly with the general education teachers and special services itinerants
- develop and implement individualized education program for students with mild/moderate disabilities
- conduct initial assessment for student with suspected disabilities
- provide Tier 2 intervention services to struggling students
- religiously communicate with the parents of the students

**Special Ed Teacher (Volunteer)**  
October 2005-May 2006

**Independent Living Learning Center**  
**Philippines**

- assisted lead teacher in managing class with moderate to severe disabilities
- made worksheets for students based on their level
- taught the class in the absence of the lead teacher
- handled projects for the school/foundation
- helped in lesson planning

**Academic Affairs Director**  
March 2002 – March 2006

**Academies Manila-**  
**School for the Talented and Gifted**  
**Philippines**

- supervised faculty
- headed curriculum development
- monitored instructional program, media and materials
- evaluated student learning
- developed professional competence of the faculty
- personally dealt with parents of the students
- arranged/conducted parent seminars

**Class Teacher (English and Science)**  
June 1997 – March 2000

Ateneo Grade School  
Ateneo de Manila University  
Philippines

- prepared and executed daily lesson plan
- conferred with parents regularly
- participated and evaluated school activities
- monitored all class activities
- gave individual and group guidance to the class

### **CERTIFICATION**

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Added Authorization in Special Education for Autism Spectrum Disorder Certification

Education Specialist Instruction Level I & Level II Credentials. Specialty: Mild/Moderate Learning Disabilities (M/M)

### **EDUCATION**

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October 2004-May 2005	University of the City of Manila Intramuros, Manila	Professional course in Special Education
June 1999-June 2002	Ateneo de Manila University Loyola Heights, Quezon City	MA Education- Ed Administration
June 1993-May 1997	University of Santo Tomas España, Manila	Bachelor of Arts Major in Communication Arts

### **COMMITTEES & TRAININGS**

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**Aldama Student Success Team. 2006-present.** Serving as committee head from 2011 to present. Schedule meetings and notify participants. Collaboration with teachers, parents, and school psychologist in examining students' academic, behavioral, & social emotional progress & help in proposing possible interventions

**Aldama Environment Committee. 2012 - 2013.** Helped design and implement school wide recycling program.

**Aldama Breakfast in the Classroom Committee. 2013-2014.** Organized and monitored parent and student volunteers to ensure delivery of daily breakfast in the classroom.

**Kagan Training 2012 - 2013.** Two-day workshop on Kagan Instructional Strategies and Structures

**ELD Instruction Training. 2011.** Three-day workshop focused on providing targeted instruction to English Learners.



[Back](#)

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts

Last Name: DIAZ

First Name: LIZA PATRICIA

Middle Name: DRIZ

Last Known County of Employment:

Adverse and Commission Actions Indicator:

Fingerprint Process Complete: Y

Note: Please verify County of Employment is current

Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Note: If the fingerprint process does not display as "Complete", please refer to the fingerprint information on our website

[Document Application](#) [Adverse and Commission Actions](#)

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date	Grade	Special Grade	Recommending Agency
130223970	Education Specialist Instruction Credential	Level II	Valid	7/1/2013	8/1/2018	7/1/2006			LOS ANGELES UNIFIED SCHOOL DISTRICT
110135697	Education Specialist Instruction Credential	Level II	Valid	7/26/2011	8/1/2016	7/1/2006			NATIONAL UNIVERSITY
070208012	Crosscultural, Language and Academic Development Certificate	Clear	Valid	2/16/2007		2/16/2007			
070144295	Education Specialist Instruction Credential	Level I	Valid	7/1/2006	8/1/2011	7/1/2006			

**Recommendations**

[Complete](#) [Return Application to Authorized Agency](#) Click the 'Document Title' to view detailed information. Select "Yes" next to the Document Title and either "Complete", or "Return Application to Authorized Agency" with the Return Reason.

[Pick Applet](#) [Document Title](#) [Term](#) [Status](#) [Issue Date](#) [Expiration Date](#) [Original Issuance Date](#) [Grade](#) [Special Grade](#) [Return Reason](#) [No Records](#)

**Renewals/Reissuances**

[Complete](#) Select "Yes" next to the Document Title and click "Complete"

[Pick Applet](#) [Document Title](#) [Term](#) [Status](#) [Issue Date](#) [Expiration Date](#) [Original Issuance Date](#) [Grade](#) [Special Grade](#) [Return Reason](#) [No Records](#)

**Web Applications**

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:****Last Name:** DIAZ**First Name:** LIZA PATRICIA**Middle Name:** DRIZ**Document Information:****Document Number:** 070208012**Document Title:** Crosscultural, Language and Academic Development Certificate**Term:** Clear**Status:** Valid**Issue Date:** 2/16/2007**Expiration Date:****Original Issue Date:** 2/16/2007**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
S12	This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourner Certificated Employee Teaching Credentials.	NONE		MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. 1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
S31B	This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.	TC Code Not Required

**Employment Restrictions**

No Records

[Back](#)[Email Document](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:****Last Name:** DIAZ**First Name:** LIZA PATRICIA**Middle Name:** DRIZ**Document Information:****Document Number:** 110135697**Document Title:** Education Specialist Instruction Credential**Term:** Level II**Status:** Valid**Issue Date:** 7/26/2011**Expiration Date:** 8/1/2016**Original Issue Date:** 7/1/2006**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3MM	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	MM	Mild/Moderate Disabilities	MAJ	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. 1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

No Records

[Back](#)[Email Document](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:****Last Name:** DIAZ**First Name:** LIZA PATRICIA**Middle Name:** DRIZ**Document Information:****Document Number:** 130223970**Document Title:** Education Specialist Instruction Credential**Term:** Level II**Status:** Valid**Issue Date:** 7/1/2013**Expiration Date:** 8/1/2018**Original Issue Date:** 7/1/2006**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3MM	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	MM	Mild/Moderate Disabilities	MAJ	
AAAS	The autism spectrum disorders added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.	NONE		MIN	7/1/2013

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. 1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

**Employment Restrictions**

No Records

**Sarah Minaise**  
8501 Rubio Ave North Hills CA, 91343  
818.391.0013 ♦ [sminaise@gmail.com](mailto:sminaise@gmail.com)

## **EDUCATION**

### **University of California, Los Angeles**

*August 2010-June 2012 GPA: 3.8*

Master's in Education (2012)

Multiple Subject Teaching Credential with CLAD authorization (2011)

NCLB Compliant for multiple subject grades K-8

### **University of California, San Diego**

*August 2008-June 2010 GPA: 3.28*

B.A. Political Science with a minor in Education Studies (2010)

Provost Honors

### **Moorpark Community College**

*August 2006-May 2008 GPA: 3.40*

A.A. Liberal Arts (2008)

Dean's list

## **TEACHING EXPERIENCE**

### **Larchmont Charter School, Hollywood, CA**

*2/3 Long Term Substitute, March 2012-Present*

- Develop, plan, and implement curriculum aligned with the common core standards for ELA, Math, Social Studies, and Science
- Differentiate learning and implement interventions for students with different learning needs and IEPs
- Team plan with 2/3 teachers on whole units and weekly lessons
- Communicate with parents and guardians about students' strengths and needs

### **Larchmont Charter School, Hollywood, CA**

*Teacher's Assistant, September 2011-March 2012*

- Assisted the teachers in planning, teaching, and intervention
- Substitute taught for 4<sup>th</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade Science, Math, ELA, and Physical Education

- Planned and implemented Council Circles with groups of 22 students to encourage community and peer mediation
- Supported English Language Learners with an array of strategies in order to make curriculum accessible

### **Liechty Middle School, LAUSD**

*Student Teacher, February 2011-June 2011*

- Instructed 2 groups of 28 students in a 6<sup>th</sup> grade History/English Bilingual and RSP classroom
- Created and presented lesson plans regularly in Social Studies and ELA with specific accommodations for the Special Education students and the students with IEPs
- Participated and attended the district in-service programs and faculty meetings

### **Cienega Elementary School, LAUSD**

*Student Teacher, October 2010-February 2011*

- Instructed 24 students in a general education kindergarten classroom
- Created and implemented lesson plans regularly in ELA, science, and mathematics
- Developed and implemented an instructional unit on reading comprehension
- Supported English Language Learners with a variety of strategies to help them access the curriculum

### **Central School and San Diego Cooperative Charter, SDUSD**

*Classroom Teacher's Assistant, July 2009-June 2010*

- Assisted and co-taught with cooperating teachers in writer's workshop instruction
- Worked in a 2<sup>nd</sup> grade classroom (Central) and 4<sup>th</sup> grade classroom (SDCC) for one quarter each as a teacher's assistant for required field units in the Education Studies minor

## **WORK EXPERIENCE**

### **Cadman Elementary School, SDUSD**

*Mentor, April 2009-June 2009*

- Worked with two 5<sup>th</sup> grade students at a Title I school to address and fulfill their academic and social needs

## **PROFESSIONAL DEVELOPMENT**

### **Council For Educators**

*Ojai Foundation, February 2012*

- Participated in a Council for Educators training to learn how to incorporate Council Circles into my classroom to further classroom community, create relevant learning, and encourage peer mediation

### **Inner City Arts**

*Teacher's Institute, September 2010-June 2012*

- Enrolled in a two-year course that includes an arts training program for teachers
- Participated in an intensive arts training program that focuses on creating and implementing arts and arts-integrated lessons and units of study

## **PERSONAL**

- CPR/AED Certified
- Lula Haven Hazelton Fellowship, UCLA, August 2010-June 2012
- Volunteer, Preuss Charter School. UCSD, September 2009-March 2010
- Language: English (Native), French (Beginner's Proficiency)

Agency User | Search

MINALISE, SARAH &gt; Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: MINALISE Last Known County of Employment: LOS ANGELES UNIFIED SCHOOL DISTRICT

First Name: SARAH Adverse and Commission Actions Indicator:

Middle Name: MARYANNE

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

Document Number		Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	150187442	Multiple Subject Teaching Credential	Clear	Valid	9/1/2015	10/1/2020	6/10/2011		
>	110104723	Multiple Subject Teaching Credential	Preliminary	Valid	6/10/2011	7/1/2016	6/10/2011		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervisor permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 441253.3.	NONE			
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	G5X	General Subjects (Examination)	MAJ	

Personal Documents



## Wendy Quezada

1413 Glengarry Rd.  
Pasadena CA 91105  
(626) 230-6672

Wendyjoy25@gmail.com

Preliminary Multiple Subject Teaching Credential

**Objective:** I am seeking a position as an elementary teacher. With ten years of teaching experience in a traditional classroom setting, I have enthusiastically worked with many wonderful students. Over these years however, I have wished for opportunities to provide more targeted and project-based instruction for my students. I want to prepare students for 21<sup>st</sup> century careers, while providing a holistic education with real world connections. I desire to teach students and work with colleagues, in a new and more productive and positive way.

### PROFESSIONAL EXPERIENCE:

August 2009  
to  
Present

**Assumption of the Blessed Virgin Mary School**  
Teacher

**Pasadena, CA**

I instructed children in grades Kindergarten through Third. My responsibilities include planning and executing weekly lessons, creating parent newsletters, assessing and grading students' performance, and managing all aspects of running a classroom. I have experience administering the Diagnostic Reading Assessment (DRA) and STAR Tests. I received training from Catapult Learning to teach Writer's Workshop, and have used WW for three years.

August 2007  
to  
2009

**Immaculate Conception School**  
Teacher/Aide

**Monrovia, CA**

I taught Third Grade, and was also a full-time Kindergarten Aide for a year. Having my own Third Grade classroom was a fulfilling endeavor. But being a Kindergarten Aide was also a true joy and great learning experience. I assisted the lead teachers in the day to day duties of running a Kindergarten classroom.

June 2005  
to  
July 2006

**KidFit**  
Instructor

**Arcadia, CA**

I traveled to local Preschools and taught/led developmentally appropriate and fun fitness/movement classes set to music and utilizing props like bubbles or scarves.

June 2004  
to  
June 2005

**Sylvan Learning Center**  
Tutor/Program Manager

**San Marino, CA**

I tutored elementary aged children in the subjects of reading and math. I provided both enrichment and remediation. I also administered placement assessments to incoming students, and updated ongoing student progress files.

### EDUCATION:

2011

**Walden University**  
Master of Science Degree-Education,  
Emphasis in Early Reading/Literacy

**Minneapolis, MN**

2001

**California State University Los Angeles**  
Bachelor of Science Degree-Psychology

**Los Angeles, CA**



COMMISSION ON  
TEACHER CREDENTIALING  
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**WENDY QUEZADA**

*is hereby awarded a*

***Preliminary Multiple Subject Teaching Credential: New Credential Type***

***AUTHORIZED SUBJECT(S):***

***General Subjects (Examination)***

***SUBJECT MATTER AUTHORIZATION(S):***

***General Subjects (Examination)***

***SUPPLEMENTARY AUTHORIZATION(S):***

**Valid from 09/05/2015 to 10/01/2020**

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)

## EDUCATION

M.A., Teaching, University of San Francisco, San Francisco Fall 2011—May 2013  
**SB 2042 Multiple Subject Credential with English Learner Authorization** | GPA 3.96  
California Polytechnic State University, San Luis Obispo  
Bachelor of Arts: **Child Development**, *magna cum laude*, June 2010  
Minor: **Psychology** GPA 3.76 Dean's Honor List  
Universidad de Valladolid, Spain Fall 2009

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## TEACHING EXPERIENCE

Almond Elementary School, Los Altos, CA

### First Grade Teacher

August 2013—Present

- Differentiate instruction and assessments in all subject areas based upon students' individual learning needs
- Plan Word Work, Reader's Workshop and English Language Arts lessons using techniques from Lucy Calkins' reading program, Fountas and Pinnell's guided reading program, and The CAFÉ Book
- Utilize a balanced literacy program, incorporating guided, shared, and independent reading, writing, and listening activities using The Daily 5 framework
- Plan and deliver writing mini-lessons using Lucy Calkins' Writing Workshop program
- Plan and implement math lessons using enVision Math Common Core program
- Integrate a wide variety of technologies into all subject matter, including computers, Chrome Books and iPads
- Create and ensure a positive, nurturing learning environment that promotes self-expression and character development for all students
- Teach MindUP Curriculum & mindfulness lessons in order to help children improve focus, concentration, and academic performance
- Use Twitter and SimplyCircle, along with a weekly newsletter to communicate regularly with parents
- Co-teach FOSS Science, technology, coding, and engineering lessons with STEM coach once a week
- Support staff and community as leadership team member and by speaking of classroom mindfulness practices during LASD Board Meeting and district wide professional development trainings

San Francisco Unified School District, Los Altos School District, & Hillsborough City School District

### Substitute Teacher

January 2013—March 2013

- Held long term substitute positions in Kindergarten and First Grade

Sherman Elementary School, San Francisco, CA

### Second Grade, Full-time Student Teacher

August 2012—December 2012

- Created mini-lessons for Reading & Writing Workshop increasing students' abilities in reading, writing, & inquiring
- Assisted teacher in working with students with disabilities such as autism, ADHD and emotional disturbance

Alvarado Elementary School, San Francisco, CA

### Fourth Grade, Student Teacher

January 2012—June 2012

- Worked with small groups of students in reading and mathematics
- Led formal whole group lessons in mathematics focusing on division of multi-digit numbers by one-digit numbers

Love to Learn Preschool, San Luis Obispo, CA

September 2010—May 2011

### Preschool Teacher, 2-5 year olds

- Planned and implemented activities meeting physical, emotional, intellectual and social needs of 28 children

Lindamood-Bell, San Luis Obispo, CA

Summer 2009, Spring—September 2010

### Clinician

- Provided one-on-one instruction based upon individual client's learning needs, teaching sensory-cognitive skills to read, spell, comprehend, and express language

Pacheco Elementary Dual Immersion School, San Luis Obispo, CA

Winter 2010

### First Grade, Spanish Language Teaching Intern

- Worked closely with head teacher in the planning of daily lessons
- Delivered small and whole group lessons in Spanish, in reading and mathematics

## WORK EXPERIENCE

San Francisco, CA & San Luis Obispo, CA

June 2011—January 2013

### Nanny

D-It Up Volleyball Club, Los Altos, CA

December 2005—June 2006

### Head Volleyball Coach

---

**SKILLS:** Conversational in Spanish



COMMISSION ON  
TEACHER CREDENTIALING  
*Ensuring Educator Excellence*



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

**SUMMER REEVES**

*is hereby awarded a*

***Clear Multiple Subject Teaching Credential: Renewal***

***AUTHORIZED SUBJECT(S):  
General Subjects (Examination)***

***SUBJECT MATTER AUTHORIZATION(S):  
General Subjects (Examination)***

***SUPPLEMENTARY AUTHORIZATION(S):***

***Valid from 06/16/2015 to 07/01/2020***

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.cfc.ca.gov](http://www.cfc.ca.gov)

***Andrea L. Varon***  
257 Lupine Place  
Monterey Park, CA. 91755  
(626) 607-6366  
[andivaron1@mac.com](mailto:andivaron1@mac.com)

**Education:**

**California State Multiple Subject Teaching Credential** (August 1991)

California State University, Northridge

**Master of Arts, Educational Psychology- Early Childhood Education** (January 1988)

California State University, Northridge

**Bachelor of Science, Human Development** (June, 1978)

University of California, Davis

**Work Experience**

**Curriculum Coordinator**, Larchmont Charter School, Los Angeles, California (8/2015-present)

**Math Coordinator**, Larchmont Charter School, Los Angeles, California (8/2013-8/2015)

**Lead Teacher**, Larchmont Charter School, Los Angeles, California (8/2007- 7/2013)

- Teacher, Grades 1-3
- Mentor Teacher to new faculty
- Faculty Member of LCS Board of Trustees (8/2008- 6/2009)
- WASC Accreditation Chairperson (8/2009- 5/2011)

**Lead Teacher**, K. International School, Tokyo, Japan (8/2005-7/2007)

- Teacher, Grade 2, PYP Curriculum, ESL in the Mainstream

**Lead Teacher**, The Sequoyah School, Pasadena, California (8/1984- 6/2005)

- Teacher in K-1 and 3-4 Grade classrooms
- Mentor Teacher to new faculty (1998-2005)
- WASC Reaccreditation Chair (2002-2004)
- Faculty Member of Sequoyah Board of Trustees (1994/1996, 1998/2000, 2002/2005)
- Special Assistant to the Director of Curriculum Development (2003-2005)
- Planned and executed multi-age camping trips (all years)
- Options Program Coordinator (1999-2000)

**Instructor- Making Science a Verb/Math Their Way** (Summers 1988-2000)

- Center For Innovation in Education, Campbell California
  - Presented workshops to elementary school teachers and administrators in both private and public school settings nationally and internationally

**Associate Program Director/Lead Teacher**, JPL Child Educational Center, La Canada, California (1979-1984)

**Other**

**Educational Workshop Presenter**

**WASC Evaluation Team Member**

**Participant, Council on International Educational Exchange**

**Recommendations available upon request**

[Agency User Search](#)

VARON, ANDREA &gt; Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: VARON  
First Name: ANDREA  
Middle Name: LYNN

Last Known County of Employment:

Adverse and Commission Actions Indicators:  
Note: Please verify County of Employment is current.  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

[Current Document](#) | [All Documents](#) | [Adverse and Commission Actions](#)

Document Number		Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	120556583	Multiple Subject Teaching Credential	Clear	Valid	8/1/2012	8/1/2017	8/16/1991		
>	070134826	Multiple Subject Teaching Credential	Clear	Valid	8/1/2007	8/1/2012	8/16/1991		
>	020157200	Multiple Subject Teaching Credential	Professional Clear	Valid	8/1/2002	8/1/2007	8/16/1991		
>	970138266	Multiple Subject Teaching Credential	Professional Clear	Valid	7/9/1997	8/1/2002	8/16/1991		
>	910130863	Multiple Subject Teaching Credential	Preliminary	Valid	8/16/1991	9/1/1996	8/16/1991		
>	910017239	Certificate of Clearance		Valid	2/28/1990	3/1/1995	3/5/1991		

[Authorization/Subjects](#)

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self-contained classroom, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

## **APPENDIX D**

### **Alma Fuerte Public School Professional Development Plan**

# **Appendix D: August Professional Development Summer Institute Schedule Year 1---Two Weeks**

Schedule	Topic(s)	Personnel Involved
<b>Week 1</b>		
<b>Day 1---Monday</b>	On-Boarding---Developing Staff School Culture: Mission, Vision, Beliefs, Whole Child support, & Start-Up rationale	All staff: Co-Directors Present
<b>Day 2---Tuesday</b>	Culturally Responsive Teaching Integrated through Lucy Caulkins-Literacy/Writing Curriculum Introduced Annual Book Study Process selected for culturally responsive dialog with teachers twice a month either in PLC's or in staff meetings throughout year	Instructional Staff: Consultant presents on culturally responsive teaching principles Co-Director Academics presents Lucy Caulkins and integration examples She also presents book for book study and calendar for staff assignment pages and dialogue for the year
<b>Day 3 and 4---Wednesday and Thursday</b>	Personalized Blended Learning Philosophy Presented Software: Achieve 3000 and ST Math	Instructional Staff Co-Directors present philosophy and learning end in mind for using Personalized Blended Learning Achieve 3000 and ST Math hands on training Teachers receive passwords and expectations for Achieve 3000 and ST Math schedule by grade levels in classrooms. Achieve 3000 and ST Math representatives and Co-Director/Academics present
<b>Day 5---Friday</b>	School Schedule is provided plus Duty Schedule Class lists are provided and student data as is available Time is provided for Teachers to Meet in Grade Level PLC Groups to Begin Planning how to integrate learning of the week into their schedules	All staff grade level teams meet to create a first month plan of selected instruction provided in the PD; Co-Director Academics schedules appointments with each PLC team to clarify what needs to be in their classroom instructional schedule and daily lesson plans including: "Culturally Responsive" integrated teaching, and alignment strategies with Achieve 3000 and ST Math.



			Lucy Caulkins and Literacy blocks and Achieve 3000 periods.
<b>Week 2</b>			
<b>Day 6: Monday Math Curriculum Standards/Assessment Framework</b>	Teachers will access the CAASPP standards online for literacy and mathematics by their grade levels A presentation will be made by the Co-Director of Academics to model how to create a long-term plan for teaching the standards and assessing them formatively on a quarterly basis. The focus on this day will be Singapore Mathematics and Readers Writers Workshop. Experts will presents the curriculum scope to staff and its sequence. Teachers will create a presentation using the format that the Co-Director provides to demonstrate how they will access, teach, implement and formatively assess a selected standard in Mathematics and ELA and discover opportunities for cross subject PBL lessons.	Instructional Staff Co-Director Academics Singapore Math expert Readers Writers workshop	
<b>Day 7: Tuesday Standards/Assessment Framework</b>	More work on Standards in the morning: The Co-Director of Academics introduces the Foss Curriculum to teachers. Teachers review CASSP standards at their grade level in science and collaborate around their curriculum and Foss grade level lessons. The Co-director will schedule coaching sessions to model strategies for mapping core standards at primary and intermediate levels beginning latter morning and throughout the afternoon. Teachers will have the afternoon to map core standards in ELA and Math. (*Please note: Social Studies PD will take place beginning in October using Project Based Learning or PBL as a methodological structure for instruction.)	Instructional Staff Foss Rep Co-Director Academics walks around and consults with PLC planning teams. She schedules a two hour block to review mapping out the grade level standards working with the team to decide which standards they wish to map first ELA or Math being the first priority.	
<b>Day 8: Wednesday:</b>	In the morning, a presentation and discussion on	All staff	

<p><b>Differentiation and Analyzing Data; Schoolwide Discipline Plan and Character Education</b></p>	<p>using profile data on each student and designing differentiating instruction will be laid out and teachers will identify initial literacy and mathematics groups and select assessments to confirm placement of students in flexible differentiation groups; ELD instructional groups will also be identified in the classroom schedules based on available CELDT profile data.</p> <p>In the afternoon, The Co-Director of Academics presents the schoolwide discipline plan and how Character Education Curriculum will be infused on a daily and monthly basis.</p> <p>All staff learn about their roles in reinforcing discipline.</p> <p>Teachers have time to develop classroom discipline plans to reinforce the school wide goals</p> <p>Roles of office staff, custodian, Co-Director of Academics and Co-Director Operations are defined; Teachers have a sample poster provided for them showing the Character Education traits that will be taught.</p> <p>Teachers will develop their classroom discipline plan using a template and provide it to the Co-Director Academics prior to the first day of school.</p> <p>Teachers will incorporate a time in their schedules to teach and reinforce the character education topic of the month and submit this plan before school begins to the Co-Directors.</p>	<p>Teachers utilize the cumulative folder or other data such as CELDT on individual students to tentatively design differentiation groups</p> <p>Co-Directors present the schoolwide discipline plan and Character Education Curriculum</p>
<p><b>Day 9: Thursday- Logistics</b></p>	<p>All staff receive the PD calendar for the year. The role of SST and Special Education guidelines are explained in the morning including schedules for CELDT Testing and other schoolwide benchmark and State assessments are provided in the morning; Teachers set up their classrooms in the</p>	<p>All Staff</p> <p>Co-Director Academics and Operations presents information</p> <p>Special Education Resource Teacher presents to each staff member IEP's</p>

<p><b>Day 10: Friday---Putting it All Together Instructional Planning</b></p>	<p>afternoon</p> <p>Teachers are scheduled to set up their classrooms for the majority of the day; Lesson plans are to be completed as well as classroom schedules for at least the first week of school are submitted before Monday of the first week of school</p>	<p>Co-Directors are available for questions and provide support for their staff throughout the day in room set up and classroom schedule review.</p>
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# **ALMA FUERTE PUBLIC SCHOOL**

**CHARTER PETITION FOR FIVE-YEAR TERM  
July 1, 2017 through June 30, 2022**

**SUBMITTED TO THE PASADENA UNIFIED SCHOOL DISTRICT**

**June 17, 2016**

ANNE LEE AND SEAN MARKIN, PETITIONERS  
ALMA FUERTE PUBLIC SCHOOL  
[ANNE.LEE@ALMAFUERTEPS.ORG](mailto:ANNE.LEE@ALMAFUERTEPS.ORG)  
[SEAN.MARKIN@ALMAFUERTEPS.ORG](mailto:SEAN.MARKIN@ALMAFUERTEPS.ORG)  
(858) 472-2245

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## **Appendix:**

- A: Governance Documents: Articles of Incorporation, Bylaws, Conflict of Interest Code**
- B: Resumes of Founders/Co-Directors and Board of Directors**
- C: Teacher Signatures, Resumes & Credentials in Support of Petition**
- D: Professional Development Plan**
- E: Multi-Year Financial Projections and Cash Flow Statements**



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## AFFIRMATIONS AND ASSURANCES

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As the authorized lead petitioner, I, Anne Lee, hereby certify that the information submitted in this petition for a California public charter school to be named Alma Fuerte Public School (“Alma Fuerte,” the “Charter School,” or “School”), and to be located within the boundaries of the Pasadena Unified School District (“PUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Alma Fuerte Public School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall, for each fiscal year, meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as re-authorized by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall not require any child to attend Alma Fuerte Public School, nor any employee to work at the charter school.
- The Charter School shall comply with federal, state, and district mandates regarding English Learner (EL) education and re-designation of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.

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Anne Lee, Lead Petitioner and Co-Director, Operations

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## ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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### I. INTRODUCTION AND BACKGROUND

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#### A. MISSION AND VISION

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##### VISION

Our vision is to establish a top tier public TK-8 school that will strive to help each one of our students become independent, intellectual and compassionate leaders, creators and innovators with a comprehensive and critical understanding of the greater world.

##### MISSION

The mission of Alma Fuerte Public School is to develop TK-8 students into passionate, self-motivated learners, entrepreneurs, academic achievers, innovative creators, and leaders with character, prepared for success in secondary school, college and 21<sup>st</sup> century careers. Our school – whose name means “strong soul” in Spanish - will leverage best practices in 21<sup>st</sup> century learning and technology to provide a holistic, individualized education with real world connections to help our students create positive change in our community and world at large.

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### B. SCHOOL FOUNDERS

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Alma Fuerte was founded by an accomplished team of experts in education, non-profit management,

law, business and finance. Combined, the founding team possesses over 50 years of experience in educational leadership, management and finance, primarily in the charter school sector. (Full biographies and curriculum vitae information can be found in the Appendix). The founding board is committed to working together to support Alma Fuerte’s mission and vision and to supervise Alma Fuerte’s Co-Directors. Anne Lee will serve as the founding Co-Director, Operations, and DeLacy Ganley will serve as the founding Co-Director, Academics.

### **DeLacy Ganley, Co-Director, Academics**

DeLacy Ganley has focused her career on training educators and educational leaders to become quality teachers who build high performing student-centered schools. She has spent her career developing teachers and guiding them to self-manage their classrooms, continuing her work with them long after they leave the graduate program where she is Director. Her work developing and implementing instructional programs in schools has improved classroom performance and expanded the conversation around giving students “global competencies.” Her in-school work with school leaders building child-centered and teacher-led organizational cultures has significantly improved school outcomes.

DeLacy started her career as an educator in 1988, teaching adult English Learner classes to farm laborers in Washington while working on her BA in English (writing) from the University of Puget Sound. From Washington, she went to Bowling Green State University in Ohio to earn a MA in English Literature. While in Ohio, DeLacy was an adjunct instructor at Owens Technical College. After earning her MA, she returned to her home state of Hawaii to teach academic writing at Kapiolani Community College (KCC).

It was at KCC that she became centrally concerned with educational improvement, when she saw too many of her low-income, community college students with a high school diploma reading at a Grade 4 level. To help solve this problem, DeLacy left KCC to become an English teacher. In 2003, DeLacy earned a Ph.D. from Claremont Graduate (CGU). DeLacy’s graduate research focused on teacher quality and how highly effective teachers have the power to impact the educational trajectory of historically marginalized students.

DeLacy then became a member of the faculty at CGU’s School of Educational Studies and accepted a leadership position in the School’s Department of Teacher Education. In 2012, DeLacy became the Department’s sole Director.

The Department relies upon DeLacy’s background as a K-16 English teacher; her experience working with linguistically and culturally diverse populations; and her ability to synthesize and articulate the program’s vision and its components. As Director, DeLacy oversees the success and direction of all the School’s teaching credential programs. DeLacy also leads outreach to partner K-8 schools. This includes working directly with K-8 students, alumni, and school leaders in the classroom to improve K-8 outcomes.

### **Anne Lee, Co-Director of Operations**

Anne Lee has dedicated her career to ensuring that charter schools and other education nonprofits maintain efficient, sustainable, and legally compliant operations. Anne has over a dozen years of experience advising charter schools on their start-up, authorization, operations, employment, facilities, and governance matters. Anne served for nearly six years as Senior Legal Counsel at the California Charter Schools Association (“CCSA”), supporting hundreds of charter schools in each phase of charter school authorization and operation and developing CCSA’s legal advocacy strategies. Anne has been a frequent statewide speaker regarding charter school facilities, governance, and other issues, and has

authored several CCSA Knowledge Briefs and other guidance for charter schools on many charter school operational and governance issues. Anne has also collaborated with multiple charter authorizers in developing their charter school policies and agreements with charter schools.

Anne's fiduciary management and fundraising expertise have given her the opportunity to serve as the Vice-President of Institutional Giving for a national nonprofit after-school provider, where she leads the organization's institutional fundraising strategy and operations, with a budget of over \$8 million. In this capacity, she secures grants and donations of all sizes, manages all grant compliance, reporting and evaluation, and supervises grants management staff. Through this position, Anne has garnered significant experience in managing critical operational aspects of non-profit educational programs. She has also served as Director of Development for a Los Angeles-based education nonprofit, where she led all development initiatives and served on the organizational leadership team and as staff liaison for the Board of Directors.

In addition to her legal, operational, and fundraising expertise, Anne actively visits and observes high performing charter schools. During visits she interviews school directors and documents best practices in school operations. This work allows her to advise several charter schools to improve their operations. For example, Anne serves on the Board of Trustees of Renaissance Arts Academy, a highly successful and innovative Los Angeles Unified School District charter school. Anne also serves on the Board of her daughters' school in Pasadena, and she has served on the founding board of Keiller Leadership Academy, a charter middle school in San Diego.

Anne is a Pasadena resident and mother of two daughters and serves as their Girl Scout leader. She is active in her faith community, served as President of the Pasadena-North Chapter of the MOMS Club, and served as a Girls on the Run coaching staff member. Her deep roots in the community have given her the passion to bring new public school options to Pasadena.

### **Founding Board Members**

Our founding Board members provide robust expertise in the areas of charter school leadership and nonprofit management, fiscal management and fundraising, business operations and entrepreneurship, and educational facilities development. The Board members are committed to working together as an expert team to supervise and support Alma Fuerte's Co-Directors, Anne Lee and DeLacy Ganley.

#### **Sean Markin, Board Chair**

Sean has served as a founding team member and the inaugural Chair of the Alma Fuerte Board of Directors. Sean has vast career experience as a financial analyst, project manager, and customer insight marketer. He has assembled and led teams in entrepreneurial organizations, as small as two and as large as Fortune 500 companies including eBay and Skype, continue to adapt to the challenges of the market. Sean also operated his own tutoring business, where he oversaw the development and implementation of individualized education programs for each student.

In his work in high performing industries, Sean has witnessed first-hand the skills and experiences that Alma Fuerte's students will need to compete in a global market place. His vision is for a school that leverages technology and a unique project-based curriculum to enable students to master 21st century skills like innovation, execution, and leadership, and that provides next-generation experiences like entrepreneurship, technology product development, civic engagement, and scientific discovery.

Sean has also managed high performing teams in multiple industries and will bring that expertise to Alma Fuerte to create a charter school organization that can evolve as new challenges and opportunities present themselves.

#### **Amy Dresser Held, Vice-Chair**

Amy provides Alma Fuerte with critical competencies that are essential to a successful charter school launch and effective ongoing operations. Her proven track record of academic entrepreneurship guides our launch efforts as well as informing our entrepreneurial curriculum. Her expertise in fundraising will contribute to financial stability and the capacity to achieve our goals. Finally, her successful career as an academic leader will be essential to both Alma Fuerte Co-Directors in the form of guidance and continuous improvement.

Amy has dedicated her career to public education. Amy currently serves as the Executive Director of Larchmont Charter School, a top ranked K-12 charter that's among the most diverse, high performing, and sought-after schools in the state. Before that, Amy served as Citizens of the World Los Angeles's (CWCLA)'s Founding Executive Director from July 2010 until July 2014. During that time Amy was in charge of all aspects of launching and operating three elementary schools. This included overseeing academics, outreach, human resources, finance, fundraising, facilities, legal and communications. Over those four years she grew the organization from one school of 100 students to three schools serving nearly 1,000 students. Under Amy's leadership CWCLA schools scored academically among the top 10% of public schools in LA, had top parent and staff satisfaction rates, and raised more than \$2 million.

Prior to joining Citizens of the World (CWC), Amy served as Executive Director of Palisades Charter High School, a diverse, high performing charter high school of more than 2,700 students and 200 staff. In her capacity as Executive Director, Amy oversaw academics, finance (a \$22 million annual budget), facilities, labor relations, legal, and communications. Prior to joining Palisades Charter High School in 2006, Amy worked for several years at the Los Angeles Unified School District on the staff of then-School Board President Caprice Young, then as a Special Assistant to Senior Deputy Superintendent Maria Ott, and finally as Director of Policy and Communications with then-LAUSD School Board President Marlene Canter.

Amy began her career as a Teach for America corps member, teaching a bilingual fifth grade class in Phoenix, followed by a position with Kaplan and completion of the Coro Public Affairs Leadership Training Post-Graduate Fellowship in Los Angeles. Amy received her B.S. in Humanities in International Affairs from the School of Foreign Service at Georgetown University. Amy is passionate about human growth and development and ensuring everyone in the schools she leads is growing and learning together. Amy is a language aficionado and a world traveler who has lived abroad in France and Mexico. As a mother of three young children and a veteran educator, Amy is deeply committed to ensuring schools nurture and develop in children not only exceptional academic achievement, but also a strong sense of self, grit, compassion, a deep appreciation of the rich diversity of our society and a commitment to be of service to the local community and the larger world in which we live.

#### **Kathy Dominguez**

Kathy provides Alma Fuerte with superior expertise in many aspects of managing a high-performing charter school organization. She brings to the Alma Fuerte team years of successful experience in charter school management and fundraising. Kathy provides students from low-income communities and diverse backgrounds with inspiration for the future, giving them a vision of eventually being accepted into and excelling in college – a first for many of her students' families.

Most recently, Kathy served as Executive Director of CollegeSpring in Los Angeles. At CollegeSpring, she is responsible for assuring that the organization serves over 1,750 students as they successfully progress into college. She also serves as CollegeSpring's primary fundraiser where she's raised over \$1 million in donations and is responsible for the creation of strategic partnerships. She also serves on CollegeSpring's national leadership team where she provides direction on strategic growth initiatives.

Prior to CollegeSpring, Kathy was Chief Operating Officer at The Accelerated Schools in Los Angeles, CA where she oversaw all aspects of a charter school organization that served over 1,400 students in grades PreK-12. She was responsible for the planning and management of their \$13.6 million yearly operating budget and was responsible for directing all fundraising activities.

Prior to that, Kathy was Director of Latino Recruitment & Admissions Counseling at Loyola Marymount University, where she successfully increased recruitment of Latino undergraduate students into the University. She has also held positions at UCLA Anderson School of Business as Associate Director of Riordan Programs and at Kaplan Learning Services as Program Manager. Kathy has dedicated her career to helping students develop paths to college, especially Latino students of low income backgrounds, and achieve their dream of going to college. She extends her dedication to creating college pathways for students as an Alma Fuerte board member.

#### **Hazim Rabadi**

Hazim is an accomplished architect and designer of educational facilities. Hazim's proven track record of excellence and innovation in the design of educational spaces will help ensure that Alma Fuerte's facilities consistently support our innovative approach to education. He will support and guide Alma Fuerte through each stage of Alma Fuerte's selection, adaptation, and utilization of facilities, to ensure that our facilities are continuously optimized as they to support our educational mission.

Hazim is a uniquely qualified designer, architect and LEED Accredited Professional, with more than 18 years of experience in the design of educational facilities in California. Hazim currently serves as Associate Principal and Director of the Education Market at TSK Architects. In this role, he has designed and managed projects for schools as diverse as West LA College and USC with budgets that range from two hundred thousand dollars up to \$24 million in construction costs. Before that, Hazim served as Associate and Senior Project Architect at HMC Architects where he led the Master Plan for many K-12 schools, including several school sites for LAUSD. Managing projects ranging from \$1 million to \$64 million in construction costs. Before that, Hazim worked at multiple architecture firms including Perkins & Will, Osborn Architects, JTD Architects, amongst others.

Hazim is especially adept at managing complex projects, assuring that all project goals, deadlines and budgetary parameters are strictly observed and that construction documents and specifications are accurate and concise, ensuring a smooth Bidding Phase with clear expectations for all contractors. Hazim has dedicated his career to building and designing K-12 schools of all sizes, both public and private, with an emphasis on building design that both support and inspire learning, while flexibly accommodating the programmatic goals of teachers and administrators.

#### **Melanie Sauer**

Melanie provides Alma Fuerte with financial and operational management expertise critical to achieving nonprofit sustainability and financial solvency.



Melanie currently serves as Chief Operating Officer at Pacific Oaks College and Children’s School in Pasadena. As a member of the executive leadership team, she provides leadership in finance, facilities, IT, marketing, admissions, student services, advising, financial aid, student accounts as well as managerial oversight of the Pacific Oaks Children’s School. She leads the daily business operations managing an operating budget of nearly \$21 million, with over \$25 million in assets. She also serves as liaison to Pacific Oaks College’s parent organization: TCSES, which has an annual operational budget of \$100+ million.

Previous to Pacific Oaks College, Melanie was Senior Director of Business and Fiscal Services at Southern California Public Media/KPCC in Pasadena, where she served for more than a decade. In that role, she led the daily fiscal and business operations of KPCC. She was also responsible for the strategic long-term planning of the rapidly growing institution with an annual operating budget of nearly \$30 million, with over \$35 million in assets.

In addition, Melanie provides consulting services for non-profit organizations, where she often advises on financial and strategic planning. She is dedicated to education and has served as finance and accounting Instructor in the MBA program at SGU. Through her work with Alma Fuerte, she continues her commitment to provide superior educational opportunities for every child.

## **C. GENESIS OF ALMA FUERTE PUBLIC SCHOOL**

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### **1. PASADENA IS A COMMUNITY THAT DESERVES A NEW EDUCATIONAL OPTION**

Alma Fuerte was conceived for two reasons: Passion and Choice.

As parents, community members, and educational innovators, the founding team is passionate about Pasadena. As the majority of our founding team members resides within the Pasadena Unified School District, we have made it our mission to ensure that Pasadena remains a vibrant and modern community; a place where people absolutely love to live; a model of innovative school options to meet the diverse needs of our community; and a home that continues to provide children – regardless of race, ethnicity, or socioeconomic status - with every imaginable opportunity.

It is this passion that is inspiring us to provide Pasadena parents with access to an additional and excellent public school option - an option where their children do not just become high school and college graduates, but are innovators, creators, builders of business and architects of a better world.

As we look to provide equal access to an excellent education for all children, we see Northwest Pasadena specifically missing three critical components for achieving this vision:

1. Access to public schools which appropriately serve Northwest Pasadena’s many diverse students, especially Hispanic/Latino students, African-American students, and English Learners
2. Availability of a sufficient number of alternatives to traditional public schools
3. Access to an engaging and innovative curriculum aimed at developing entrepreneurs

The following sections describe why we believe each of these needs is important, what evidence we believe demonstrates these unmet needs, and a summary of how Alma Fuerte will serve to fill these needs in the community.

**1. OUR TARGET STUDENT POPULATION AND THE NEED FOR ACCESS TO HIGH PERFORMING PUBLIC SCHOOLS  
IN NORTHWEST PASADENA**

At Alma Fuerte, we are committed to a world where children born into challenging circumstances can transform the trajectory of their lives through the power of public education. In Northwest Pasadena, access is currently limited to high performing public schools, and many students are not afforded the tremendous benefits of a high-quality public education. This is especially true for English learners, low-income students, and youth of color in Northwest Pasadena.

Our target community of Northwest Pasadena includes nine district-operated elementary schools, two district-operated middle schools, and one 6-12 district-operated school. Our target community also includes three charter elementary schools and two charter middle schools. The following table details the student demographics and school wide academic performance of these schools:

School (Grade Levels)	2014-15 Enrollment	2013 Growth API Score	2013 State Rank/Similar Schools Rank	% Met or Exceeded ELA Standard*	% Met or Exceeded Math Standard*	% FRPL	% ELs	% Stud. w/ Disab.	% Hispanic / Latino	% African - Amer.
Franklin ES (K-5)	272	781	4/8	19	10	89	42	2	75	18
Jackson ES (K-5)	419	742	2/4	15	20	88	43	1	76	16
Altadena ES (K-5)	265	760	3/5	11	10	91	28	3	65	28
Cleveland ES (K-5)	210	842	7/3	13	16	89	40	<1	71	26
Washington ES (K-5)	621	771	3/7	17	18	100	60	1	88	8
Longfellow ES (K-5)	512	823	6/8	33	32	83	35	<1	71	15
Roosevelt ES (K-5)	306	854	7/10	17	16	93	57	2	88	7
Madison ES (K-5)	459	714	1/2	14	11	98	66	<1	95	3
Jefferson ES (K-5)	401	731	2/2	19	19	95	48	1	86	6
Charles W. Eliot MS (6-8)	504	649	1/1	15	11	92	18	1	71	22
Marshall Fundamental (6-12)	1960	766	6/2	48	32	67	9	2	62	10
Washington MS (6-8)	621	680	1/3	20	10	94	22	2	82	15
Odyssey (K-8)	458	860	8/4	60	35	23	4	10	35	9
Aveson Global Leader (6-8)	413	723	2/1	45	19	35	2	19	26	16
Aveson School for Leaders (K-5)	424	826	6/1	61	37	12	4	10	21	6
Pasadena Rosebud Academy (K-6)	144	878	8**	55	48	29	6	0	23	69

Pasadena Rosebud Academy Middle (7-8)***	35	N/A	N/A	38	18	43	6	6	20	71
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Source: Dataquest.cde.gov (2013 API and 2014-15 CAASPP Reports) and School SARC.

\* 2015 CAASPP Results

\*\* With fewer than 100 students, this school is a small school and does not have comparable schools.

\*\*\* School's first year of operation was in 2013-14 and no API scores are available.

**Percentage of Students by Subgroup who  
Met or Exceeded Standard in ELA and Math on 2015 CAASPP**

School (Grade Levels)	% MET OR EXCEEDED ELA STANDARD				% MET OR EXCEEDED MATH STANDARD			
	Econ. Disadv.	African-American	Hisp./ Latino	English Learners	Econ. Disadv.	African-American	Hisp./ Latino	English Learners
Franklin ES (K-5)	16%	8%	21%	6%	8%	4%	10%	4%
Jackson ES (K-5)	15%	10%	17%	2%	18%	10%	22%	6%
Altadena ES (K-5)	9%	6%	12%	3%	8%	11%	8%	11%
Cleveland ES (K-5)	13%	3%	16%	12%	16%	10%	18%	17%
Washington ES (K-5)	17%	12%	16%	4%	19%	8%	17%	9%
Longfellow ES (K-5)	25%	35%	25%	9%	23%	28%	23%	15%
Roosevelt ES (K-5)	16%	N/A	18%	7%	15%	N/A	18%	8%
Madison ES (K-5)	14%	N/A	14%	4%	10%	N/A	11%	3%
Jefferson ES (K-5)	18%	N/A	20%	3%	18%	N/A	19%	7%
Charles W. Eliot MS (6-8)	15%	17%	15%	0%	11%	7%	12%	2%
Marshall Fundamental (6-12)	35%	42%	37%	2%	22%	25%	21%	2%
Washington MS (6-8)	18%	15%	12%	0%	9%	19%	8%	0%
Odyssey (K-8)	34%	38%	42%	18%	17%	7%	22%	0%
Aveson Global Leadership (6-8)	34%	25%	40%	N/A	10%	6%	14%	N/A
Aveson School for Leaders (K-5)	38%	N/A	50%	N/A	26%	N/A	23%	N/A
Pasadena Rosebud Academy (K-6)	46%	52%	69%	N/A	40%	45%	56%	N/A
Pasadena Rosebud	37%	32%	N/A	N/A	13%	16%	N/A	N/A

Academy Middle (7-8)								
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As demonstrated in the charts above, of the 12 district-operated schools in Northwest Pasadena, there are only two schools where over 20% of students met or exceeded state standards in ELA or math, according to the 2014-15 CAASPP. On average among the 12 schools, only 15% of students met or exceeded state standards for Math and 13% for ELA. These schools underperformed in comparison to the remaining schools in Pasadena Unified, as well as the state. In addition, on average, only 17% of economically disadvantaged students at district-operated schools met or exceeded ELA Standard according to 2014-15 CAASPP results, and only approximately 15% for Math. On average, only 16% of African-American students met or exceeded ELA standard, and approximately 14% met or exceeded the Math standard. For Hispanic/Latino students, achievement is slightly higher – approximately 19% met or exceeded ELA standard and 16% met or exceeded the Math standard. However, this figure drops substantially - to approximately 4% and 7%, respectively - for English learners.

These achievement rates demonstrate that there is significant opportunity in Northwest Pasadena to improve student outcomes in the community. We believe that when provided a personalized and engaging educational environment, all children, including low-income students, youth of color, and English learners, can achieve at high levels. Our charter petition discusses the research-based methodologies and approaches at Alma Fuerte which will inspire and engage our students to thrive and achieve.

## ***2. AVAILABILITY OF ALTERNATIVES TO TRADITIONAL PUBLIC SCHOOLS***

Parents are a child’s first teacher and best advocate. They understand the holistic needs of their children better than anyone. It is their right as parents to be able to choose the educational option that best serves their child’s unique talents and personality. While Pasadena’s private school participation rate is exceedingly high, parents who seek public school alternatives to Pasadena’s traditional, district-operated schools face limited options. Although the District has made strides in recent years to develop public school options for students including dual-language immersion, science magnet, and international baccalaureate schools, parents are increasingly demanding additional alternatives to traditional public schools. The few charter schools serving K-8 students in the Pasadena and Altadena area are routinely over-subscribed and are unable to meet the demands of all interested families.

Alma Fuerte has conducted significant research in the community regarding the demand for an additional public school option in Northwest Pasadena. As part of this research, Alma Fuerte collected over 150 written statements of interest from parents interested in Alma Fuerte as an option for their children. With Alma Fuerte, parents will have the ability to choose a public school alternative that provides a personalized and engaging educational experience for their children.

## ***3. ACCESS TO A CURRICULUM AIMED AT DEVELOPING ENTREPRENEURSHIP***

When children can innovate and create new solutions to problems, they experience a profound form of empowerment. Through entrepreneurship, they are driven to continuously learn and grow. The uniqueness of the entrepreneurial journey offers opportunities to innovate, create, collaborate, plan, persist through challenges, and manage their emotions along the way - in a way most other pursuits

cannot do. Through this process, they ultimately develop the ability to create a life of their own choosing. By building new businesses and social organizations, this next generation of leaders will drive continued growth and competitiveness for our country's economy.

This is why giving students access to the concepts, skills, and experiences of entrepreneurship is critically important. While some public school entrepreneurship programs exist in Pasadena, they serve a very small percentage of Pasadena's population and are mainly targeted to high school students - such as John Muir High School's Business and Entrepreneurship Academy. Entrepreneurship courses that begin in middle school or high school lose the opportunity of imparting a "creator's intuition" to younger children. Alma Fuerte will foster this empowering "creator's intuition" by offering students opportunities to develop personally relevant and engaging projects in the framework of Common Core State Standards-aligned coursework. Students not exposed to entrepreneurship may never develop these entrepreneurial skills and as a result may never experience the empowerment they bring.

Alma Fuerte will help students develop into empowered and experienced entrepreneurs. Alma Fuerte will start to build the intuition of a leader, creator, and innovator as early as TK and kindergarten. Building on that foundation, Alma Fuerte will increasingly offer students real life experiences they need to actually create and run an organization inspired by their passion and vision.

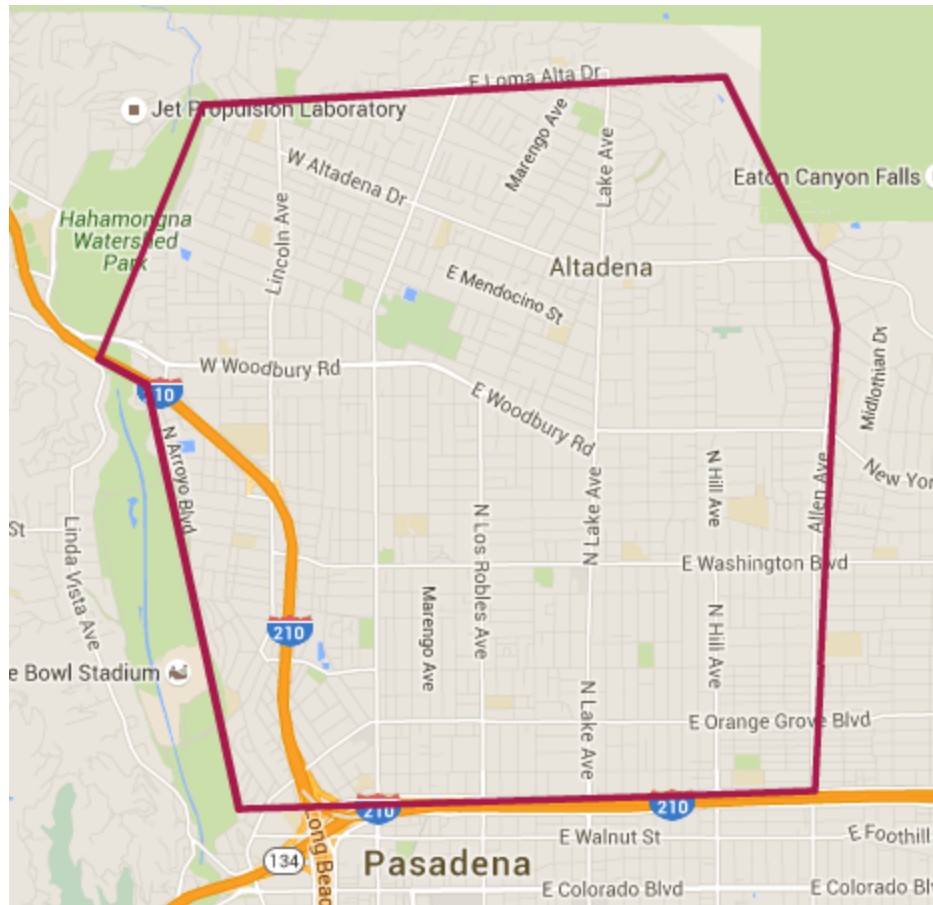
Alma Fuerte seeks to provide the parents and children of Northwest Pasadena an excellent public school that takes an alternative approach to the existing public schools - by preparing students not just for high-school, not just for college, but for 21<sup>st</sup> century careers.

## **II. STUDENTS ALMA FUERTE PUBLIC SCHOOL WILL EDUCATE**

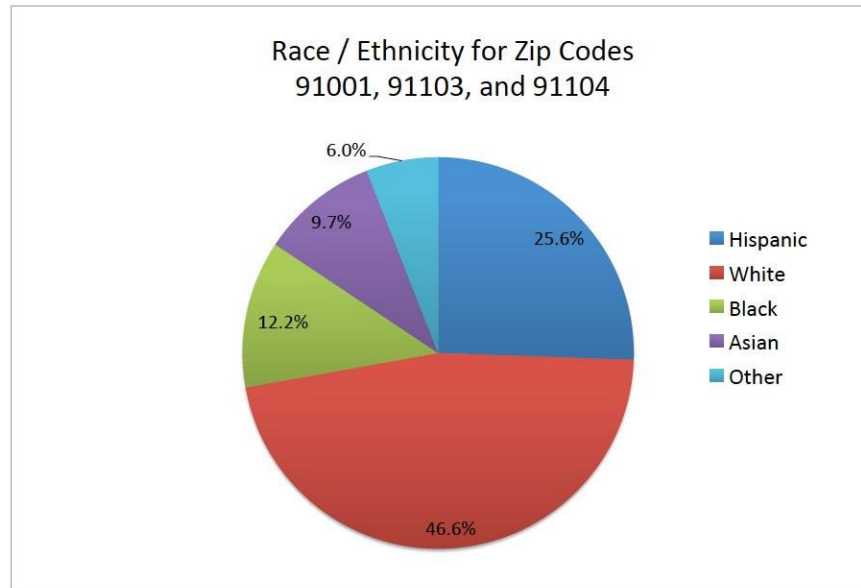
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### ***A. DEMOGRAPHICS OF THE SURROUNDING COMMUNITY:***

As discussed above, Alma Fuerte plans to serve the Northwest Pasadena community, currently served by the 12 district-operated schools and five charter schools presented above. Alma Fuerte will be open to all students who wish to attend, although we will focus our recruitment efforts (see *Element 7: Racial and Ethnic Balance*) on Northwest Pasadena/Altadena (including portions of zip codes 91001, 91103 and 91104), as illustrated by the map below:

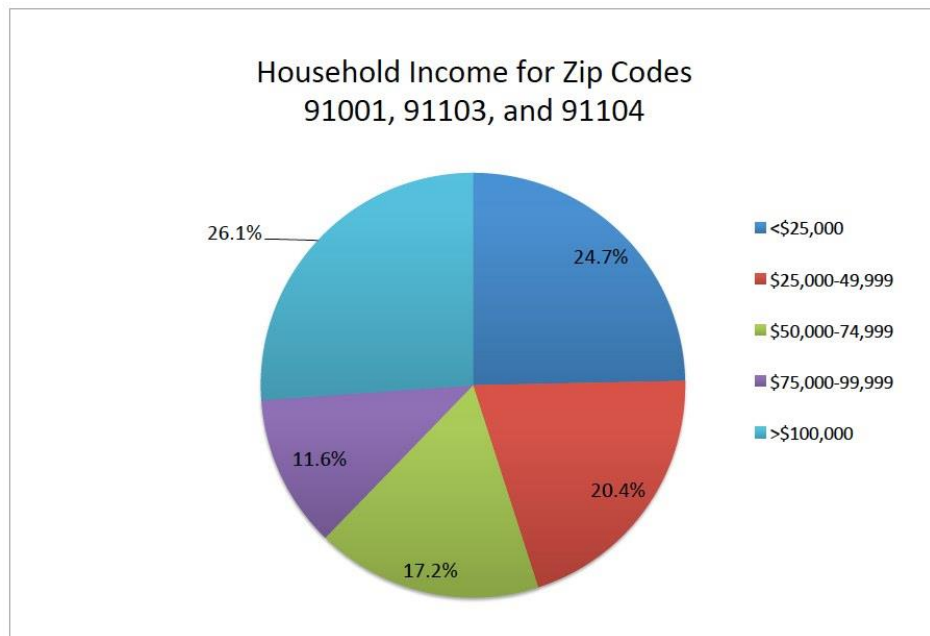


Within this geographic area, 46.6% of residents are Hispanic, 25.6% White, 12.2% Black, and 9.7% are Asian. The community is home to thousands of recent immigrants including significant populations from Mexico and Armenia. In zip code 91104, 34.4% of residents are foreign-born. Additionally, around 1% of children in ZIP Codes 91001, 91103, and 91104 are likely foster youth, as they are reported in the U.S. Census as children under 18 living with non-relatives. (factfinder2.census.gov (2010 Census).)



Source: [factfinder2.census.gov](http://factfinder2.census.gov) (2010 census).

This community also includes significant percentages of families with children who live below the federal poverty line -- in 2010, the federal poverty threshold for a family of four was \$22,050. ([aspe.hhs.gov/poverty/10poverty.shtml](http://aspe.hhs.gov/poverty/10poverty.shtml).)



Source: [factfinder2.census.gov](http://factfinder2.census.gov) (2010 census).

Not surprisingly, this income range is consistent with the educational attainment levels in the community. While in Pasadena as a whole, 84.5% of residents over age 25 have a high school diploma or higher level of education, in zip code 91103, only 68.8% have a high school diploma or higher. Of

greater concern, 37.6% of residents over 25 in 91103 do not have a high school diploma (compared to 16% citywide). *Source: factfinder2.census.gov - 2008-2012 American Community Survey 5-Year Estimates.*

We anticipate that our student population will be comprised of a significant number of economically disadvantaged students and English learners. We also anticipate that our student population will include students with special needs, foster youth, as well as low-achieving students. It is our privilege to have designed our program not just to prepare students to become creators, leaders, and innovators, but to meet students where they are in their learning journey, as individuals with unique needs and dreams. We seek to provide a safe, high-quality, and personalized educational option for families in this community, to ensure that all students receive a world-class education and build the foundational conceptual, emotional, social, and entrepreneurial skills needed to succeed in high school, college, and beyond.

## **B. PROJECTED ENROLLMENT**

Alma Fuerte Public School intends to open in August 2017 with approximately 125 children in grades TK-2, expanding each year to ultimately reach approximately 450 students in grades TK-8.

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections over a five-year charter term, with class sizes of 25 students per class:

	2017-18	2018-19	2019-20	2020-21	2021-22
TK/K	50	50	50	50	50
1st grade	50	50	50	50	50
2 <sup>nd</sup> grade	25	50	50	50	50
3 <sup>rd</sup> grade		25	50	50	50
4 <sup>th</sup> grade			25	50	50
5 <sup>th</sup> grade				25	50
6 <sup>th</sup> grade					25
7 <sup>th</sup> grade					
8 <sup>th</sup> grade					
<b>TOTALS</b>	<b>125</b>	<b>175</b>	<b>225</b>	<b>275</b>	<b>325</b>

Alma Fuerte plans to add Seventh Grade in Year 6 (2022-2023) and Eighth Grade in Year 7 (2023-2024), during its second charter term.

Alma Fuerte plans to offer Transitional Kindergarten (TK), pending continued funding from the State. We note that at the time of submission of this Charter Petition, however, funding for the State's TK program was excluded from the Governor's budget.

Transitional kindergarten will be the first year of a two-year kindergarten program. It will be provided for students who do not meet the age eligibility for kindergarten but meet those required for TK – that is, students born after September 2nd and before December 2nd. Eligible transitional kindergarten students will be included in the kindergarten lottery. The TK curriculum will be based on the Common Core State Standards, Alma Fuerte's project-based and blended learning curriculum and instructional strategies, and will follow the requirements of SB 1381 in providing a modified curriculum that is both



age and developmentally appropriate. Utilizing a combination classroom approach, emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social studies, and English language development.

### **III. INTRODUCTION TO ALMA FUERTE’S EDUCATION PROGRAM**

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Our educational program is dedicated to helping our target population achieve the vision of becoming the leaders, creators, and innovators of tomorrow. To realize this vision, we have established goals to assure that Alma Fuerte stays true to our mission. Further, through our experience as educators, we also have developed a series of beliefs about how students in our target population best learn that shape the educational philosophy for Alma Fuerte. We have integrated our goals and philosophy to develop an educational program and curriculum that will ultimately achieve our mission. The remaining sections of Element 1 describe the following:

- Our Educational Goals
- Our Educational Beliefs
- Our Educational Philosophy
- Our Educational Program
- Our Curriculum
- Additional detail about how our Educational Program will be implemented. We do this by describing a typical “Day in the Life” of an Alma Fuerte student, presenting our calendar and daily schedule, and describing how we will serve the needs of the subgroups that we anticipate, based on our demographic research and experience, to comprise our student population.

### **IV. THE GOALS OF ALMA FUERTE’S EDUCATIONAL PROGRAM**

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To assure that we are staying true to our vision, we have developed the following goals. Our goals have been established to ensure that our students become:

- A 21<sup>st</sup> Century Achievers
- Self-motivated Learners
- Lifelong Learners
- Competent Students

#### **A. A 21ST CENTURY ACHIEVER: ALMA FUERTE WILL PREPARE STUDENTS TO BE EDUCATED CITIZENS IN THE 21ST CENTURY**

Our students will have opportunities and face challenges that we cannot even imagine today, as technology developments change our world at a pace never before experienced in human history. Unimaginable amounts of information – updated in real-time – are available on tiny portable devices, so that children today who ask questions can simply “google” the answers with remarkably little effort. The personalization of technology and the devices used to access its offerings are causing continuous “disruptive innovation” for young children today. The impact on global economies and virtually every industry and every household cannot be overstated.

Yet with all of this technology and knowledge, the solutions to questions and challenges we face

cannot be “googled.” Instead, they must be discovered, crafted, inspired, tested, and refined. These are not the skills and capabilities that our educational system is designed to provide. A school that fosters entrepreneurial skills, is critical to success in the 21<sup>st</sup> century.

Today, our students must enter the workforce with the ability to solve problems, invent, create and explore. Thomas Friedman describes a relevant education that best prepares Americans for the global economy as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Thomas L. Friedman, *The World is Flat* (2005).) Defining an “educated person in the 21st century” is perhaps more important now than at any time in the past several decades. There is a growing recognition of the fact that problem-solving skills, an ability to think critically and analytically, and a true passion for learning are not ideals, but imperatives.

Alma Fuerte will ensure that our students matriculate from our school as educated persons in the 21<sup>st</sup> Century who can:

- Demonstrate persistence in meeting high expectations through a strong work ethic and self-motivation;
- Work collaboratively with others both as a leader and a thoughtful participant, respecting diversity and demonstrating a desire to effect positive change in the community;
- Listen and actively engage, express themselves effectively in writing and orally;
- Be able to use technology to access, produce, distribute and revise information and digital content;
- Can apply logic as well as creative thinking to solve problems by asking questions, forming hypotheses, engaging in trial and error and reflecting;
- Exhibit entrepreneurial skills when pursuing projects and a curiosity to discover and take innovative and inventive risks.

#### **B. ALMA FUERTE WILL ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS**

The program at Alma Fuerte has been carefully designed to develop students to be self-motivated and competent, who view *themselves* as lifelong learners:

- Self-motivated learners: Decades of research on self-motivation found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student-centered, differentiated, hands-on instruction (autonomy), students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn. Our project-based learning and blended learning approaches offer students daily opportunities for self-direction and autonomy to accelerate their learning.
- Competent learners: Through “backwards design” and a relentless focus on student achievement data, Alma Fuerte teachers will ensure that learning objectives are met. Students will have multiple opportunities for practice through our extended day model, and will continuously be asked to reflect on their own learning to help them gain understanding of the

way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

- Lifelong Learners: Beyond mastering specific skills and facts, students at Alma Fuerte will learn *how* to learn. Student learning at Alma Fuerte will be structured in the context of real-world scenarios providing individually meaningful context. In this way, students actively participate in their own learning, seeing the relevance and applications of their education, their daily lives and the larger world. Thus, well beyond the mastery of specific skills and knowledge, students at Alma Fuerte will develop a *lifelong* ability to continue to learn.

### C. ALMA FUERTE’S ANNUAL GOALS: THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE §47605(B)(5)(A)(ii)

Student academic and personal progress is of the highest priority at Alma Fuerte. Alma Fuerte recognizes the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating academic growth and progress throughout their schooling. Alma Fuerte will pursue a detailed set of outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

Element 2 of this charter petition contains a more detailed explanation of the School’s annual goals for all pupils, activities and services to reach them, and methods of measurement to determine progress toward them, pursuant to California Education Code § 52052. On an annual basis, Alma Fuerte will engage stakeholders in preparing a Local Control and Accountability Plan, based on the goals discussed in the table below, that sets goals for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals and fiscal allocations to support these actions. The Charter School shall use the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5 and submit the LCAP to its authorizer and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s measurable pupil outcomes that align with the state priorities and the goals and actions to achieve the state priorities, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

#### **STATE PRIORITY #1— BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

TEACHERS	
GOAL	Students will receive instruction from highly qualified and appropriately assigned teachers.
ACTIONS AND SERVICES	<ul style="list-style-type: none"> <li>Recruit highly qualified teachers.</li> <li>Provide professional development and training.</li> <li>Conduct annual evaluations that identify student performance as the most important evaluation criteria.</li> <li>Verify that all core subject teachers hold valid CA Teaching Credential with appropriate English learner authorization.</li> </ul>
INSTRUCTIONAL MATERIALS	
GOAL	Students will use current CCSS aligned resources.
ACTIONS AND SERVICES	<ul style="list-style-type: none"> <li>Purchase CCSS aligned texts, resources, and materials.</li> <li>Provide CCSS professional development opportunities.</li> <li>Conduct formative, interim and summative CCSS aligned assessments.</li> </ul>
FACILITIES MAINTENANCE	
GOAL	Students will learn in clean and safe facilities.
ACTIONS AND SERVICES	<ul style="list-style-type: none"> <li>Provide daily janitorial service.</li> <li>Inspect facility according to daily, monthly, and annual facility checklists.</li> <li>Conduct and document required maintenance and repairs.</li> <li>Provide board updates on facilities issues at each regular board meeting.</li> </ul>
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
CCSS	
GOAL	Students will master CCSS standards.
ACTIONS AND SERVICES	<ul style="list-style-type: none"> <li>Use constructivism, project based learning, targeted learning (Rotational model), and social emotional learning.</li> <li>Provide CCSS professional development opportunities.</li> <li>Conduct formative, interim and summative CCSS aligned assessments, including NWEA MAP testing.</li> <li>Participate in state standardized testing.</li> </ul>
EL Academic Content Knowledge	
GOAL	EL students will gain academic content knowledge.
ACTIONS AND SERVICES	<ul style="list-style-type: none"> <li>Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies.</li> <li>Provide annual EL focused professional development.</li> </ul>
EL English Language Proficiency	

<b>GOAL</b>	EL students will become English language fluent.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies.</li> <li>• Purchase and use ELD curriculum.</li> <li>• Provide annual EL focused professional development.</li> </ul>
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>PARENTAL INPUT</b>	
<b>GOAL</b>	Students will benefit academically from parent engagement.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Recruit and select parent representatives to the governing board.</li> <li>• Recruit and select parent representatives to the School Advisory Council (at least 3 parents).</li> <li>• Recruit and select parent representatives to the Title 1 Committee.</li> <li>• Recruit and select parent representatives to the English Learner Advisory Committee.</li> <li>• Post opportunities and meeting dates on school website and provide access to school computers for parents.</li> <li>• Agendize reports from the above committees and annual survey at each regular board meeting.</li> <li>• Seek parental input for LCAP development and updates through the following: fall and spring meetings, classroom surveys, online annual survey.</li> </ul>
<b>PARENT PARTICIPATION</b>	
<b>GOAL</b>	Students and the school as a whole will benefit from parent participation at school.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Post volunteer opportunities list and schedule.</li> <li>• Communicate with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs.</li> <li>• Conduct parent training sessions on: CCSS, entrepreneurship, standardized testing, volunteer opportunities in governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board.</li> </ul>
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> <li><i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i></li> <li><i>The Academic Performance Index (API)</i></li> <li><i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li><i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></li> </ol>	

<p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
<b>CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>GOAL</b>	Students will demonstrate academic growth on state standardized assessments.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Use research-based teaching methodologies.</li> <li>• Provide appropriate CCSS aligned instructional materials.</li> <li>• Implement a tiered intervention program.</li> <li>• Provide CAASPP test preparation.</li> <li>• Disaggregate test data to modify curriculum and instruction.</li> </ul>
<b>AYP or comparable measure established by the SBE</b>	
<b>GOAL</b>	Alma Fuerte will meet or exceed AYP or comparable measure.
<b>ACTIONS AND SERVICES</b>	See CAASPP above
<b>ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL</b>	EL students will become fluent in the English language.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Administer home language survey.</li> <li>• Administer CELDT as appropriate.</li> <li>• Purchase ELD curriculum.</li> <li>• Use SDAIE and ELD instructional strategies as described in charter.</li> <li>• Provide annual EL focused professional development.</li> </ul>
<b>EL RECLASSIFICATION</b>	
<b>GOAL</b>	EL students will become fluent in the English language.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Administer home language survey.</li> <li>• Administer CELDT as appropriate.</li> <li>• Purchase ELD curriculum.</li> <li>• Use SDAIE and ELD instructional strategies as described in charter.</li> </ul>
<p><b><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></b></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. <i>School attendance rates</i></p> <p>B. <i>Chronic absenteeism rates</i></p> <p>C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i></p> <p>D. <i>High school dropout rates</i></p> <p>E. <i>High school graduation rates</i></p>	
<b>STUDENT ATTENDANCE</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.

<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Conduct parent training on importance of attendance.</li> <li>• Implement attendance policies and procedures to identify absent students.</li> </ul>
<b>CHRONIC ABSENTEEISM</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Conduct parent training on importance of attendance.</li> <li>• Implement attendance policies and procedures to identify absent students.</li> <li>• Immediately contact parents of absent students.</li> <li>• Meet with parents and high incident absent students to identify absence contributing factors. Address as appropriate.</li> <li>• Implement SST as appropriate.</li> <li>• Develop school/student/ parent attendance agreement</li> </ul>
<b>MIDDLE SCHOOL DROPOUT PREVENTION</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Identify high risk students based on attendance, behavior, and academic progress.</li> <li>• Convene and implement SST.</li> <li>• Provide student and family resources including referrals.</li> </ul>
<b><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></b> <i>School climate, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> <li><i>Pupil suspension rates</i></li> <li><i>Pupil expulsion rates</i></li> <li><i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></li> </ol>	
<b>PUPIL SUSPENSION</b>	
<b>GOAL</b>	All stakeholders will help to develop, and be respectful of, the school culture, including school safety.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter.</li> <li>• Implement SST as appropriate.</li> <li>• Co-Directors and teachers will use restorative justice practices.</li> </ul>
<b>PUPIL EXPULSION</b>	
<b>GOAL</b>	All stakeholders will help to develop, and be respectful of, the school culture.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter.</li> <li>• Implement SST as appropriate.</li> <li>• Co-Directors and teachers will use restorative justice.</li> </ul>
<b><u>STATE PRIORITY #7— COURSE ACCESS</u></b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including</i>	

programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

*“Broad course of study” includes the following, as applicable:*

*Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*

*Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

#### **COURSE ACCESS**

<b>GOAL</b>	Students have access to an education program that maximizes their learning opportunities with multiple entry points that meet current levels of knowledge and skill.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Provide a comprehensive education program to meet the learning levels of students at all grades in each subject.</li> <li>• Provide supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students.)</li> </ul>

#### **STATE PRIORITY #8—OTHER STUDENT OUTCOMES**

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

#### **ENGLISH LANGUAGE ARTS**

<b>GOAL</b>	Students will achieve grade level proficiency.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• All students will participate in Readers Workshop, Writers Workshop, and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.</li> <li>• Implement instructional strategies; Reading &amp; Writing workshops: small group work, one-to-one conferring, reading intervention, speaking skills development, narrative and response to literature.</li> <li>• Provide time for teacher collaboration to support student learning goals.</li> <li>• Provide after school tutoring three times per week.</li> </ul>

#### **MATHEMATICS**

<b>GOAL</b>	Students will achieve grade level proficiency.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Provide Singapore Math instruction and ST Math, a blended learning technology-based Math program, 5 days per week.</li> <li>• Implement focused instructional strategies: small group work, one-to-one assistance, peer tutorial support, after-school tutorial.</li> <li>• Provide time for teacher collaboration to support student learning goals.</li> <li>• Provide after school tutoring three times per week.</li> </ul>

#### **SOCIAL SCIENCES**

<b>GOAL</b>	Students will achieve grade level proficiency.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Provide direct instruction in American history, world history, government,</li> </ul>



	<p>geography and economics using the CA History-Social Science Content Standards and Social Studies Alive! (K-5) and History Alive! (6-8) programs.</p> <ul style="list-style-type: none"> <li>• Explore non-fiction and historical fiction texts.</li> <li>• Provide Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.</li> </ul>
<b>SCIENCE</b>	
<b>GOAL</b>	Students will achieve grade level proficiency.
<b>ACTIONS AND SERVICES</b>	<ul style="list-style-type: none"> <li>• Use inquiry-based strategies to support student understanding of science concepts.</li> <li>• Use CA NGSS to guide instruction.</li> <li>• Use FOSS kits, scientific experiments and research</li> <li>• Create hands-on projects during which students gather and analyze data.</li> </ul>

## V. OUR BELIEFS ABOUT HOW LEARNING BEST OCCURS

The Alma Fuerte educational program components are foundationally based on the simple belief that “Education should be child centered.” (John Dewey, 1902.) Based on our mission and the needs of the Northwest Pasadena community, Alma Fuerte Public School will be guided by the following beliefs, which is reflected in our core educational approaches described in this petition:

**High Expectations:** We believe that children best learn when they are challenged and held to high expectations, yet given appropriate, individualized support to achieve goals. At Alma Fuerte we believe that every student has the capacity to change the world. We will hold students to high expectations not just through in core subject academics, but in how they interact with their peers and how they manage their emotional lives.

Students will experience this belief in many ways, as example: students will be evaluated on how they contributed to the projects of their peers and not only their personal score.

**Individualized Education using Digital Tools:** We believe that every student learns in his or her own unique way. To fully realize our students’ learning potential, we must provide them with a highly individualized education. To accomplish this, we believe in the power of technology – students will experience this primarily through our blended learning approach described later in this petition.

Students will experience this belief in many ways, as example: through digital software such as ST Math that provides them with mathematical lessons that move at their pace and enhances their digital fluency and expertise.

**Culturally Responsive Teaching:** No student will come to Alma Fuerte as a “blank slate.” They will bring with them their learned beliefs, values, and culture. If we are to provide each student with an excellent education, we must meet him or her where they start. As Linda Darling-Hammond says, “If what students know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand

what students are thinking and how to connect with their prior knowledge if they are to ensure real learning” (Darling-Hammond, 2008).

One implication of this belief is that Alma Fuerte will utilize culturally relevant pedagogy. Students will experience this belief in many ways, as example: reading materials that reflect their culture and teachers who investigate their beliefs and values, and use that insight to motivate the students.

**Entrepreneurship Skills are Necessary for 21st Century Careers:** We believe that children will inherit a world where achieving success will require new skills, capabilities, and expertise. As parents, we want our children to be the innovators, creators, and leaders of tomorrow. To do this, we will offer support and guidance for students in encountering real-world learning experiences in creating organizations and businesses from scratch or working on projects of service or social value. Students will also gain the capacity and persistence to learn how to use entrepreneurial skills and bring their unique visions to their futures.

We believe that for children to become truly successful, they must learn that there is no one path to success. It is our hope to instill in our students the confidence to take the risks of an entrepreneur and respond to failure as an opportunity to learn and grow. In this effort our staff will coach students to value persistence, critical thinking and problem-solving until they can find a solution that helps them chart a reasonable path or course of action.

**Emotional Intelligence to Promote Learning and Resiliency:** Emotions mediate learning and ultimately a person’s success. As a result, we believe that emotional intelligence is critical to a student’s long-term success. Students at Alma Fuerte will learn to manage their emotions and decision-making at the earliest age possible through our Social-Emotional Learning (SEL) curriculum, as described later in this petition. We will help student cultivate self-awareness and emotional fortitude in our school culture to guide our students to persist through difficult times, maintain their focus, and to have the discipline to prioritize long-term goals.

Our SEL curriculum will also help children adopt empowering beliefs. If children believe they can learn, they then have the confidence in themselves to persist through the hardest challenges. Through a holistic approach to learning, students have continuous opportunities to express their skills, talents and intelligence across a variety of contexts. “If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Howard Gardner, Multiple Intelligences: New Horizons, 2006.)

Students will experience this belief in many ways, as example: student assignments won’t just include evaluations of student’s core subject knowledge, but will evaluate how the felt during the test and lessons will be planned to help students reframe disempowering emotions like extreme test anxiety as empowering feelings such as persistence.

**Real World Experience:** We believe that learning is most effective when it is active and experiential. A visitor to our school will notice how incredibly active our students are – building, testing, debating, and creating real-life artifacts that demonstrate their conceptual understanding of the skills and content they have learned. We believe that this engagement and opportunity for truly deep understanding will inspire our students and motivate them to learn.

Instruction is not presented in a “one-size-fits-all” abstract lesson but rather is child-centered and grounded in experiences in students’ lives and outside of school. We reject the assertion that school should be “premised on the notion that there exists a fixed world that the learner must come to know,” and instead favor an approach where the construction of new knowledge is “as highly valued as the ability to demonstrate mastery of conventionally accepted understandings” (Brooks and Brooks, 1999).

Students will experience this belief in many ways, as example: by using content is meaningful to students’ daily experiences and realities. For example, students will be challenged to pick a friend or family member and do an ethnographic study on them that culminates in a product idea that helps them solve a problem that the student observed.

**Student Driven:** We believe that innovators are self-directed and comfortable going in their own direction. To develop this capacity in our students, we will given students agency over the direction of their learning experience. This is an idea put for they Freire, “Students are engaged and can be actively involved in their own learning.” (Freire, 1972.)

**A Supportive Learning Environment:** We believe that the environment a student learns in significantly affects their learning performance. When students feel safe, nurtured, valued and well known in a small, caring school environment with clear and consistent expectations for student and adult conduct, learning flourishes.

Students will experience this belief in many ways, as example: students will be valued and recognized for taking innovative leaps in creative assignments. The “Crazy Idea” award will create a safe space for innovative ideas and risk taking.

## **VI. OUR LEARNING PHILOSOPHY**

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Our beliefs about how students best learn inform our learning philosophy. Additionally, Alma Fuerte will incorporate and integrate some of the most proven educational philosophies, and “best thinking” in education derived from both the instructional designs of some of the best schools, such as Summit Charter Schools, Rocketship, High Tech High, KIPP LA (especially its blended learning instructional model as implemented at KIPP Raices), and the educational research of John Dewey, Jean Piaget, Lev Vygotsky, Maria Montessori, John Gardner, Linda Darling-Hammond, and many others.

Specifically, our beliefs inform four educational philosophies which ultimately inform our programmatic approaches, curricular selection, assessment, and student relationship. These philosophies include:

- (1) Personalization
- (2) Culturally Responsive Pedagogy
- (3) Increased Time on Task
- (4) Data-Driven Instruction

### **1. PERSONALIZATION**

Our belief that every student learns in a unique way inspires our philosophy that every opportunity will be taken to personalize a student’s learning experience at Alma Fuerte. While not every experience at

Alma Fuerte can be completely individualized to the student, personalization will act as a lens through which teachers and school leadership will make decisions.

For example, students will experience our personalized approach during their Math rotation as they interact with mathematics software that moves at their pace and diagnoses learning deficits and alters their content to address the students' individual needs.

Another example of personalization occurs during a student's Capstone Entrepreneurship project. During this culminating assignment students are given agency to choose to start a business or organization that interests them. Throughout the project, teachers will then work individually with students to help the student progress. This will give students personalized guidance on core subjects, SEL, and entrepreneurship.

### **Multi Modal**

We also believe that personalization means providing enough learning modalities to for all students to connect with the subject matter. For example, some students may generally favor a visual presentation style, while others favor a kinesthetic style. Some students may prefer a guided style of instruction and some may prefer an exploratory style. Personalization in this context means creating enough different ways of presenting and engaging with content such that students can feel comfortable acquiring the knowledge, getting exposure to alternative learning modalities, and deepen their understanding of the information.

For example, a student learning to add fractions will experience multi-modal personalization through both digital presentation of the concept, direct instruction from their teacher on the concept, peer-to-peer tutoring on the concept, and projects based lesson.

### **Operationalization of our Personalization Philosophy**

Personalization will be facilitated through our SIS/LMS, which integrates data from our digital and traditional assessments and allows teachers to regularly review the progress of each student as they navigate through their Individualized Learning Plans (ILPs).

A critical tool teachers will use to accelerate student learning at Alma Fuerte is the ILP. ILPs are meant to engage students and empower them to be in charge of their own learning. This strategy is aligned with our belief that when students graduate from our school, they will need to possess the self-management skills to navigate their world and become successful.

Learning plans have been linked to a variety of developmental outcomes, including improved academic motivation, engagement, decision-making and personal accountability—characteristics that are increasingly seen as essential for success in postsecondary education and work. (Casner-Lotto, J. & Benner, M.W. (2006)). <http://www.renniecenter.org/research/StudentLearningPlans.pdf--Link>

Learning plans are student-driven planning and monitoring tools that provide opportunities to identify educational, social, emotional, achievement, and entrepreneurial goals. They provide a framework for students to explore options and in doing so help them develop the skills necessary to be autonomous, self-regulated learners.

At Alma Fuerte, students will be taught explicitly by teachers in Grades TK-8 how to develop and compose goals and action plans. They will also be taught methods to reflect on their progress and

amend their action plans. Teachers will model successful ILPs by providing options and choices for students to consider the next reasonable steps to achieve their goals and will monitor the student's journey towards reaching their targets. The planning process will help students learn how to prioritize, organize and make productive decisions about their learning paths.

As students are promoted from the primary grades through the intermediate grades and finally in middle school, these plans will become more and more complex. In Grades TK/K and 1, Individualized Learning Plans will be simple. Each plan minimally will include a one sentence goal and a one sentence action plan which the teacher initiates through a sentence frame and which may have to be dictated by the student to the teacher. By grades 3-8, the written learning plan will include the following goal areas:

- Academic Skills
- Character Education/Behavioral Dispositions
- Enrichment or Projects such as in Project Based Learning
- Short and Long-Term Interests
- Capstone Project

Updating student ILPs will occur regularly. Teachers will meet daily with primary grade students in groups or individually to review learning assessments, decisions about the work for the day, as well as facilitate problem-solving to mitigate barriers students are facing with their progress. Students will have a Daily Plan, intended to help students stay on track towards achieving their ILP. It is an important part of developing self-management and habituating long-term planning, critical achievement skills that facilitate the student taking ownership of their learning experience. The Daily Plan will be part of every night's homework. Every morning, students submit their plans to their teacher for their morning meeting. Students will also use their formative and summative assessment results to inform their ILP updates. In Grades 4-8, students will create weekly exit reflections in their individualized learning plans about their progress. These exit reflections will be reviewed by teachers and conferences will be scheduled with students to review their progress in the 4 areas noted above minimally twice a month. These students will also have opportunities to work with a peer partner to coach each other reciprocally on their plans. Individualized Learning Plans will also become an integral part of student portfolios.

Finally, student-led parent conferences will include the student's ILP in discussions with parents about the goals the student has developed and their progress towards meeting those goals. Students will learn how to ask for assistance from parents to meet their goals. Examples could be: a student might ask a parent for a study corner at home or request that the family turns off the television for an hour a night for family reading time. Individualized learning plans will align with the personalized learning objectives we have as a foundation for teaching and learning at our school.

## ***2. CULTURALLY RESPONSIVE TEACHING***

Culturally Responsive Teaching (CRT) is an extension of our personalized approach. Culturally Responsive Teaching requires that teachers teach to and through their students' culture. As such, it is imperative that the curriculum is made relevant through reference to their cultural understanding. At Alma Fuerte, a student's culture, beliefs, and values will be integral to how students are taught. Ladson-Bilings (1994) highlighted the following characteristics of culturally responsive teachings:

- [\*Positive perspectives on parents and families\*](#)
- [\*Communication of high expectations\*](#)

- [Learning within the context of culture](#)
- [Student-centered instruction](#)
- [Culturally mediated instruction](#)
- [Reshaping the curriculum](#)
- [Teacher as facilitator](#)

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when they can build on topics of interest, as “modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.” (Tomlinson, 2003.) At Alma Fuerte, this cultural context will be integrated throughout learning as students, teachers and school community members with varying backgrounds and experiences come together to learn from one another. We embrace the notion that what works for one student and what holds meaning and resonance for one will not work for all, thus teachers will be supported in continuously adapting learning to serve student needs, rather than expecting students to adapt to the curriculum.

At Alma Fuerte, teachers will capitalize on students’ cultures, beliefs, and values building on the work of Gay (2000) that highlighted the following characteristics of culturally responsive teachers:

- Positive relationships with parents and families
- High expectations for student achievement
- Student centered learning, with the teacher as facilitator.
- Caring
- Recognize diversity
- Foster warmth and safety
- Cultivate community
- Help develop critical consciousness
- Build confidence
- Treat everyone with equal human worth
- Acknowledge differences
- Promote solidarity
- Deal with racism and power dynamics
- Teach identity and pride

When screening teaching candidates, Alma Fuerte will seek teachers who have expertise employing CRT in their classrooms. Further, all teachers will be provided with opportunities to gain professional development in CRT. CRT will be integrated into Alma Fuerte through home visits and invitations to parents to come and share their experiences with the teaching staff. Another example of integrating CRT will be that teachers will be provided a significant amount of time for “Lesson Study.” During Lesson Study, teachers will get together to develop a unit or a lesson leveraging their expertise in CRT. One teacher will implement the lesson and the team will re-work the lesson based on their experience. Teachers will then rotate implementing these lessons.

Students will directly experience our Culturally Relevant Teaching philosophy in every area of the education. For example, readings will be selected to more accurately represent the culture of the

student and Social Studies assignments will allow students research and study the history of their culture.

### **3. INCREASED TIME ON TASK**

Our beliefs require students to have the time to explore and experience our curriculum at a pace reflects their individual need to process the information. This is our philosophy of providing the maximum amount of time possible for students to learn and progress.

Students will experience this philosophy through our extended school day, which allows for more time for students to engage in an in-depth and fully engaged way. Backed by research, our educational model reflects our belief that extending learning time for students in need of support can bridge the academic gap by providing students with the time they need to master subject content (Dodd, 2002). As a result, we are extending our school day. Alma Fuerte students will have access to more time for learning – arriving at 8:15 a.m. for intervention – and continuing to be engaged in active learning until the day ends at 3:15 p.m. The school day will typically extend to 4:15 p.m. while students engage in tutoring sessions that, similar to the rest of their school day, are tailored to meet students' individual needs.

To accommodate this we have increased the length of our school day and increased the length of our school year, as reflected in the school schedule presented in this petition.

### **4. DATA-DRIVEN INSTRUCTION**

At Alma Fuerte, our instructional staff will regularly gather and analyze student achievement data to drive instruction. Our approach employs “backwards design” to establish and assess student progress toward learning expectations, and frequent assessment and analysis of student achievement data will help to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

#### **a. Backwards Design**

Alma Fuerte teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998) and begin with the question: “What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

**1. Identify desired results:** Beginning with the California State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the



classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

*2. Aligning Assessments to the Desired Results:* Recognizing that standards-based instruction will be integrated into larger projects and thematic units, it is essential that teachers assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods and tools including both formative and summative. Methods will include online assessments, quizzes or tests aligned with the style students will encounter on standardized-assessments as well as other checks for understanding such as qualitative evaluations, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance. The Co-Director, Academics will oversee and support teachers in their assessment process.

*3. Differentiating Instruction to Meet the Needs of All Learners:* Once students’ learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement. Weekly collaborative teacher planning time is written into our schedule to afford teachers the time for these activities.

Additionally, we will provide each student with an Individualized Learning Plan, with annual and interim learning goals, progress toward which will be assessed on at least a monthly basis. Formative and summative assessment data will inform an individual student’s academic goals. Through collaborative planning times, teachers will meet to discuss student goals. Teachers will conference with students and parents to seek input and feedback to develop these learning plans. As students progress at Alma Fuerte, they will assume greater responsibility for managing their own learning plan under their teacher’s direction. This will require scaffolding over the years to teach and build the habits associated with successful time management and goal attainment.

#### **b. How Data will be Used to Inform Instruction**

Alma Fuerte’s online learning tools will not only provide personalized and targeted learning for all students, but will provide critical real-time data for teachers. ST Math and Achieve 3000 will be utilized at all grade levels to provide teachers and school leaders – and parents -- with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered and which skills require more instruction. These reports are tied directly to state content standards so that summative data show student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily aggregate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons and professional development can all be tailored directly to student needs.

As discussed in Element 3 of this petition, this online data, in addition to a variety of formative and summative assessment data generated by end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and



presentations will be used to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

On a monthly basis, the Co-Director, Academics will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, teachers will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators on a monthly basis. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including CAASPP and CELDT/ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs student grouping, reading levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our teaching practice. Teachers and students will collaborate to set measureable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Teachers within each grade level will be provided with monthly common planning time to examine data.

The Co-Director, Academics will monitor the progress of all subgroups (particularly English Learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Instruction will adapt based on student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice.

Frequent and varied assessments, including pre- and post-assessments of student achievement, will provide valuable information to teachers when planning instruction. These assessments will serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes will also allow interested parties outside of the school to evaluate the academic success of Alma Fuerte.

Furthermore, teachers will have the opportunity to observe their peers' teaching to provide feedback to and learn from one another. During teacher collaboration time, they will share observation feedback and reflect on their practices, led by the Co-Director, Academics. Based on this inquiry and discussion, teachers will calibrate, refine curriculum, and identify best practices.

## **VII. ALMA FUERTE'S CORE EDUCATIONAL PROGRAMMATIC APPROACHES**

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Our Educational Philosophy informs how we have designed our Educational Program. As mentioned above, we believe that instruction should be personalized, culturally responsive, data-driven, and expanded to allow for more time on task. We believe that these best address the needs of the diverse students we will serve. These beliefs guide our standards-aligned educational program, as described below.

Instruction at Alma Fuerte is first based on state standards, including the Common Core and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Alma Fuerte's integrated and balanced instructional approach will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success: mastery of content – authentic understanding and the ability to apply learning, in context, across subject domains.

Alma Fuerte's core programmatic approaches are based in "best practices" and leading innovations on public education:

- (1) Project-Based Learning
- (2) Blended Learning for Targeted Instruction

### **1. PROJECT-BASED LEARNING (PBL)**

In the real world, concepts from math, science, English Language Arts, history, technology and the arts often intersect. Through PBL, students will participate in cross-disciplinary projects that integrate core subjects mirroring what they will find in the real world. This will give students opportunities to lead teams and create artifacts of social value. Diverse projects will enable students to learn via active engagement and "doing." Through PBL, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. We will infuse PBL into all of our core subject matters, including English Language Arts, Mathematics, Social Studies and Science Instruction. For example, students who are studying physical science may have a project to develop a school garden, learn the life cycle of plants, and write an essay about their experience. Skills students need to learn through a standards based curriculum will be taught explicitly and monitored through student application in PBL units of study. Teachers will draw from research-based PBL resources including the acclaimed Buck Institute for Education ([bie.org](http://bie.org)) and Edutopia.

Project based learning provides high levels of engagement for learners of varied ability levels and from diverse backgrounds (Darling- Hammond et al., 2008; Ravitz, 2009; Thomas, 2000). Students who struggle in traditional instructional settings may excel when working on a project, because the inquiry-based and collaborative setting better matches their learning style (Darling-Hammond et. al., 2008).

Our project-based environment structures learning around: 1) goals and guiding activities, 2) a variety of resources (e.g., museums, libraries, Internet, videos, lectures) and time for students to share, reflect, and apply resources; 3) participation structures and classroom norms that increase the use of evidence and a culture of collaboration; 4) formative assessments that evaluate “soft” skills such as emotional regulation and social participation, as well as “harder” conceptual skills that provide opportunities for reflection and revision; and 5) summative assessments, supporting students to take initiative to promote their own progress.

### **How Project Based Lessons will be selected**

This highly engaging project-based learning model will emphasize the 4Cs of 21<sup>st</sup> Century Learning: communication, collaboration, creativity, and critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. We believe that this engagement and opportunity for truly deep understanding will inspire our students and motivate them to deepen their learning and skills for learning. The 4C’s will be operationalized by through a teacher’s choice of an age-appropriate project. Projects will be choose using stringent criteria:

- The project addresses a problem, requiring a critical evaluation of the question at hand and the means of solution
- The project solution and artifacts produced will require applying models to solve and thereby be creative
- The projects will provide the opportunity to communicate with peers and organize small groups to solve the problem. This should not be read to imply that all projects will be group projects, only that many projects will be collaborative.
- The project artifacts will require communication of not just the solution to the problem, but the means towards solving the problem.

### **What Project Based Lessons will Accomplish**

Through projects, teachers will be able to accomplish a number of objectives in an engaging, relevant way for students of all ages so that they:

- *Acquire, communicate, and investigate knowledge as connected to other knowledge domains, their own lives, and the world at large.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students will explore topics in a variety of ways and through various sources, and learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement (Willis, 1995; Csíkszentmihályi, 2009.) Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.
- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.) As such, each project will emphasize CCSS Literacy across subject areas. Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to

reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.” (CA Science Framework, p. 13.)<sup>1</sup>

- *Make choices, interact, collaborate, and cooperate.* Students will explore topics individually, in small groups, and together as a whole class. As part of their project work, they will research and discover new knowledge, evaluate that knowledge, and make critical choices to synthesize that knowledge into the required artifact. They will then work with their teachers to evaluate their choices and their collaboration to improve either in extensions to that assignment or in future assignments. In doing so, they will develop self-reliance, a powerful intuition, and team management skills. This will occur by teachers being intentional about choosing projects that lend themselves to individual and group instruction as well as dedicating the time needed for students to work in groups of their peers and teaching staff.
- *Participate and learn, regardless of ability, level of language development, or background.* An advantage of project based instruction is that it provides opportunities for teachers to implement a variety of instructional approaches that best meet the students where they are in their conceptual, intellectual, social, and emotional development. For example, while some students may need extra practice with developing a problem solving strategy, other students may need additional time for discovery or independent research. Project based learning allows students to individually construct their own path to a solution, from start to finish. Further, it allows students to collectively address their weaknesses, while learning from each other. Finally, it also provides the opportunity for the teacher to act as “guide” and model a variety of successful approaches.

### **The Sources of our Project Based Lessons**

The Project-based lessons will come from resources such as the Buck Institute for Education (bie.org) and Edutopia. Project Based lessons will also be generated during PBL professional development sessions and in doing so will be able to draw upon the expertise of PBL experts.

### **Evaluation of Projects**

Each project selected will come with a teacher-designed evaluation rubric. This rubric will be used to evaluate:

- The process used to develop an answer to the problem
- Levels of collaboration, if project is group-based
- The students recorded evaluations of their emotional management
- The creativity of their problem solving approach
- The completeness of their solution

### **Teacher Training in Project Based Learning**

As detailed in our Professional Development section of this petition, Alma Fuerte will offer annually and throughout the school year multiple professional development training opportunities in PBL.

Collectively, teachers will meet and use Lesson Plan Study groups to share best practices, plan project-based lessons as a team, implement and evaluate the results.

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<sup>1</sup> We note that the NextGen Science Standards in California are designed to take these integrated concepts a step further.

### **PBL in our Daily Schedule**

We anticipate that both ELA and Math subjects will include at least one Project Based lesson per trimester. The Project Based lesson will be presented during the individual, full class, small group instruction or the group project rotation of the class. The teacher will determine when students when during an instructional block will work on their project. Students will can also choose to work on their projects during the morning Intervention/Integration blocks and the afternoon Optional Tutoring/Integration blocks, described below. Students will often be encouraged to work on their projects at home. Through their home visits teachers will be keenly aware if a student's home is conducive for study and suggest accommodations for families to meet the student's needs.

### **Sample Project Based Lesson – Grade 1 | Math | Measure Lengths Indirectly and By Iterating Length Units | CCSS 1.MD.2 (1)**

#### **“Giant Bird Man”**

The value of this project for students is an integration of their math and sciences lessons. The students are tasked with determining what a human being would look like if they were capable of flying simply using muscles. To determine this, students first study a bird, then an insect and finally a human made flying machine. They will then create life size models of their birds. From there, students will dedicate time to modeling what a human being would look like if they were capable of muscle-powered flight, based on relative dimensions of birds to humans.

This project not only integrates two key subject areas: math and science, but in the creativity it sparks strongly supports our mission of creating innovators. This is because initially student might envision a “winged angel.” However, pressed further, students may create new options to distribute the needed wing surface area over different parts of the human body.

### **Sample Project Based Lesson – Grade 6 | Writing | Research to Build and Present Knowledge | CCSS 6.W.8 (7)**

#### **“Rock this Town”**

Working in small groups, students will create a multimedia presentation to showcase the attributes of a chosen city. Their goal is to convince the executives of the Hard Rock Café to open a restaurant in that location.

As part of the project they will develop their abilities to know:

- How to work collaboratively
- How to disaggregate information from the Internet
- How to exhibit oral communication skills
- How to draw conclusions from a variety of sources
- How to use multimedia tools to create a presentation

They will also increase their capacity to:

- Record information in a research log
- Reflect on learning in a reflection journal
- Construct a business letter

- Create a multimedia presentation
- Credit sources
- Evaluate self and peer work effort

This project will allow our students to practice many facets of our curriculum. In their role as a member of the project team, they will develop team building and leadership experience. In the role of city ambassador they will increase their capacity for persuasive writing. Further, this project connects directly with our Entrepreneurship curriculum. Students must position themselves both in the place of the city attempting to gain Hard Rock Café's business and in the mind of Hard Rock Café as they evaluate their investment. The student allows the opportunity to see business from many vantage points, a critical entrepreneurial capacity.

## ***2. BLENDED LEARNING FOR TARGETED INSTRUCTION***

Because PBL integrates knowledge from multiple subjects, it requires a certain level of content and skill proficiency. That is why our instructional program uses blended learning strategies. Lisa Delpit (2006) argued that students (especially those who are typically underserved by public schools) must have explicit instruction on skills and skills development. Students must be able to work independently and with their peers to complete complex tasks. We believe that moving beyond books through online curriculum is a critical support/intervention for our students.

We believe that blended learning will serve our diverse student population well. For example, blended learning environments have been proven to help bridge the academic achievement gap experienced by English Learners. (Round Rock (TX) Independent School District, 2009). An example of the power of blended learning is that an online or software-based program can give English Learners the ability to read and hear the instruction (often at the same time), while utilizing their schema to help create connections between the English words and their meaning. Even if the student is struggling to understand the words of the instruction, he or she can see and hear the visual/auditory cues and utilize their context clues to help grasp the concept(s) and the verbiage. The adaptive technology component within Alma Fuerte's online learning programs (e.g. ST Math) allows for students to progress to higher levels and objectives at their own pace to achieve proficiency. Each of our students will work on objectives that are appropriate to their level, thus providing every child "a virtual tutor that can move as quickly or slowly as the child's performance dictates" (Tom Torkelson, IDEA Public Schools founder and CEO). Moreover, the ability of software and online learning tools to frequently assess student progress gives teachers real-time information about whether a student is mastering a concept or requires additional teacher attention and instruction.

Our use of blended learning is designed to increase fluency with core subject matter concepts for all students. After various levels of direct instruction, students will rotate among one-on-one digital instruction, guided small group instruction, and peer-based small group assignments. This approach provides many points of access to concepts for students with diverse learning styles, opportunities for reflection, and deepening understanding while teaching staff intervene or enrich in real time.

Through interactive, Common Core-aligned, technology-based learning programs such as ST Math and Achieve 3000, students will proceed at their own pace to master skills and concepts. Students rotate within a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities will include:

- Small-group instruction
- Full-class instruction
- Group projects
- Individual conferencing
- Pencil-and-paper assignments
- Individual practice

(Staker & Horn, 2012).

Each of these components plays an important role in helping students apply and contextualize what they learn. The rotational model affords Alma Fuerte teachers and students with targeted teaching and learning opportunities, while simultaneously providing multiple data points from both teacher and online assessments to help inform instructional practice. Rotation timeframes within the instructional block (e.g., ELA, math) will vary in order to be responsive and proactive to meet students' needs. For example, the teacher may spend a week with students in a single rotational modality per day, giving students the ability to have greater time on task. Other weeks, students may rotate through two or more modalities in a single day.

### **The Rotational Approach to Blended Learning**

Alma Fuerte will employ a Rotational Model for delivering blended learning instruction. The Rotational Model is a common implementation of Blended Learning, especially in the K-5 setting.<sup>2</sup> In this model, within a given course or subject (e.g. math), students rotate within a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities could include activities such as small-group or full-class instruction, group projects, individual conferencing, and pencil-and-paper assignments (Staker & Horn, 2012).

For example, during a 50-minute instructional block for ELA students in small, differentiated groups rotate across learning stations at 16-minute intervals:

- **Group 1** = Teacher-Led (Small Group) Instruction (using lessons from Lucy Calkins' Readers and Writers Workshop described below)
- **Group 2** = Independent or Collaborative Practice (for example, students reading on rug with library books about a subject connected to a project that students are working on)
- **Group 3** = Personalized, Online Instruction (using Achieve 3000)

Blended Learning rotations may include the following:

<b>Math</b>	<b>ELA</b>
<b>Teacher-Led (Small Group) Instruction</b> Small groups based on weekly assessments OR benchmark data (NWEA MAP) using Singapore Math	<b>Teacher-Led (Small Group) Instruction</b> Small groups based on weekly assessments OR benchmark data (NWEA MAP) using Readers and Writers Workshop
<b>Independent &amp; Collaborative Practice</b> Math Facts (practiced in sheet protectors daily)	<b>Guided Reading</b> Independent & Collaborative Practice

<sup>2</sup> [http://aspirepublicschools.org/media/filer\\_public/2013/07/22/aspire-blended-learning-handbook-2013.pdf](http://aspirepublicschools.org/media/filer_public/2013/07/22/aspire-blended-learning-handbook-2013.pdf)



followed by math games. Spiral review practice (Drops in the bucket, etc.)	Read to self Listen to someone read (books on CD)
<b>Personalized, Online Instruction</b> ST Math	<b>Personalized, Online Instruction</b> Achieve 3000

We plan to use the following educational technology applications during our blended learning rotation:

### **ST Math**

Our online learning math curriculum will be based on the highly successful, Common Core-aligned MIND Institute program: ST Math, which has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states. [http://mindresearch.net/cont/research/re\\_ResultsAtScale.php](http://mindresearch.net/cont/research/re_ResultsAtScale.php).

This acclaimed program, successfully implemented for more than 10 years, is based on research from UC Irvine. ST Math is designed for elementary students and provides courseware that employs a learner's spatial-temporal reasoning abilities to explain, understand and solve multi-step math problems. ST Math will complement our textbook-based curriculum, Singapore Math (described below), as both programs emphasize visual models and incrementally teach students to connect those models to abstract numbers and symbols.

### **Achieve 3000**

Achieve 3000 provides individualized instruction in expository reading comprehension, vocabulary and writing based on research from the respected literacy expert, Carol Tomlinson. As a student's lexile level increases, the text adjusts to increase the challenge for that student. The program highlights and defines key vocabulary for understanding the text, and asks the student to respond to questions in writing. Achieve 3000 has been particularly effective with English Learners and other high-need populations. Achieve 3000 will complement our textbook-based Readers Workshop ELA curriculum (described below), as Achieve 3000 has developed tools that accompany each phase of the Workshop process: the Mini-lesson or direct instruction, independent instruction and student conferences, and guided reading.

### **Digital Enrichment**

Enrichment activities for phonetics, reading, math, science, history will be derived from [khanSchool.org](http://khanSchool.org), [www.nasa.gov](http://www.nasa.gov), [pbskids.org](http://pbskids.org), [coolmath-games.com](http://coolmath-games.com), and many more.

Through these interactive online learning tools, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again). As they master the content, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

### **Blended Learning Best Practices**

Our teachers will be provided with a significant amount of blended learning professional development. Similar to our improvement efforts with PBL, teachers will also convene Lesson Study groups around improvements in blended learning. The core blended learning program will follow best practices, summarized below:



***Effective online and/or blended learning is personalized and adaptive to meet individual learning needs.***

[Students] differ in the pace at which they learn, in their readiness to learn, and in which concepts and skills they still need to learn. So when it comes to helping every student learn, online or in a classroom setting, following the same sequence and emphases will never benefit each student equally.<sup>3</sup> Instructional content, processes, and products must be differentiated to meet each student's learning needs and goals.

Therefore, effective online and/or blended instruction leverages adaptive, data-driven technologies to differentiate content and process according to student responses and readiness levels;<sup>4</sup> motivates students to engage with the material at their appropriate pace and level of challenge;<sup>5</sup> and offers multiple, appropriately sequenced opportunities for interaction through guided and independent practice with timely, substantive feedback.<sup>6</sup>

Personalized online and/or blended instruction is assessment-driven.<sup>7</sup> *Diagnostic* assessment determines baseline knowledge and skills for purposes of appropriate placement within the academic program; ongoing *formative* assessment monitors progress toward learning goals; and *summative* assessment at the end of each unit of study provides specific and detailed information about which learning goals have and have not been achieved.<sup>8</sup>

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<sup>3</sup> Gregory, G., & Chapman, C. (2002). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press. Lewis, S., & Batts, K. (2005). How to implement differentiated instruction? Adjust, adjust, adjust. *Journal of Staff Development*, 26(4), 26–31. Medina, J. (2008). *Brain rules*. Seattle, WA: Pear Press. Nordlund, M. (2003). *Differentiated instruction: Meeting the educational needs of all students in your classroom*. Lanham, MD: Scarecrow Education. Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31–47.

<sup>4</sup> Aleven, V., Kay, J., & Mostow, J., (Eds.). (2010). *Intelligent Tutoring Systems*, Pittsburgh, PA: Springer. Bojilov, L., Bojilova, J., Kachlakeva, D., & Kachlakev, D. (2010). Adaptive distance learning programs based on feedback evaluation and continuous progress assessments. *International Journal of Management and Information Systems*, 14(2), 27–30. Chi, M., VanLehn, K., Litman, D., & Jordan, P. (2011). Empirically evaluating the application of reinforcement learning to the induction of effective and adaptive pedagogical strategies. *User Modeling and User-Adapted Interaction*, 21(2), 137–180. Kosba, E.M., Dimitrova, V.G., & Boyle, R.D. (2007). Adaptive feedback generation to support teachers in web-based distance education. *User Modeling and User-Adapted Interaction*, 17(4), 379–413.

<sup>5</sup> Jordan, C. (2006). *Building motivation into online education*. Retrieved July 9, 2011 from: [http://itec.sfsu.edu/wp/860wp/F06\\_860\\_jordan\\_motivation.pdf](http://itec.sfsu.edu/wp/860wp/F06_860_jordan_motivation.pdf). Pollanen, M. (2007). Improving learner motivation with online assignments. *MERLOT Journal of Online Learning and Teaching*, 3(2). Retrieved July 9, 2011 from <http://jolt.merlot.org/vol3no2/pollanen.htm>.

<sup>6</sup> Hirumi, A. (2005). In search of quality. An analysis of e-learning guidelines and specifications. *The Quarterly Review of Distance Education*, 6(4), 309–330. Fabry, D.L. (2009). Designing online and on-ground courses to ensure comparability and consistency in meeting learning outcomes. *The Quarterly Review of Distance Education*, 10(3), 253–261. McCombs, B., Vakili, D. (2005). A learner-centered framework for e-learning. *Teachers College Record*, 107 (8), 1582–1600.

<sup>7</sup> Dziuban, C.D., Hartman, J.L., & Moskal, P.D. (2004). *Blended learning*. Boulder, CO: Educause Center for Applied Research.

<sup>8</sup> McTighe, J. & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10–17.

Of these three assessment types, ongoing formative assessment is particularly vital to making the most efficient use of time in online and/or blended courses to advance student learning. Regular monitoring of each student's progress provides data to:

- Guide differentiated instruction
- Offer students constructive immediate feedback and guidance as to how to improve
- Group students for further instruction and practice.

Ongoing assessment and feedback develops students' capacity to become reflective, self-managing learners. Students who receive focused, helpful comments about their performance on assessment tasks engage more productively in their work and learn to better evaluate their own learning needs.<sup>9</sup>

(Bullmaster-Day, M., (2011) Online and Blended Learning: What the Research Says, kaplank12.com.)

### **Technological Implementation of our Blended Learning Program**

Alma Fuerte will have a 2:1 computer ratio for all students in the school by the end of this charter term, initially beginning with a 3:1 ratio. We also plan to have mobile computer carts to ensure each student has frequent exposure to computer-based learning. We will provide students with safe and secure internet access for learning. Our faculty will have extensive training in implementing and using on-line curriculum and assessment tools and structuring lessons through a rotation model (see *Section VII. Professional Development*, below). Parents also will be offered training to ensure access to these tools. We will ensure that no child is given any assignments to be worked on outside the school which would assume or require that the child has access to a computer or other device at home.

### **Blended Learning Operationalizes our Personalization Philosophy**

Our blended learning approach provides an opportunity to operationalize our philosophy of personalization. Online learning tools that provide instant data about each student's progress against state standards facilitating personalized instruction. Based on real-time student achievement data and reflection, faculty will tailor their non-digital instruction to the student's need, when they need it. For example, as some students proceed at their pace working on devices with online learning tools presenting concepts at their individual level, other students will work in small groups on a group project that enhances the concepts they just learned through exploration, while still others work with the

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<sup>9</sup> Assessment Reform Group. (2002). *Assessment for learning: 10 principles*. London: Author. Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–144. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Buckingham, UK: Open University Press. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 9–21. Chappuis, J. (2009). *Seven strategies of assessment for learning*. Portland, OR: ETS Assessment Training Institute. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. Marzano, R.J., Gaddy, B.B., and Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Marzano, R.J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD. Qualifications and Curriculum Authority. (2003). *Assessment for learning: Using assessment to raise achievement in mathematics*. London: Author. Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63(3), 66–71. Stiggins, R., & DuFour, R. (2009). Maximizing the power of formative assessments. *Phi Delta Kappan*, 90(9), 640–644.

teacher who is providing one-on-one support. Teachers will receive support from trained paraprofessionals in order to facilitate this approach.

### **Blended Learning helps operationalize our “Time-on-Task” Philosophy**

In addition to these attributes, leveraging technology within a rotation model can also help a teacher maximize instructional time by grouping students by levels and having some students work on technology while others work directly with the teacher in a smaller group.

### **Blended Learning Amplifies Motivation**

Today’s tech-savvy students are engaged when they are using quality technology programs in the classroom. Because the programs meet students at their levels, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. This is particularly true for students with special needs including English Learners. ST Math, for example, includes very little language and focuses on numbers, objects and concepts. This has proven to be particularly effective for English Learners. Additionally, Achieve 3000, a literacy program, has customized supports for English Learners.

## **VIII. OUR CURRICULUM**

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Our Educational Philosophy has guided us in choosing our curriculum as a means of best serving our target population and implementing our vision. Teachers will implement an academically challenging and integrated curriculum, incorporating California standards, including Common Core State Standards (CCSS), ELD standards and Next Generation Science Standards (NGSS), while focusing on the innovative instructional approaches and teaching methodologies as detailed above.

Further, to address the high mobility of our many students within target population, including foster and homeless youth, all students will be assessed upon enrollment to assist in placement and identification for differentiated and leveled instruction. Interventions focused on addressing areas of deficit. Students not meeting standards will be provided the interventions described in this petition and be offered free tutoring three afternoons per week.

### **A. CORE SUBJECTS**

#### **1. ENGLISH LANGUAGE ARTS**

Based on the acclaimed Readers’ and Writers’ Workshop Programs from Lucy Calkins and Teachers College in New York, Alma Fuerte’s English Language Arts program is designed to ensure that all students engage in reading, writing, speaking and listening activities on a daily basis, to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. This core curriculum will be supplemented with online programs such as Achieve 3000, which students can work on both during class time and at home, and with leveled readers and books from the CDE-recommended reading lists. We have selected Achieve 3000 as a supplemental instructional curriculum, which has lessons aligned to a workshop model. Teachers will use the CA Common Core State Standards (CA CCSS) for ELA, along with the frameworks, for planning and guidance. The frameworks will also be used as a reference guide during the selection of instructional materials and for professional development activities. ELA instruction – as

well as ELD instruction described later in Element 1 – will occur during the ELA instructional block, with additional instructional opportunities during the Intervention/Integration blocks.

#### **a. Reading**

**Reading:** Reading instruction offered in our ELA instructional block incorporates four main components:

- Shared Reading
- Guided Reading
- Letter and Word Study and
- Independent Reading

Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups working on PBL units, and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice throughout the rotational ELA instructional block described above.

As students progress, reading instruction will focus on “reading to learn” rather than “learning to read,” though Alma Fuerte recognizes that many students will struggle with the demands of grade level text. To address this, differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, the Resource Specialist, and Paraprofessionals all work to move struggling students towards grade-level reading proficiency.

*Shared Reading:* Focusing on comprehension, teachers will choose text for a particular purpose, and then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers will reinforce and encourage students to share their thinking processes (metacognition) and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Venn Diagram to compare and contrast.

*Guided Reading:* Teachers will target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts; for example, texts related to projects students are working on in other subject matters. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993),

teachers will regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, and deepen students' understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

*Letter and Word Study:* Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered "at risk" for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (K-2) – including on-line learning -- will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that their sound /spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2<sup>nd</sup> grade, students will be expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry's Instant Words. Students will chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development, including academic vocabulary. Spelling instruction will be based on a student's developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists will be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Teachers will then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility. This will be critical when teaching academic vocabulary, or words that are traditionally used in written text and dialogue between a teacher and student, which may be less familiar to students.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries, online sources and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes,

roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers will model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Upper grade students will apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

*Independent Reading:* Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. For example, Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3<sup>rd</sup> grade students complete reflection forms to evaluate books read.

In addition, students at all grade levels will be expected to read nightly (books either found at home or school-provided library books) and keep a reading log that is signed by their parents (bilingual logs will be available as needed). This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

## **b. Writing**

Hand in hand with the school's reading program is a structured daily writing program, which is directly aligned to the Common Core emphasis on writing. The chief component of the writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at



the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or paraprofessional/instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

There are four basic writing modes that students will master as they progress through Alma Fuerte: descriptive, narrative, expository, and persuasive. We have added a fifth mode for creative writing, as we feel this is an extremely important aspect of writing for students to develop both as it aligns to the project-based learning model, and as creative writing fosters a love for literacy. These basic modes can then be broken down into subcategories, described below.

#### *Basic Modes:*

- *Descriptive Writing* - The primary purpose of descriptive writing is to describe a person, place, or event so that the topic can be clearly seen in the reader's mind. The writer must use vivid details that paint a picture for the reader.
- *Expository Writing* - The primary purpose of expository writing is to provide information such as an explanation or directions.
- *Narrative Writing* - The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of a story.
- *Persuasive Writing* - The primary purpose of persuasive writing is to give an opinion and try to influence the reader's way of thinking with supporting evidence.
- *Creative Writing* - The primary purpose of creative writing is to entertain the reader.

#### *Subcategories:*

Argumentative Writing - This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement

Business Writing - This form of expository writing has a primary purpose of communicating with others in the work place.

Comparison and Contrast Writing - This form of expository writing has a primary purpose of showing the similarities and differences between two subjects.

Expressive Writing - This form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.

Informative Writing - This form of expository writing has a primary purpose of providing information in a clear, concise manner.

Literary Response - This form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.

Personal Narrative Writing - This form of narrative writing has a primary purpose of sharing an experience or event from the author's own life.

Poetry - This form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event. This is usually done in stanzas rather than paragraphs.

Process Writing - This form of expository writing has a primary purpose of explaining the steps or procedure of something.

Reaction Writing - This form of expository writing has a primary purpose of providing a personal response to something.

Research Writing - This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.

Technical Writing - This form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.

### **c. Speaking**

Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at weekly Friday School Meetings. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class will include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students will practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

### **d. Listening**

Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. For example, in second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.



## **2. MATHEMATICS**

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the Mathematics Frameworks for California Public Schools for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Following direct instruction, teachers will present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills. Using blended learning via ST Math, teachers will be able to differentiate instruction in real-time if needed, focusing on the needs of struggling students and offering enrichment opportunities to those ready to move beyond the grade level curriculum. The math period will also incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will frequently require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from California Common Core-aligned state-adopted textbooks. PBL units will also require students to use math skills, particularly statistics and data analysis, to enhance their project-based oral and written presentations required in other subject areas.

Singapore Math's Common Core-aligned textbook series will form a starting point for mathematic curriculum. The program utilizes hands-on tasks, meaningful activities and attractive illustrations rich in mathematical content, so that all students are able to access the curriculum and are appropriately challenged. In addition, faculty will utilize a variety of additional instructional resources and hands-on activities, including manipulatives, math games, measuring, patterning, and art projects that give students opportunities to learn by doing and relate math concepts and skills to their lives. Additional strategies can be employed to help struggling students including: small group and one-on-one intervention, additional time for practice towards mastery and speed in basic computations (i.e. math "facts"), as well, for example increased time spent on problem solving activities.

## **3. SCIENCE**

Alma Fuerte will implement the Science Content Standards for California Public Schools and the Next Generation Science Standards. The Science Frameworks for California Public Schools will form the basis of science instruction at Alma Fuerte. Using these guides, students will have the opportunity to learn science through a variety of modes so that they are fully engaged and all learning styles are addressed.

Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) kits for grades K-5, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating diverse students.

However, at Alma Fuerte we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles.

The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

<b>Grade</b>	<b>Physical Science</b>	<b>Life Science</b>	<b>Earth Science</b>
<b>K</b>	<i>Wood and Paper</i>	<i>Animals Two by Two; Trees</i>	<i>Wood and Paper; Trees</i>
<b>1</b>	<i>Solids and Liquids; Air and Weather</i>	<i>Plants and Animals</i>	<i>Air and Weather</i>
<b>2</b>	<i>Balance and Motion</i>	<i>Insects and Plants</i>	<i>Pebbles, Sand, and Silt</i>
<b>3</b>	<i>Matter and Energy</i>	<i>Structures of Life</i>	<i>Sun, Moon, and Stars</i>
<b>4</b>	<i>Magnetism and Electricity</i>	<i>Environments</i>	<i>Solid Earth</i>
<b>5</b>	<i>Mixtures and Solutions</i>	<i>Living Systems</i>	<i>Water Planet</i>

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts selected by teachers. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels because children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) Additionally, the story lines in children's trade books help students understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized (Butzow and Butzow, 2000). The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts (Dole and Johnson, 1981).

An integral part of the units are activities conducted around the scientific method: predicting and making hypotheses, recording observations, and using data to reach conclusions. This foundation of scientific discovery is further reinforced in our entrepreneurship curriculum where, for example, a student might be challenged to make hypotheses about how product will sell, build a prototype, and evaluate the sales data. Technology also is incorporated into science activities when appropriate. For example, Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This online learning tool will also help enhance the learning of specific subgroups. For example, along with online resources, this online learning tool will be used to scaffold content for English Learners and create challenging assignments for advanced students.

For middle grades (6-8), middle school science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP), is fully aligned with California state standards and National Science Foundation education standards (see <http://sepuplhs.org/>), and provides hands-on investigations,

student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students' own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues.

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. For example, the Issues and Earth Science strand aligns with the Middle School Earth Science Standard (MS-ESS1-1) requiring the development and use of a model regarding lunar phases and eclipses. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards. For example, when studying life and earth sciences, students will also study human's relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore human inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare, and technology. Students will see connections between the physical sciences and their present reality, history and economics. Cross-disciplinary PBL units will offer hands-on opportunities for students to work independently and in groups to reinforce these concepts and discover the connections among subjects.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

#### **4. SOCIAL STUDIES**

Alma Fuerte will utilize Social Studies Alive! (K-5) and History Alive! (6-8) programs. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. At Alma Fuerte, learning activities will engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. For example, during the first grade study of the Neighborhood, we can have fire fighters, police officers, bankers, librarians, doctors, etc. —interviewed by our first graders. When third grade is studying government, field representatives from our councilmembers, Assembly members, and Senator’s office can speak with students and share materials. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

Social sciences will be taught in a project-based instructional block, as well as integrated into the math and science blocks, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

#### **B. SOCIAL AND EMOTIONAL LEARNING**

Our entire school’s operations, culture and daily life will emphasize high standards for student behavior, student choice, self-reflection and continuous social and emotional feedback. As we help students develop independence in decision-making, we also will help them understand and reflect on their own “failures” as a powerful means of learning. Students will continuously reflect on their own learning and growth, and be supported in developing ownership over their progress and achievement.

As noted throughout this petition, at Alma Fuerte we do not believe it is enough to ensure students learn core academic content. Rather, today’s rapid technological advances and the pace of modern life demand that critical thinking skills, collaboration, communication, conflict resolution and self-awareness are all necessary to succeed. Social-Emotional Learning (SEL) is central to Alma Fuerte and will be integrated into the daily academic curriculum, involving all students, families, teachers, and community members. The following five key competencies have been identified by researchers as “the foundation for maintaining high-quality social relationships and for responding to the challenges of life”:

<b>1. Self-Awareness</b>	What are my thoughts and feelings? What causes those thoughts and feelings? How can I express my thoughts and feelings respectfully?
<b>2. Self-Management</b>	What different responses can I have to an event? How can I respond to an event as constructively as possible?
<b>3. Social Awareness</b>	How can I better understand other people's thoughts and feelings? How can I better understand why people feel and think the way they do?

<b>4. Relationship Skills</b>	<ul style="list-style-type: none"> <li>How can I adjust my actions so that my interactions with different people turn out well?</li> <li>How can I communicate my expectations to other people?</li> <li>How can I communicate with other people to understand and manage their expectations of me?</li> </ul>
<b>5. Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>What consequences will my actions have on myself and others?</li> <li>How do my choices align with my values?</li> <li>How can I solve problems creatively?</li> </ul>

<http://www.edutopia.org/sel-research-learning-outcomes#definition>

(citing Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

Numerous studies have documented the impact students' social-emotional state has on learning and academic outcomes, ranging from a student's fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process. (Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003).

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011). <http://www.edutopia.org/sel-research-learning-outcomes#definition>

At Alma Fuerte, we will teach and reinforce core concepts such as tolerance, compassion, workability and self-responsibility, grit and persistence, empathy, positive conflict resolution, and collaboration. The goals of this focus are to: (1) raise the level of social and emotional competence in all children as part of their regular education; (2) improve academic performance by creating caring, confident learners who are self-aware; and (3) create a compassionate, socially responsible, collaborative learning community. All staff will have training by "Responsive Classrooms" and will read Faber & Matzlich's *How To Talk So Kids Listen and Listen So Kids Talk*.

#### **Teacher Training for SEL**

As detailed in our Professional Development section of this petition, Alma Fuerte will offer annually and throughout the school year multiple professional development training opportunities in SEL. Additionally, teachers will continue to expand their practice and highlight new opportunities to integrate SEL into their teaching through the use of Lesson Plan Study groups where teachers work collaboratively to integrate SEL into their unit lessons, one teacher teaches that enhanced lesson and brings back the learning from the classroom to the group for further improvements.

#### **How Students Will Experience SEL**

Students will experience SEL throughout their daily experience, both informally through interactions with teachers and formally through assignments. Informally, teachers will model positive social skills and emotional management. Also, through informal interactions with students they will help students

develop skills like self-awareness by, for example, asking them, “What feelings came up in your conversation with Luis?” “Why do you think that was your feeling?” “How do you think Luis felt during your conversation?” Formally, students will be given writing and presentation assignments that help them investigate their feelings. For example, students might be asked to evaluate: how they felt during an assignment, how they felt when they saw their evaluation, and opportunities to better reframe their experience.

Students will also experience SEL through our Restorative Justice practice when incidents occur during the school day. In general, students won’t be “punished,” instead students will be guided to explore their emotions and feelings and those of their peers.

### **Evaluation of Students’ SEL Development**

Students will be evaluated on SEL using teacher-designed rubrics designed for each assignment that are based on the five competencies mentioned above.

## **C. 21<sup>ST</sup> CENTURY SKILLS**

### ***i. DIGITAL FLUENCY AND TECHNOLOGY***

In addition to technology integration in the core curriculum via online learning, we will teach grade-appropriate technology-based skills to promote digital fluency. Technology skills will include: keyboarding, word processing, presentation development, graphic design, digital video editing, game creation, robotics, and more, as well as incorporating lessons on the responsible and ethical use of digital information and electronic communication. One particular technology skill that will be a primary focus is programming. Programming concepts will be introduced early. For example, TK/Kindergarteners will use Turtle Basic, eventually graduating to ALICE, and ultimately graduating to industry standard languages such as HTML, SQL, Basic, and Python. We believe that programming languages are powerful because they both teach students to think logically and they enhance the understanding of other subjects like mathematics.

Digital Fluency and Technology (DFAT) will be taught by vetted outside providers who will come with their own standards-based curriculum guided by the above topics and will work with Alma Fuerte’s teachers to find additional opportunities to integrate DFAT into student work.

While students will regularly access digital curriculum and research topics online, giving them a basic level of digital fluency, the core of our Digital Fluency and Technology lessons will occur during enrichment blocks. Each provider will have a standardized curriculum with aligned student assessments.

### ***ii. ENTREPRENEURSHIP***

The world faces, and will continue to face, unprecedented challenges that require solutions yet to be envisioned or realized. The next generation of students will require different capacities derived from lessons and experiences that are different than what is available to most students today. We believe that the highest purpose of our humanity is to see and create a better world, and that students trained in entrepreneurship will have the capacities and skills to create this better world in the 21<sup>st</sup> Century.

We also believe that studying entrepreneurship can improve college attendance rates. A Harvard University research study, “Expanded Explorations into the Psychology of Entrepreneurship”, noted that studying entrepreneurship at an early age leads to a 32% increase in interest in attending college and a 44% increase in occupational aspirations.

### **How we Define Entrepreneurship**

At Alma Fuerte, we define entrepreneurship as the process by which a person or group envisions a product, service, or process that provides social value to at least two or more other people and then uses their initiative to deliver that product, service, or process to a specific or select audience or consumer.

Often the word “entrepreneur” is synonymous with a businessman or business woman. However, at Alma Fuerte, we do not define entrepreneurship as just teaching our students to “start businesses.” At Alma Fuerte, the word “entrepreneur” expands for our school to any endeavor in which a student has the vision for a better reality for others and brings that vision to life. To us, starting a nonprofit organization or a public art installation is just as much an act of entrepreneurship as starting a tech firm in Silicon Valley.

### **Entrepreneurship through Project Based Learning**

We believe that our students need to develop entrepreneurial thinking through a specific set of skills and processes that will enable them to be successful entrepreneurs. These skills include: understanding and mastery of subject matter, creative thinking, experimentation, research, effective communication, project management, and collaboration. Our students will develop and strengthen their skills through the entrepreneurial processes of:

- Ideation-identifying a problem or need (i.e. having a vision of a product/service of something that has value to more than one person)
- Researching to determine the value/need and what might satisfy it.
- Brainstorming and highlighting an idea to solve it.
- Testing the idea and revising as needed
- Building/constructing/designing
- Delivering-presenting/distributing
- Scaling

We believe that these skills and processes support the 4Cs of 21<sup>st</sup> Century learning (Communication, Creativity, Collaboration, Critical Thinking) are the foundations of successful entrepreneurship and are at the core of our vision of a modern learner.

Our entrepreneurship curriculum will be realized through projects that integrate students’ core subject knowledge into artifacts and activities, some of which will be sold or bartered with people inside and outside Alma Fuerte. For example, a kindergarten student learning her letters may develop a “Letter Box” where they store objects representing the A, B, C’s she learned. Her box can be decorated and then sold to the community as an art piece. In this simple assignment, the student has integrated elements of language and art. Older students might follow their interest in skateboarding and utilize their math, design, science, presentation, and writing skills to build and advertise a new type of skateboard. We will provide our students with hands-on opportunities to take an idea from concept to reality.



Through these projects, we will give students opportunities to develop an entrepreneurial mindset - one in which making a mistake is acknowledged as just another way to learn and improve. At Alma Fuerte, failure will be viewed as opportunities to become creative and to stretch students' capacities. Further, students will use the entrepreneurship curriculum as a way to apply concretely what they have learned in their core subject lessons. We believe this will motivate them to prize both learning and action, fulfilling our ultimate goal of creating lifelong learners.

### **The Entrepreneurial Curriculum**

Alma Fuerte's Common Core-aligned entrepreneurial curriculum will be drawn from three sources:

- Junior Achievement (JA)
- Advisor advice
- Entrepreneurship textbooks and books by experts

#### *Junior Achievement*

Junior Achievement (JA) programs are correlated to the California Content Standards for social studies for grades K-12 as well as the Common Core State Standards in English Language Arts and mathematics. Junior Achievement programs offer a multidisciplinary approach connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills. We selected Junior Achievement because of its correlation to California State Standards, its age-appropriate curriculum, and the quality level of their programs which have been refined over many years throughout the country. For example, JA Ourselves uses compelling stories read aloud by the teacher, along with hands-on activities to demonstrate helping, working, earning, and saving.

#### *Advisor Advice*

We currently have an advisory board of 5 experienced entrepreneurs who will assist teachers in designing projects, advising on student ideas, helping evaluate student performance on entrepreneurship rubrics, and updating curriculum in response to new entrepreneurship innovations.

#### *Entrepreneurship textbooks and books by experts*

The field of entrepreneurship is continuously updating. Those in the entrepreneurship community receive updates on the latest theories through articles and publications by experts who are forging new paths in entrepreneurship. We will incorporate articles and publications to supplement our formal JA curriculum.

### **Teacher Training in Entrepreneurship**

All teachers will participate in professional development offered by Junior Achievement. This will be supplemented by curriculum development and classroom preparation time with expert entrepreneurs that will occur both prior to the opening of the school and periodically throughout the school year to continuously improve instruction.

### **When Entrepreneurship will be Taught**

Entrepreneurship will be taught in three ways:

First, entrepreneurship will be taught explicitly during the "Integration block." Teachers will utilize age



appropriate lessons from Junior Achievement. This block instruction will use our rotational blended approach, with students given direct instruction, working in a group on a project, working individually on an assignment, engaged in independent study, or using a computer to research a particular topic.

Second, entrepreneurship will be woven into the assignments and projects in other classes. This may take the form of a creative design assignment during the Art block, designing a marketing research assignment during the Social Studies block, or finance calculations during the math block. These integration assignments will be developed by teaching staff during professional development time. Lessons are aimed at reinforcing core subject concepts and integrating them with entrepreneurial concepts.

Third, students will submit their own entrepreneurial ideas to their teachers. These ideas will be evaluated by the students' teachers. When needed, the teacher will help the student refine their idea. When the teacher feels s/he needs additional help evaluating the idea or the student needs practice pitching their idea, they will call in entrepreneurial advisors to help the student refine the idea. As students develop their idea, they will work with their teacher to define their plan and the student-teacher team will schedule regular check-ins. This project will have definitive milestones and an evaluation rubric drawn from the Junior Achievement curriculum.

### **Capstone Projects**

All students will complete a capstone project before matriculating from 8<sup>th</sup> grade at Alma Fuerte. These projects will be a business or organization that the student envisions, tests, and develops. This project must meet 8 key features to be able to be deemed a success:

- The idea must be original and originated by the student
- The idea must solve a problem faced by more than one person
- The student must demonstrate a thorough understanding of the problem face by their specific initial market.
- The idea or solution must be validated through market testing.
- The price and revenue model must be established and validated through market testing.
- The marketing and operations must be scalable.
- The business or organization must be in the process of scaling operations.
- The student must present his/her idea articulately to an audience of their peers and/or expert advisors.

All of these project features will be introduced and practiced many times through the student's years at Alma Fuerte. Students will also be able to draw upon the advice of their teachers and the mentorship of advisors.

### **Measuring Entrepreneurship Outcomes**

Students will be measured by evaluation rubrics provided by Junior Achievement. These will be supplemented by rubrics developed and maintained during professional development time with entrepreneurship experts.

### ***D. ENRICHMENT SUBJECTS***

Alma Fuerte plans to incorporate learning – both via direct instruction as well as integration throughout the core curriculum – in the arts, technology, Spanish and physical education/health.

### **1. ARTS**

We anticipate offering rotating arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers. We expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Our goal is to ensure that all of our students have exposure to an array of standards-based, experiential arts instruction twice a week. At a minimum, we will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

### **2. SPANISH**

Alma Fuerte believes that all students should have the opportunity to become proficient speakers, readers, and writers of world languages. According to Martha Abbott, Director of Education for the American Council on the Teaching of World Languages, “Knowing other languages and understanding other cultures is a 21st Century skill set for American students as they prepare to live and work in a global society... Beginning world language instruction early sets the stage for students to develop advanced levels of proficiencies in one or more languages. In addition, younger learners still possess the capacity to develop near native-like pronunciation and intonation in a new language.” (Duke, 2007).

All language instruction at Alma Fuerte is developed based on the CA CCSS in World Languages and we anticipate offering Spanish throughout the year via contracting with an outside part-time teacher. We expect that these individuals will recommend and/or provide necessary equipment and materials (e.g., books, worksheets and teaching aids). Our goal is to ensure that students have exposure to Spanish at least once a week. Because we anticipate enrolling a high number of students who speak Spanish, we anticipate there being plentiful peer-to-peer learning opportunities through pair and share work to transfer knowledge of both English and Spanish between students. We will use language learning, both Spanish and English, to extend the linguistic skills of our students, but as a way of integrating culturally focused social studies into the language learning process. Spanish class will also be utilized as a way of celebrating the Latino culture: Spanish speakers who are English Learners will gain a sense of pride as they assist their English-only speaking peers.

### **3. PHYSICAL & HEALTH EDUCATION**

Extensive research has documented the importance of quality play time for young children, and the impact that healthy, organized play can in decreasing bullying, and help children return to the classroom ready to learn. (See, e.g., [playworks.org/why-play-matters/studies](http://playworks.org/why-play-matters/studies).) All students will participate in physical education, with instruction aligned to the California Content Standards for Physical Education. Our standards-based physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. Human development is also a central part of the health curriculum, along with topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards.

Our program will not only focus on children developing healthy exercise habits and discovering a physical activity that interests them, but also help them develop critical skills and habits in teamwork, cooperation, and sportsmanship. We also will ensure that our yard supervisors and other staff who

supervise children at recess and play time have appropriate training to ensure that students engage in organized, cooperative activities that help develop social skills and team work.

Upper grade levels also will participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Students will look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, walking alone or at night. Content will also include the biology of common illnesses and prevention strategies and the ways students can fortify their immune system –nutrition, aerobic exercise, sufficient relaxation and sleep.

In addition to physical education and safety, we will offer character education. The character education program will encompass the eleven principles identified by the Character Education Partnership (CEP) as necessary components of an effective character education program and will integrate with our Social-Emotional Learning program. Our program will:

1. Promote “ethical values” as well as “performance values” as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling and behavior.
3. Use a comprehensive (i.e. all aspects of schooling), intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action (i.e. grappling with real-life challenges and then reflecting on the experiences).
6. Include a meaningful and challenging curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students’ self-motivation (i.e. recognition of pro-social behaviors without excessive emphasis on extrinsic incentives).
8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education curriculum.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character and climate of the school (via student and parent surveys), the school staff’s functioning as character educators (via staff surveys), and the extent to which students manifest good character (by analyzing data on student behaviors) ([www.character.org](http://www.character.org).)

## **IX. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES**

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As detailed herein, a subject-specific, commercially produced curricular program that is standards-aligned will provide the foundation of the educational program. Purchased curricular materials will be used as the basis upon which teachers will build, utilizing the “Backward Design” methodology for lesson planning (see above). As also detailed throughout this petition, we believe that lesson plans need to be revised constantly to accommodate new assessment information, and lessons need to be customized to suit the learning needs of individual students.

As noted above, we currently plan to use the following instructional materials:

- Language Arts – Reader’s Workshop, Writer’s Workshop, Achieve 3000, Fountes & Pinnell leveled readers, Developmental Reading Assessment (DRA), and more.
- Math – Singapore Math, ST Math
- History/ Social Science –Social Studies Alive!, History Alive!
- Science – FOSS and SEPUP
- Entrepreneurship – Junior Achievement, Steve Blank, the Founders Institute

In future years, grade level teachers will meet and advise the Co-Director, Academics as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

## **X. ADDITIONAL INFORMATION ON HOW ALMA FUERTE’S PROGRAM WILL BE IMPLEMENTED**

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The remaining sections of Element 1 of this petition convey additional detailed information about how Alma Fuerte will implement its educational program. These sections describe:

- Academic Calendar and Daily Schedule
- A Day in the Life of an Alma Fuerte Student
- Students with Special Needs
- Teacher Recruitment, Support, Evaluation, and Professional Development
- Roll-Out and Implementation Plan

## **XI. INSTRUCTIONAL MINUTES: ACADEMIC CALENDAR AND DAILY SCHEDULE**

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### ***i. SAMPLE DAILY SCHEDULES***

The following are intended to be illustrative of the schedules students at Alma Fuerte will follow. These will be customized once we finalize our facilities and staffing. A few notes about some terminology:

**Morning Meeting**, at all grade levels, includes teachers working with students to review work done at home and check in on students’ individual progress, and to plan future work. This time serves an important connection between students and the teacher, allowing the teacher to differentiate instruction. This time is also used to discuss the qualities that matter most to Alma Fuerte: skills like perseverance, curiosity, conscientiousness, optimism, and self-control (Tough, 2012, 2016). We consider Morning Meeting as an important forum for student communication and expression. Once a

week, the entire school will gather for a **School-wide Meeting**, which will include presentations (by students and staff) and community building activities.

**Enrichment** at all grade levels, will consist of a rotating schedule of 8-week long mini-courses in various electives/enrichments, including Spanish, health, technology, physical education, visual, and performing arts and more. These courses will be taught by our faculty, as well as outside experts in their fields. All courses will be standards-aligned and include core content learning. Time blocks will be allocated to additional instructional time in English Language Arts and mathematics.

**Intervention/Integration Time Block** is an opportunity for teachers to work on subjects that overlap more than one core subject area, such as SEL, and for more intensive instructional time in ELA and Math. We have termed this block “Integration” to highlight that it is an opportunity to integrate the students understanding of individual subject matter. This block’s instruction will use our rotational blended approach, with students given direct instruction in for example, a topic in SEL, allows to work in a group on a project, or working individually on their project-based lesson. Most typically, this time will be used by students to work on their project based lessons. For older students, this block will become the primary time during the school day that they have to work on their Capstone Project.

**Afternoon Meeting** is an important brief check-in to ensure each student has an opportunity to reflect on the day’s learning and their decisions throughout the day, where students can ask questions about activities completed, and address issues that have arisen during the day.

**Morning Nutrition + Recess** is offered for snack time and supervised play.

**Rotational Model for ELA and Math:** In the Rotation, especially in the K-5 setting,<sup>10</sup> and within a given course or subject (e.g. math), students rotate between learning modalities, at least one of which is online learning. Other modalities could include activities such as small-group or full-class instruction, group projects, individual conferencing, and pencil-and-paper assignments (Staker & Horn, 2012).

As reading is the cornerstone of all school-based learning, Language Arts instruction is allocated the most time in all grade levels. Mathematical literacy is also a key focus of the curriculum. In order to effectively prepare students for the challenges of secondary school algebra, we implement a rigorous standards-based math instruction occurs daily in elementary grades. The length of instructional periods will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts tied to social science such as currency, etc. – experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school.

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<sup>10</sup> [http://aspirepublicschools.org/media/filer\\_public/2013/07/22/aspire-blended-learning-handbook-2013.pdf](http://aspirepublicschools.org/media/filer_public/2013/07/22/aspire-blended-learning-handbook-2013.pdf)

(Aschbacher, 1991; Levitan, 1991, Willett, 1992.) These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)

**Optional Tutoring:** While our intention is that each student will complete homework and read at home each day, we understand that for some families this expectation may present challenges, particularly as subject matter becomes more sophisticated as a student progresses through the upper grades. Alma Fuerte will ensure that all students who need it – whether because of family needs, intervention support, or scaffolded assistance with complex learning – have access to trained tutors Mondays, Tuesdays, and Thursday afternoons. These tutors – both our own faculty (who are expected to be on campus from 7:45 a.m. to 4:15p.m. on tutoring days) as well as trained volunteers (parents, retired seniors, local university and high school students, etc.) will provide invaluable assistance to our students and help expand their learning. Students who are struggling will be assigned to specific tutoring sessions with a teacher, while all students who wish to attend the afternoon sessions will be invited to do so (free of charge).<sup>11</sup> All students will be expected to arrive for Intervention at 8:15 a.m. and students working at or above grade level will engage in appropriate extension and challenge learning activities. We expect that a high proportion of our students will attend afternoon Optional Tutoring and see it as an investment in providing enriched instruction and more time for students to practice learned skills.

Classes will begin at 8:15 a.m. and end at 3:15 p.m. for all students, including TK and kindergarten, with the exception of earlier dismissal days on Wednesday afternoons. Optional tutoring will also be offered until 4:15 p.m. Monday, Tuesday, and Thursday. Teachers are expected to be on campus at 7:45 a.m. each day, and the Co-Director, Academics and Co-Director, Operations will participate in the morning “Meet & Greet” each day starting at 8:00 a.m. On Wednesday, instruction will begin at 8:15 a.m. and end at 12:40 p.m. in order to allow teachers two hours of professional development. (See Section on *Professional Development*, above.) We note that our ELD instruction will occur during our ELA instructional block.

#### **SAMPLE SCHEDULE (TK/KINDERGARTEN)**

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<sup>11</sup> In time, pending funding through ASES and other grants, Alma Fuerte plans to offer a comprehensive before and after-school program that includes both tutoring and enrichment activities (sports, arts, tech and more).

	TK and KINDERGARTEN				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00:00 AM	Students Arrive	Students Arrive	Students Arrive	Students Arrive	Students Arrive
8:05:00 AM					
8:10:00 AM					
8:15:00 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20:00 AM					
8:25:00 AM	Intervention /	Intervention /	Intervention /	Intervention /	Intervention /
8:30:00 AM	Integration	Integration	Integration	Integration	Integration
8:35:00 AM					
8:40:00 AM					
8:45:00 AM					
8:50:00 AM	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation
8:55:00 AM					
9:00:00 AM					
9:05:00 AM					
9:10:00 AM					
9:15:00 AM					
9:20:00 AM					
9:25:00 AM					
9:30:00 AM					
9:35:00 AM					
9:40:00 AM	Math Rotation	Math Rotation	Math Rotation	Math Rotation	Math Rotation
9:45:00 AM					
9:50:00 AM					
9:55:00 AM					
10:00:00 AM					
10:05:00 AM					
10:10:00 AM					
10:15:00 AM					
10:20:00 AM					
10:25:00 AM					
10:30:00 AM	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess
10:35:00 AM					
10:40:00 AM					
10:45:00 AM					
10:50:00 AM	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1
10:55:00 AM					
11:00:00 AM					
11:05:00 AM					
11:10:00 AM					
11:15:00 AM					
11:20:00 AM					
11:25:00 AM					
11:30:00 AM	Science	Science	Science	Science	Science
11:35:00 AM					
11:40:00 AM					
11:45:00 AM					
11:50:00 AM					
11:55:00 AM					
12:00:00 PM					

	TK and KINDERGARTEN				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00:00 PM					
12:05:00 PM					
12:10:00 PM					
12:15:00 PM					
12:20:00 PM	Recess	Recess	Recess	Recess	Recess
12:25:00 PM					
12:30:00 PM					
12:35:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:40:00 PM					
12:45:00 PM					
12:50:00 PM	Enrichment 2	Enrichment 2	Early Dismissal	Enrichment 2	Enrichment 2
12:55:00 PM					
1:00:00 PM					
1:05:00 PM					
1:10:00 PM					
1:15:00 PM					
1:20:00 PM					
1:25:00 PM					
1:30:00 PM	Social Studies	Social Studies		Social Studies	Social Studies
1:35:00 PM					
1:40:00 PM					
1:45:00 PM					
1:50:00 PM					
1:55:00 PM					
2:00:00 PM					
2:05:00 PM					
2:10:00 PM					
2:15:00 PM					
2:20:00 PM	Enrichment 3	Enrichment 3		Enrichment 3	Enrichment 3
2:25:00 PM					
2:30:00 PM					
2:35:00 PM					
2:40:00 AM					
2:45:00 AM					
2:50:00 AM					
2:55:00 AM					
3:00:00 AM	Nutrition/Recess	Nutrition/Recess		Nutrition/Recess	Nutrition/Recess
3:05:00 AM					
3:10:00 AM					
3:15:00 AM					
3:20:00 AM	Official Day End	Official Day End		Official Day End	Official Day End
3:25:00 AM					
3:30:00 AM					
3:35:00 AM					
3:40:00 AM					
3:45:00 AM	Integration/Optional Tutoring	Integration/Optional Tutoring		Integration/Optional Tutoring	Integration/Optional Tutoring
3:50:00 AM					
3:55:00 AM					
4:00:00 AM					
4:05:00 AM					
4:10:00 AM					
4:15:00 AM					
4:20:00 AM	School Closed	School Closed		School Closed	School Closed



**SAMPLE SCHEDULE (GRADES 1-5)**

	GRADES 1-5				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00:00 AM	Students Arrive	Students Arrive	Students Arrive	Students Arrive	Students Arrive
8:05:00 AM					
8:10:00 AM					
8:15:00 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20:00 AM					
8:25:00 AM	Intervention /	Intervention /	Intervention /	Intervention /	Intervention /
8:30:00 AM	Integration	Integration	Integration	Integration	Integration
8:35:00 AM					
8:40:00 AM					
8:45:00 AM					
8:50:00 AM	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation
8:55:00 AM					
9:00:00 AM					
9:05:00 AM					
9:10:00 AM					
9:15:00 AM					
9:20:00 AM					
9:25:00 AM					
9:30:00 AM					
9:35:00 AM					
9:40:00 AM	Math Rotation	Math Rotation	Math Rotation	Math Rotation	Math Rotation
9:45:00 AM					
9:50:00 AM					
9:55:00 AM					
10:00:00 AM					
10:05:00 AM					
10:10:00 AM					
10:15:00 AM					
10:20:00 AM					
10:25:00 AM					
10:30:00 AM	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess	Nutrition/Recess
10:35:00 AM					
10:40:00 AM					
10:45:00 AM					
10:50:00 AM	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1
10:55:00 AM					
11:00:00 AM					
11:05:00 AM					
11:10:00 AM					
11:15:00 AM					
11:20:00 AM					
11:25:00 AM					
11:30:00 AM	Science	Science	Science	Science	Science
11:35:00 AM					
11:40:00 AM					
11:45:00 AM					
11:50:00 AM					
11:55:00 AM					
12:00:00 PM					

	GRADES 1-5				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00:00 PM					
12:05:00 PM					
12:10:00 PM					
12:15:00 PM					
12:20:00 PM	Recess	Recess	Recess	Recess	Recess
12:25:00 PM					
12:30:00 PM					
12:35:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:40:00 PM					
12:45:00 PM					
12:50:00 PM	Enrichment 2	Enrichment 2	Integration	Enrichment 2	Enrichment 2
12:55:00 PM			Early Dismissal		
1:00:00 PM					
1:05:00 PM					
1:10:00 PM					
1:15:00 PM					
1:20:00 PM					
1:25:00 PM					
1:30:00 PM	Social Studies	Social Studies		Social Studies	Social Studies
1:35:00 PM					
1:40:00 PM					
1:45:00 PM					
1:50:00 PM					
1:55:00 PM					
2:00:00 PM					
2:05:00 PM					
2:10:00 PM					
2:15:00 PM					
2:20:00 PM	Enrichment 3	Enrichment 3		Enrichment 3	Enrichment 3
2:25:00 PM					
2:30:00 PM					
2:35:00 PM					
2:40:00 AM					
2:45:00 AM					
2:50:00 AM					
2:55:00 AM					
3:00:00 AM	Afternoon Checkin	Afternoon Checkin		Afternoon Checkin	Afternoon Checkin
3:05:00 AM					
3:10:00 AM	Integration /	Integration /		Integration /	Integration /
3:15:00 AM	Optional Tutoring	Optional Tutoring		Optional Tutoring	Optional Tutoring
3:20:00 AM	Official Day End	Official Day End		Official Day End	Official Day End
3:25:00 AM					
3:30:00 AM					
3:35:00 AM					
3:40:00 AM					
3:45:00 AM					
3:50:00 AM	Integration/Option	Integration/Option		Integration/Option	Integration/Option
3:55:00 AM	al Tutoring	al Tutoring		al Tutoring	al Tutoring
4:00:00 AM					
4:05:00 AM					
4:10:00 AM					
4:15:00 AM					
4:20:00 AM	School Closed	School Closed		School Closed	School Closed

**SAMPLE SCHEDULE (GRADES 6-8)**

	GRADES 6-8				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00:00 AM	Students Arrive	Students Arrive	Students Arrive	Students Arrive	Students Arrive
8:05:00 AM					
8:10:00 AM					
8:15:00 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20:00 AM					
8:25:00 AM	Intervention /	Intervention /	Intervention /	Intervention /	Intervention /
8:30:00 AM	Integration	Integration	Integration	Integration	Integration
8:35:00 AM					
8:40:00 AM					
8:45:00 AM					
8:50:00 AM	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation	ELA Rotation
8:55:00 AM					
9:00:00 AM					
9:05:00 AM					
9:10:00 AM					
9:15:00 AM					
9:20:00 AM					
9:25:00 AM					
9:30:00 AM					
9:35:00 AM					
9:40:00 AM	Math Rotation	Math Rotation	Math Rotation	Math Rotation	Math Rotation
9:45:00 AM					
9:50:00 AM					
9:55:00 AM					
10:00:00 AM					
10:05:00 AM					
10:10:00 AM					
10:15:00 AM					
10:20:00 AM					
10:25:00 AM					
10:30:00 AM	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1	Enrichment 1
10:35:00 AM					
10:40:00 AM					
10:45:00 AM					
10:50:00 AM					
10:55:00 AM					
11:00:00 AM					
11:05:00 AM					
11:10:00 AM					
11:15:00 AM					
11:20:00 AM	Science	Science	Science	Science	Science
11:25:00 AM					
11:30:00 AM					
11:35:00 AM					
11:40:00 AM					
11:45:00 AM					
11:50:00 AM					
11:55:00 AM					
12:00:00 PM					

	GRADES 6-8					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
12:00:00 PM						
12:05:00 PM						
12:10:00 PM	Recess	Recess	Recess	Recess	Recess	
12:15:00 PM						
12:20:00 PM						
12:25:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30:00 PM						
12:35:00 PM						
12:40:00 PM	Enrichment 2	Enrichment 2	Integration	Enrichment 2	Enrichment 2	
12:45:00 PM			Early Dismissal			
12:50:00 PM						
12:55:00 PM						
1:00:00 PM						
1:05:00 PM						
1:10:00 PM						
1:15:00 PM						
1:20:00 PM						
1:25:00 PM						
1:30:00 PM	Social Studies	Social Studies		Social Studies	Social Studies	
1:35:00 PM						
1:40:00 PM						
1:45:00 PM						
1:50:00 PM						
1:55:00 PM						
2:00:00 PM						
2:05:00 PM						
2:10:00 PM						
2:15:00 PM						
2:20:00 PM	Enrichment 3	Enrichment 3		Enrichment 3	Enrichment 3	
2:25:00 PM						
2:30:00 PM						
2:35:00 PM						
2:40:00 AM						
2:45:00 AM						
2:50:00 AM						
2:55:00 AM						
3:00:00 AM	Afternoon Checkin	Afternoon Checkin		Afternoon Checkin	Afternoon Checkin	
3:05:00 AM						
3:10:00 AM						
3:15:00 AM						
3:20:00 AM	Integration / Optional Tutoring Official Day End	Integration / Optional Tutoring Official Day End		Integration / Optional Tutoring Official Day End	Integration / Optional Tutoring Official Day End	
3:25:00 AM						
3:30:00 AM						
3:35:00 AM						
3:40:00 AM						
3:45:00 AM						
3:50:00 AM						
3:55:00 AM						
4:00:00 AM	Integration/Option al Tutoring	Integration/Option al Tutoring		Integration/Option al Tutoring	Integration/Option al Tutoring	
4:05:00 AM						
4:10:00 AM						
4:15:00 AM						
4:20:00 AM						
4:25:00 AM						
4:30:00 AM	School Closed	School Closed		School Closed	School Closed	

## **ii. Academic Calendar**

To further support our goal of increasing the instructional time available to student, Alma Fuerte will offer 200 instructional days. Prior to the start of the school year, teachers will get over a week of professional development and planning days for faculty (longer before the first school year).

*Alma Fuerte shall also comply with requirements regarding the minimum minutes of instruction, and for each fiscal year offer at a minimum:*

- (A) To pupils in TK and kindergarten, 36,000 minutes.*
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.*
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.*

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## XII. A DAY IN THE LIFE OF AN ALMA FUERTE STUDENT

Rico will start his day at our school by arriving around 8:00 AM. He will put any clothing and bags away in his cubby and will start to review his Daily Learning Plan for the day. This Daily Plan is part of his overall Individualized Learning Plan (discussed above).



Rico quickly drops off his daily plan with his teacher, Mrs. Levin, and rushes to his raised-bed garden. Rico became fascinated with urban gardening when his class visited a local urban farm. With the assistance of his teacher, Rico defined a project-based lesson around urban gardening that integrated his health and science instruction. As part of the project, Rico needs to research, plan, plant, and present a report on an experiment to raise nutritious vegetables to supplement his classmates' lunch. He checks for growth and measures the stalks for his science experiment. He then rushes back to join his class for the morning meeting.

At 8:15AM students sound the alarm to start the day. Each day a different pair of students are challenged to maintain the bell schedule for their class. This challenge is another component of developing the self-management skills students must learn to keep themselves on track in the real world.

During the Morning Meeting, Mrs. Levin talks about any important information the students need to know, i.e. an upcoming Holiday or class assignment. Today she reminds the class about an upcoming long weekend. She then reviews students' Daily Plans and helps them make adjustments if needed. Her feedback is critical to help the students model success and stay on track.

Mrs. Levin reviews Rico's Daily Plan. Rico is currently a 4th grader and as part of his Daily Plan he has chosen to use both morning and afternoon Intervention/Integration times to work on the Spanish presentation that he will be giving to the whole class at the end of the week. This Spanish presentation is another project-based learning opportunity. The assignment, to research and understand how Aztecs used dancing in their culture, builds an understanding of culture and social interaction in groups while reinforcing Spanish lessons, presentation skills, and researching skills. Mrs. Levin has also structured these individual projects around "support groups" with each student having 5 other peers to bounce ideas around and critique each other's project. Students are not just evaluated on the quality of their presentation, but the quality of their team's presentations and how they participated in the team.

At 8:25AM students sound the alarm to begin the "Intervention/Integration" block and students move to common meeting areas where they can work on their group projects or into areas where they can access scientific equipment or art materials.

In this particular case, Rico is working with two other students, Kathy and Tim from the next grade level. At Alma Fuerte teachers are highly collaborative. Mrs. Levin and Dr. Everett routinely highlight opportunities for multiage interaction. This assists younger students in modeling the maturity of older students and helps older students reinforcing lessons they've previously learned. In this case, Rico benefits from his older peers' design skills as well as their experience working in teams and Kathy and Tim get to reinforce their understanding of electricity.

At 8:50AM students sound the alarm to begin the ELA block and students return to their seats and English Language instruction begins. Based on their daily plan or at the teacher's prompting, students fall into one of the rotational blended learning categories. Rico's class is currently focused on storytelling. For example, some students will partner up to work on alternative endings for Aesop's fables. Other students will spend the early part of the class working with the teacher to learn to give their own "Personal Fable" an exciting introductory "hook." Other students are using devices to access Achieve 3000 to challenge their reading fluency.

Rico is working individually to craft a fable with a built-in math problem that will be used by 3rd graders in their math lessons. This project-based lesson allows writing practice, reinforcement of math concepts, and integrates the concept of social value. As Alma Fuerte defines entrepreneurship, the entrepreneur must create something of social value to two or more people. In building a word problem for 3rd graders, Rico must investigate what concepts 3rd graders are struggling to grasp. He could just attempt to remember what it was like when he was in their shoes, but is instead encouraged to work with a select group of 3rd graders and investigate with fresh eyes, this not only reinforces critical components of the entrepreneurial curriculum but, provides opportunities to develop social and cultural sensitivity, which are vital aspects of our Social/Emotional Learning (SEL) program.

At 9:40AM students sound the bell to transition from ELA to mathematics. Students use their daily plan to understand what their next math rotation will be. All classes at Alma Fuerte have students placed in one of the blended learning rotational sections: group rotation, individual rotation, computer-based rotation or the direct instruction rotation where they work with the teacher. Today, Mrs. Levin has decided to spend a small part of the mathematics block with all students in a direct instruction section so that she can present a fractions challenge to the entire class. This assignment additionally provides a gentle foreshadowing of the concept of “balanced equations” used in Algebra I. After the teacher’s challenge the students break into small group and must “self-organize” to solve the problem. At the end, each team presents their solution to the class and the class discusses each team’s solution and approach.

The students then spend time writing a reflection journal that investigates how their thinking about solving the challenging fraction problem has evolved from when they first started the assignment. The journaling also investigates how well their and other teams worked together. The core of this meta-cognitive assignment is to try to help the students understand why certain organizational approaches worked better than others. This group assignment is part of the leadership component of our entrepreneurial curriculum. Key to the leadership lessons is getting experience understanding how groups function best under various situations. The lessons also allow students, who are part of groups where leaders are elected, to get direct experience managing a group or being managed and as a result develop a powerful intuition about what leadership means and how to effectively lead or support leaders to achieve team goals.

At 10:30AM students sound the bell to get a quick snack and go outside to play. Prior to leaving, teachers introduce the students to the upcoming Art class to get them thinking as they play.

Around 10:40AM students start to be corralled back into the building and students choose food for snack time. As students choose their food, the teachers prompt the students to assess the motivations behind their food selections. As the students settle down from the recess and replenish energy from their snack, they discuss the upcoming Art assignment. The order of recess-to-snack has been intentionally chosen to make sure students are able to calm down after their break and maintain the right mindset for achievement. This directly models the type of self-management that is critical to our Entrepreneurial Mindset curriculum.

At 10:50AM students sound the bell to transition into their Art block. Today begins the two-week project-based assignment to design shoes for someone they randomly draw from their classroom. Following the “Design Thinking” approach students were taught previously, students interview their “customer.” This process not only mirrors how design occurs at some of the best performing companies in the world, but connects students and teaches them empathy and an ability to understand each other.

Once interviews are completed students sketch shoes knowing that tomorrow they will prototype them using found materials. Like many assignments students undertake at Alma Fuerte, this assignment is connected to their entrepreneurship curriculum. Assignments like this that very closely mirror real-world entrepreneurial activities, give students direct experience with the activities they will do for their own Capstone Entrepreneurship project.

Rico's customer is Derrick. Through his interview Rico found that Derrick loves playing tennis, so Rico designed a shoe that will allow Derrick to move back and forth across the court more quickly. Rico understands that he will need to get various forms of feedback from Derrick to validate his design. This research-based approach to learning has close parallels to the scientific method projects Rico is being introduced to in his science lessons.

At 11:30AM students sound the bell and students check their Day Plan and rally around their teacher for science instruction. Similarly to the ELA and math blocks, science instruction occurs in rotations of groups, independent study, digital, and direct teacher instruction.

At Alma Fuerte, teachers build lessons that highlight the connections between instructional units. For example, Rico's teacher, knowing that the Art assignment relates to envisioning a new shoe, is having the student's explore springs and flexible surfaces. Rico immediately sees the applicability of using torsion in his design of Derrick's shoe's sole. He hypothesizes that this will add additional quickness to the shoe. He takes a note using Google Docs to see if he can integrate this into his design later. The students are then given a writing assignment to explain, "how and why," they were able to derive new insights into their shoe project from the spring lesson.

At 12:20PM students sound the bell for recess. Students clean their area and go outside for recess. Students have the option of free form play or to use many stimulating outdoor learning manipulatives, like gigantic Tinker Toys.

At 12:35PM students will be corralled to engage in lunch and free play.

At 12:50PM students sound the alarm and the first enrichment period begins. In today's rotation, Spanish is the enrichment subject. Like other core subjects Spanish is taught through groups, individual practice, digitally, and via direct instruction. Oftentimes, pairing in small groups is built around teams of children that are native English and native Spanish speakers.

Rico's assignment from last week was to put together a presentation using key words in Spanish to the entire class, about Aztec dancing rituals. As he practices presenting to his group, his team helps him improve his dialect. His teammate Marcia thinks he's gotten some of the dance incorrect. They use the Internet to develop a greater understanding of why the Aztec warriors were dancing and watch videos to validate their understanding. Rico uses this greater understanding to update his presentation and thanks Marcia for her insight. This assignment allows Rico to directly experience the benefits of team-based work. It's also an opportunity to practice reframing the negative emotions that may come with being publically critiqued into opportunities for improvement. This reframing process is core to our Entrepreneurial mindset curriculum.

At 1:30PM students sound the alarm for social studies. Mrs. Levin has chosen to tie this period's lessons to the students' ongoing shoe project. Mrs. Levin plans to build on Social Studies Alive!'s lessons called

“Understanding the Economy.” Rico analyzes a series of images and concepts about buying and selling in the economy, and then writes about how these concepts could be applied to his shoe project.

Rico realizes that his customer, Derrick, is motivated to play sports because he likes when people watch him, and Rico suspects he will amend his original design to make the shoe a brighter color to attract more attention for Derrick. This practice of continually reworking their design allows students to reframe failure, the thought that their previous design wasn’t perfect, as an opportunity. This is an absolutely essential component of our entrepreneurial mindset curriculum.

At 2:20PM students sound the alarm to move into the second Enrichment period. Today the Enrichment class comes from the Technology curriculum and is introducing the student to Adobe Photoshop. Instead of just teaching students how to use the application, Mrs. Levin has decided to use this lesson to reinforce previous science lessons relating to the eye and the visual spectrum of light. Once taught, the students are given an assignment that connects to the students’ shoe design project: complete a shoe photo shoot and use Photoshop to prototype their shoe’s visual design.

Rico has decided he has made adequate progress on his Spanish presentation and decides to use the Second Integration block to focus on the shoe design project for Derrick. Rico pitches this change of plans to his teacher at the 3:00PM Afternoon Meeting block and in doing so he demonstrates enhanced ability to take over his own learning experience and his teacher approves. A student’s ability to maintain flexibility and agency over their learning experience is an essential component of the leadership section of the entrepreneurship curriculum.

At 3:15PM students sound the bell for the end of the official school day and the beginning of optional tutoring. Many students proceed to their outdoor dismissal area, which is organized by grade level. Students are checked out of school and to their parents in order. If students stay, they will use this time to work on their homework assignments and/or receive help from teachers and tutors that have arrived to assist students.

At 4:15 the remaining students proceed to their outdoor dismissal area and are checked out to their parents.

At home, students proceed to work on home assignments, their projects, access additional digital curriculum for enrichment, and plan their next day.

### **XIII. SPECIAL NEEDS: ALMA FUERTE PUBLIC SCHOOL WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS**

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Alma Fuerte’s school design, described above, has been created in order to serve diverse learners. The following section describes how we will serve students in the subgroups that we anticipate enrolling at Alma Fuerte.

#### **A. English Learners**

Our demographic research and experience in Northwest Pasadena, we expect that Alma Fuerte will serve a significant number of English Learners (“ELs”). To address the significant academic needs of EL students, all of the major components of Alma Fuerte’s instructional program have been carefully

designed to promote the academic and social success of EL students.

Several key features of effective programs for English learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English learners in California. ([www.sharingsuccess.org](http://www.sharingsuccess.org).) Many of those features have been incorporated within the program at Alma Fuerte, such as:

- **Inclusion** - The program for English learners will be an integral part of the school, neither conceptually nor physically separated from the rest of the school.
- **Enrichment** – English learners will be provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.
- **Coordination** - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers.
- **Internal Impetus** – Alma Fuerte teachers and school leaders will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

Additionally, project-based learning (PBL) has significant benefits for English Learners. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

Within the flexible instructional environment of PBL, teachers will frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning.

### **English Language Assurances**

The Charter School will meet all applicable legal requirements for ELs 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 requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### **1. IDENTIFICATION OF ENGLISH LEARNERS**

In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English will be assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place

within 30 days<sup>12</sup> of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. For EL students with who have IEPs, Alma Fuerte will ensure that linguistically appropriate IEPs are developed, including the components required by Education Code Section 56345(b).

Alma Fuerte staff will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians will be informed of their rights, invited to attend conferences to discuss students' CELDT levels and the educational strategies to be used for their children's English language development, and encouraged to participate in the reclassification process. Progress reports will be sent to parents regularly demonstrating students' assessed progress. Translation services for meetings and communications with parents of EL students will be provided by Alma Fuerte as necessary.

## **2. EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION**

In addition to the major program design features at Alma Fuerte that support students who are English learners, teachers at Alma Fuerte will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners)

### **a. Six Key Strategies for Teachers of English Learners<sup>13</sup>**

- 1) Vocabulary and Language Development
  - i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
  - ii) Teachers will build on student's background knowledge and cultural background.
  - iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)
  - i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

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<sup>12</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

<sup>13</sup> Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

- ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
  - iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
  - i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
  - ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
  - iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
  - i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes
  - i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
  - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
  - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) Modeling, Graphic Organizers, and Visuals
  - i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

#### **b. Sheltered Instruction / Specially Designed Academic Instruction in English (“SDAIE”)**

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. The teachers at Alma Fuerte will engage in the following practices to support universal access of subject matter content for all students:<sup>14</sup>

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

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<sup>14</sup> Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).



- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students “Into,” “Through,” and “Beyond” the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

**I. Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

**Anticipatory Guide:** Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming** - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

**II. Through:** The teacher enhances direct instruction on the topic by utilizing manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

**Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

**Reciprocal Teaching** - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.



**Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

**Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

**III. Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

**Roam the Room** - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

**Quotes** – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

### ***3. HOW THE PROGRAM WILL MEET THE STATE ELD STANDARDS AND USE THE RESULTS OF THE CELDT/ELPAC***

Our programs to support English Learners are based on the California ELD Standards. Because the current CELDT is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed ELPAC system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, Alma Fuerte will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the ESEA (or similar provision under ESSA).

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our EL Specialist will partner with the student’s teacher to include ELD goals on students’ learning plans. Additionally, our EL Specialist will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

### ***4. PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION***

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the

quarter. Teachers will report on students' proficiency level progress along the CELDT criteria levels with specific benchmark progress learning identified, in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Co-Director, Academics, who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

*Reclassification Criteria:*

- CELDT/ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening-speaking, reading, and writing
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- Teacher/EL Specialist judgment: Classroom teacher and EL Specialist judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English– Language Arts Standards Test (California Assessment of Student Performance and Progress (CAASPP) for ELA) and the California Modified Assessment for ELA (CMA for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

*Reclassification Procedures*

The following reclassification procedures will be used:

- At least two times per year, the Co-Director, Academics will create a list of all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Co-Director, Academics works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Co-Director, Academics identifies students ready to be reclassified and submits these names to the Administrative Assistant. The Administrative Assistant sends a reclassification letter to these students' parents and submits their names and report cards to the school district.

- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

Alma Fuerte has set a demanding reclassification target for annual student progress (see *Element 2: Measurable Student Outcomes*). 100% of EL students who have been enrolled at Alma Fuerte for at least three years and who have at least a 95% attendance rate will gain one grade level of academic content knowledge in each subject. EL students will progress at least one English language level each year. It is anticipated that all EL students who have been enrolled at Alma Fuerte for at least five years and have a 95% attendance rate, will be reclassified as English language proficient. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will be receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their TK- 8 career.

### **5. PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS**

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide Alma Fuerte teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas<sup>15</sup>:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that all children at any English proficiency level are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

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<sup>15</sup> <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Within the PLDs, three general levels of support are identified:

- **Overall Proficiency:** A general descriptor of ELs' abilities at entry to, progress through, and exit from the level.
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level.
- **Exit Stages:** Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication:
  - **Collaborative:** engagement in dialogue with others
  - **Interpretive:** comprehension and analysis of written and spoken texts
  - **Productive:** creation of oral presentations and written texts
- Two dimensions of Knowledge of Language:
  - **Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level
  - **Accuracy of Production:** The extent of accuracy in production ELs can be expected to exhibit at the level. English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners will continue to be re-evaluated annually using the CELDT/ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. Alma Fuerte will set a demanding reclassification target annually. The Co-Director, Academics will serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

When the number of EL students enrolled reaches 21 students, school administration will establish an English Language Advisory Committee which will serve in an advisory capacity to school administrators regarding the programs and services available for English learners.

### ***1. MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS***

Alma Fuerte will evaluate the effectiveness of its education program for ELs by:

- Adhering to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on

program design.

- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

## **B. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Through our Student Success Team ("SST") process, described below, we will identify students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

For example, socio-economically disadvantaged students may have a home environment that does not facilitate complying with the early pick up time of most schools. This is why Alma Fuerte will offer a whole day program from TK and kindergarten on, and parents will be able to drop-off their children starting at 8:15 a.m. until 4:15 p.m. most school days,<sup>16</sup> both to best serve our students' needs and accommodate working families. We will also plan to participate in the federal Free and Reduced Price Meal program, so that no Alma Fuerte student will go hungry during the school day.

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a students' ability to succeed academically. If students who are socioeconomically disadvantaged are academically low achieving or struggle with learning differences or are identified as English Learners, Alma Fuerte will utilize strategies described in other sections of this petition.

## **C. ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Academically high-achieving students will be served within the regular classroom program. Teachers at Alma Fuerte will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school's curriculum. Our personalized approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of academically high-achieving students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

### **1. IDENTIFICATION OF ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, and SST to identify students who are academically high-achieving. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with academic high achievement may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of

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<sup>16</sup> We plan to secure appropriate ASES and other funding to offer a comprehensive after-school program including both academic support and enrichments until 6:00 p.m. each day by Year Two.

such services. Parents and guardians will be informed when their child is suspected of being an academically high achieving student or identified as an academically high achieving student, so that they can seek appropriate challenges and opportunities for their child.

## **2. STRATEGIES TO SUPPORT ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Students who are academically high achieving and/or identified as gifted benefit from differentiation and tiered instruction that is flexible enough to meet their specific needs. According to Carol Tomlinson, a recognized expert in the field of education for gifted students, “a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given.” (Tomlinson, 1995.) Alma Fuerte has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Differentiated instruction and assessments
- Providing alternative and/or extension activities for students who have already mastered the content being taught
- Allowing gifted and high achieving students to work at an accelerated pace (blended learning supports this)
- Providing opportunities for students to work in flexible groups with other intellectual peers;
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within Alma Fuerte’s unique classroom program.

### **D. ACADEMICALLY LOW-ACHIEVING STUDENTS**

Alma Fuerte is committed to ensuring that all students achieve at their maximum learning potential. The program at Alma Fuerte has been expertly designed to meet the needs of all types of students by differentiating instruction, increasing student engagement and motivation, and providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities. Supplemental programs such as after-school tutoring, targeted intervention, and additional parent-teacher conferences are just some of the supports described below for academically low-achieving students.

Teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. In order to reach the greatest number of our students falling within this category, teachers will be trained to utilize the following “best practices:”

*High Expectations:* By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

*Reality-Based Teaching:* Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The expected diversity of our student body will influence curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

*Cooperative Learning:* Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and teamwork. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

*Multiple Assessments:* As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings. (See *Element 2: Assessment*, for explicit details about our assessment methodologies.)

*Direct Instruction:* As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice (including through online exercise) and feedback to ensure success
- Holding students accountable for their work through frequent teacher review

### **1. IDENTIFICATION OF STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING**

It is anticipated that the academic needs of most students will be met through the core elements of the Alma Fuerte program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students will be identified as academically low-achieving if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments;
- They do not demonstrate grade level proficiency on benchmarks (NWEA MAP and CAASPP); or



- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year;

## ***2. STRATEGIES TO SUPPORT ACADEMICALLY LOW-ACHIEVING STUDENTS***

Alma Fuerte program features have been proven through research and practice in similar school populations to be especially effective with Title I students and students performing below grade level or at significant risk of low achievement. The following program elements, described throughout this petition, are designed to support all students. These elements have demonstrated particularly successful results with low achieving students and others who are at risk of school failure and for whom traditional strategies are less likely to be effective:

- An integrated curriculum with project-based learning
- Blended learning
- A program built on rigorous content standards
- Highly qualified teachers
- Culture of excellence and high expectations
- A supportive school community
- A strong home-to-school connection.

Students who are identified as low achieving will receive targeted support and assistance throughout the school day. Targeted support for under achieving and/or students at risk may include:

- Providing a curriculum that values diversity and provides greater cultural contexts so students make valuable learning connections between course content and real-life experiences
- Required parent/guardian conferences for students who drop below a C average
- Early intervention in reading during ELA in the daily schedule (see above)
- Supplemental blended learning curriculum/program targeted at student needs
- Targeted intervention with additional teacher support during intervention block
- After-school tutoring
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports
- Project Based Learning provides both peer tutoring and role modeling. This is one of the successes of the approach;
- Regular assessments of students (as explained in the charter under the section addressing assessment) will provide early identification of students who are not at grade level or cannot meet the content standards so that teachers can plan and strategize effective interventions or tailor the PBL projects to address deficiencies;
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Other program modifications and supports as determined by the classroom teacher

### ***STUDENT SUCCESS TEAM (SST)***



Alma Fuerte is committed to working with students who are achieving below grade level to help them achieve at expected levels; and to those students who are performing above grade level and needing additional challenge. Despite the many strengths of Alma Fuerte's programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress, when students are performing beyond grade level and require additional challenge, or when their behaviors are impeding their own progress or the progress of others. On those occasions, convening a Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Co-Director, Academics, who will organize the SST process by managing the necessary paperwork, scheduling and facilitating meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development section of this petition.)

Alma Fuerte will use a systematic problem solving approach to assist students with concerns that are interfering with success:

1. Clarify problems and concerns
2. Develop strategies and organizes resources
3. Provide a system for school accountability
4. Serve, assist and counsel the parent, teacher and student.

A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

At Alma Fuerte, SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies are chosen
9. Concerns are brainstormed
10. Team choose best strategies
11. Commitments are made
12. Timeline is developed
13. Follow up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

### ***RESPONSE TO INTERVENTION (RTI)***

Instructional staff at Alma Fuerte will understand and implement the Response to Intervention (RTI) processes in their classrooms and the school. Our Response to Intervention (RTI) will be a multi-tier approach to the early identification and support of students with learning and behavior needs.

When a student enrolls at Alma Fuerte, administration will chart both the screening and assessment results that students bring to the school. Once the student is assigned to a classroom, teachers will also use grade level academic, teacher-made and school assessments within the first two weeks of the student's class assignment to identify the academic and behavioral needs of each student.

Upon having this universal screening data, the RTI process will immediately begin with the teacher implementing high-quality rigorous classroom instruction, as is aligned for all students in his or her classroom. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Intervention services will be implemented by a variety of personnel, including general education teachers, special educators, and specialists. Our Intervention/Integration block will offer teachers dedicated time for intervention. The progress of students will be closely monitored by teaching staff and teams of administrators and teachers through ongoing student assessment. SST communication systems to assess both the learning rate and level of performance of individual students will be in place for every student, as needed. Routine communication with parents will also inform our work and intentions to accelerate student growth. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction data. We will create a well-integrated system of assessment, instruction and intervention guided by student outcome data through the RTI process as guided by our SST decisions. Since RTI is a three tiered approach, once students are assessed, struggling learners who need additional support and who are identified as being "at risk" will receive supplemental instruction during the school day beginning in their regular classroom at the Tier I level.

Tier I: The decision to place a child at the Tier I Level of support will be made by the SST which includes the child's teacher. The child's teacher will share the results of her student assessments in her classroom. Combined with enrollment information the child has when entering Alma Fuerte, the SST can make a decision to immediately place the child at the Tier I intervention level of support.

This Tier I supplemental instruction will be provided for students by the child's classroom teacher through individual push-in support and/or through in classroom grouping practices to differentiate and facilitate progress for the child to address his/her specific student academic or behavioral needs. If no urgent issues are observed, our teachers will be advised to use an eight week period to plan and implement supplemental reinforcement for students identified as needing Tier I assistance. All students will receive high-quality, rigorous, research based, "best practice" instruction aligned with their area of academic or behavioral need throughout this Tier I period.

Student progress will be closely monitored using on-going valid formative regular assessments by the classroom teacher. At the end of this eight week period, students showing significant progress in

the identified “at-risk” areas can be returned to learning through the whole group classroom instruction in the regular classroom program. However, if a student is not demonstrating adequate progress, Tier II interventions may begin.

A decision to move students to the next Tier will occur after an eight week process of interventions, as determined through the weekly SST meetings. Classroom teachers bring progress reports and all assessment data collected for the child during that 8 week period to the SST meeting to consult with the members of the team about the decision to move a student back to the regular education program or to move the child to a Tier II Intervention level.

#### **TIER II:**

Students not making adequate progress in the regular classroom in Tier 1 will be identified by the SST to participate in receiving Tier II interventions with an increase in intensive instruction matched to the student’s needs. The SST will brainstorm research based methods and approaches that are strategies to offer the child more intensive assistance based on the student’s levels of performance, identified skills that are deficient, and rates of progress. Intensity, frequency and duration of the prescribed intervention will also be identified through the SST. In addition, the expertise of selected staff who will provide the intervention will also be considered. Discussions about whether a push-in or a pull-out approach is in the best interest of the child’s learning will be important to our team and the child’s success.

A longer period of time may be required for this tier of interventions and this period will be decided in the Team meeting; however, the teacher will monitor and update the SST in a scheduled meeting every eighth week about the child’s progress. Observations or additional assessments by specialists may also be recommended by our SST during Tier II interventions. Students who continue to show too little progress at this level of intervention will then be considered for more intensive interventions at the Tier III level.

#### **TIER III:**

At the Tier III level, SST will recommend a comprehensive evaluation of the child and several assessments will be used to consider if the results qualify the child for eligibility for special education services under IDEA. The data collected during Tiers I and II as well as these new assessments for Tier III will be considered by our team to make the student eligibility decisions.

At any point in our RTI process, under IDEA, our parents can request a formal evaluation to determine the child’s eligibility for special education. Our RTI process will not be used to deny or delay a formal evaluation for special education. Revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary. In fact, parents will be informed by the teacher about assessments and instruction in the Tier I process and invited to any meeting throughout the child’s learning journey through Tier Levels. We will welcome hearing about the parents’ concerns and recommendations. We will offer assistance to support the family of the child, as needed, in order to reinforce our whole child philosophy in creating successful student experiences with learning and achievement.

### ***3. CLASSROOM MODIFICATIONS FOR ACADEMICALLY LOW-ACHIEVING STUDENTS***

In addition to the instructional methods and strategies detailed above, when appropriate, classroom

modifications will be made to support academically low-achieving students. Modifications or accommodations may be used by the classroom teachers in coordination with the Student Success Team, for students who are low achievers, depending on the student's specific need. These may include using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

#### **4. TRACKING THE ACADEMIC PROGRESS OF ACADEMICALLY LOW-ACHIEVING STUDENTS**

Alma Fuerte will acquire and maintain Illuminate or a similar student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, the following groups of students will be monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Socioeconomically disadvantaged students (Title I).

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team, below.

#### **E. STUDENTS WITH DISABILITIES**

Teachers at Alma Fuerte will implement a wide range of accommodations for students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies for working with learning, physical and other differently abled students, and classroom practices that support students with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be:

- Early identification and symptoms of learning, physical and other different abilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be disabled.

All instructional staff, as well as other appropriate 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 Special Education Local Plan Area ("SELPA").

Alma Fuerte will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 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, Alma Fuerte Public School will comply with the guidelines of its charter authorizer, and all California laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities will be fully integrated into the programs of Alma Fuerte, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Alma Fuerte is properly identified, assessed and provided with necessary services and supports.

The School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

### ***1. SERVICES FOR STUDENTS UNDER THE IDEA***

Upon approval as a charter school, Alma Fuerte Public School will operate as a public school of the district for the purposes of providing Special Education services and will negotiate an appropriate Special Education Memorandum of Understanding (“MOU”) between the school and the Pasadena Unified School District, which shall delineate the respective responsibilities of Alma Fuerte and Pasadena Unified with regard to the funding and delivery of special education and related services in the means that best serves our students.<sup>17</sup> We are confident that our individualized and differentiated approach to instruction will be of tremendous benefit to students with special needs especially.

Alma Fuerte reserves the right at any point during its charter term to seek a material revision to this petition to 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. In the event that Alma Fuerte applies for, and is accepted as an LEA member of a SELPA, Alma Fuerte will comply with all notice and other provisions under the law and ensure sound financial planning for the potential contingencies associated with becoming an LEA for special education purposes.

So long as Alma Fuerte operates as a “school of the district” solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, PUSD will provide special education services for students enrolled in Alma Fuerte to the extent required by law. Specifically, pursuant to the terms of the Special Education MOU negotiated with Alma Fuerte Public School, PUSD will: (a) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; or (b) provide Alma Fuerte Public School with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Alma Fuerte reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative

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<sup>17</sup> Based on the terms of the Special Ed MOU, we will revise the charter petition language accordingly to accurately reflect the terms of the MOU and ensure consistency.

support services.

Alma Fuerte pledges to work in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. Furthermore, Alma Fuerte will comply with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to Alma Fuerte pertaining to special education students.

Per federal law, all students with disabilities will be integrated into the programs of Alma Fuerte to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, mandated services, and equipment to support their learning. Alma Fuerte will meet all the requirements mandated within a student's Individualized Education Program. The school will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU.

## **2. SEARCH AND SERVE**

Upon the commencement of each school year, all enrolled students will be evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, parents and school leaders, Alma Fuerte will work to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team will convene weekly to review all referred students as well as student data across sub-groups, classrooms and more.

The School shall have the responsibility to identify, refer, and work cooperatively in locating School students who have or may have exceptional needs that qualify them to receive special education services. The School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the School's understanding that the District shall provide the School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the School from a District school. The District shall have unfettered access to all School student records and information in order to serve all of School's students' special needs.

In the event that the School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the School and the District will provide the parent with a written

assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### **3. ASSESSMENT**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The School shall work in collaboration with the District to obtain parent/guardian consent to assess School students. The School shall not conduct special education assessments unless directed by the District.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Alma Fuerte's primary internal method for referral for assessment will be the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent will be advised by the school to notify the school in writing in order to arrange for possible testing and evaluation (parents who make the request orally will be provided assistance, if needed, in making a written request). Parent notification and request for special education testing and evaluation will trigger legal timelines, and Alma Fuerte will follow all legal and District mandates for a timely response.

After a student is referred for a special education assessment, Alma Fuerte will provide the student's parent or guardian with a proposed assessment plan within 15 days of the referral. Parents will be informed by the Co-Director, Academics that special education and related services are provided at no cost to them. Alma Fuerte will obtain informed consent from the parent/guardian before conducting the assessment, and the assessment will be completed within 60 days of receipt of parental consent.

The Co-Director, Academics will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A teacher or Alma Fuerte staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by Alma Fuerte, in collaboration with any hired service providers, and will generally be performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but are not limited to:

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



- Parent input.

Unless conflicting with state or SELPA policies and procedures, Alma Fuerte will follow the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then state or SELPA policies and procedures will govern, and Alma Fuerte will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- The assessment will be conducted by a professional with knowledge of the suspected disability.
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- 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 about the disability.

Once the assessment is completed, Alma Fuerte will hold a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial IEP meeting described in detail below, and Alma Fuerte will offer the student's parent/guardian the opportunity to participate. Alma Fuerte will be responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at Alma Fuerte with an existing IEP, an IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, Alma Fuerte shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, Alma Fuerte will forward a complete list of all new IEPs to students' home districts for reference, if required by law.

#### ***4. DEVELOPMENT, IMPLEMENTATION AND REVIEW OF IEP***

Alma Fuerte Public School, in collaboration with Pasadena Unified School District or SELPA pursuant to the Special Education MOU and SELPA policies, will ensure that all aspects of the IEP and school site implementation are maintained. Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. Alma Fuerte will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Alma Fuerte will ensure that all aspects of the IEP and school site implementation are maintained.

Alma Fuerte will provide modifications and accommodations (as outlined within each individual's IEP) in order to provide an education tailored to each student's unique educational need. Students at the school who have IEP's will be served in the Least Restrictive Environment ("LRE"). However, should a



student's IEP team determine that the student requires an alternative placement, the school will work with Pasadena Unified School District to ensure an appropriate placement and services.

Alma Fuerte Public School will work with Pasadena Unified School District and/or SELPA to make time, resources, and facilities available to meet the needs of the student's IEP. Alma Fuerte will actively participate in all aspects of the IEP to enable the student to be successful, including planning the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

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

- Co-Director, Academics
- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- At least one core classroom teacher who is familiar with the curriculum or progress appropriate to that student;
- A Pasadena Unified School District or SELPA Special Education Representative;
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Resource Specialist and any other teachers and service providers (e.g. contracted speech therapists) who have worked with the student while at Alma Fuerte.

Others familiar with the student may be invited as needed. Alma Fuerte 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. An interpreter will be provided if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. When available, an Alma Fuerte teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home after working hours. A copy of the IEP will be given to the parent in accordance with State law, Pasadena Unified School District and SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP will be implemented by Alma Fuerte, in cooperation with the Pasadena Unified School District or SELPA in which Alma Fuerte is a member, under the terms of the Special Education MOU. The IEP will include all required components and be composed using PUSD or SELPA approved forms.

The elements of the IEP will include:

- A statement of the student's present levels of academic achievement and functional performance, and assessment data
- 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 will be measured and monitored
- An explanation of the extent, if any, to which the student will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments; and
- Transition goals for work-related skills.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability
- If the parent/guardian, an Alma Fuerte staff member, the Pasadena Unified School District or SELPA, hired service providers, or the student has communicated a concern about the student's progress

The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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 school which will then forward such written notice to Pasadena Unified School District and/or SELPA within two school days. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parents and the Pasadena Unified School District and/or SELPA for any items related to the special education services. Students at Alma Fuerte who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

Parents will be informed approximately four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

## **5. STAFFING**

Although specific staffing needs will be determined based on the Special Education MOU negotiated with PUSD, based on the current population in our target population, we have budgeted – above and beyond staff and services provided by the District -- to have at least one Resource Specialist<sup>18</sup> with an appropriate Special Education Credential who will lead direct instruction of students with special needs and help train and collaborate with other faculty regarding instruction for students with special needs in pull-out and small groups or push-in services with individuals and small groups.<sup>19</sup> In addition, our Co-Director, Academics will coordinate all aspects of the SST and IEP process from an administrative perspective. The Co-Director, Academics will be the primary Alma Fuerte representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Alma Fuerte will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In overseeing the special education program and the IEP process, the Co-Director, Academics will:

- Ensure that all aspects of the IEP are followed
- Ensure all appropriate personnel (including consultants) attend team meetings
- Ensure parents receive regular communication about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult bi-monthly with the student's teacher and service providers to ensure that the objectives and goals of students with IEP's are being met (consistent with school-wide review of all students' ILPs)
- Ensure completion of the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education

So long as Alma Fuerte operates as a "school of the district" for special education purposes, Pasadena Unified School District agrees to allow Alma Fuerte staff access to all Special Education related professional development opportunities that are available to other employees of Pasadena Unified School District.

## **6. SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES**

As detailed throughout this petition, Alma Fuerte will employ a highly individualized model of instruction for all students, which will benefit all students with learning challenges. Alma Fuerte will mainstream all of its students as much as is appropriate according to each individual IEP and will comply with the federal mandate of the least restrictive environment ("LRE"). Each student's IEP will require different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be

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<sup>19</sup> Depending on enrollment each year, additional Resource Specialists, aides or other staff will be added as needed.

built around the student's needs and how these fit within the general educational program of the school.

Alma Fuerte will, in alignment with the Pasadena Unified School District or SELPA, provide several programs for students with special needs, whereby the academic program is structured in one or several of the following ways<sup>20</sup>: 1) a Resource Specialist may provide services in the classroom or in a small group outside the classroom, 2) a Resource Specialist coordinates programs and services for students who are fully included in regular education classroom, or 3) a Modified Inclusion model, where classes have up to five students with identified special needs, a regular education teacher, and a Resource Specialist. A Resource Specialist collaborates with regular education teachers and oversees implementation of each child's IEP.

Alma Fuerte will employ a variety of strategies to ensure student success for our Special Education such as those detailed extensively in the previous sections, and all will be in accordance with their IEP.

Alma Fuerte may also contract with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. Alma Fuerte will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

Alma Fuerte retains the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider who can coordinate and facilitate some or all of the special education related services and instruction for our students. These types of special education service providers could provide Alma Fuerte with the following staff:

- Credentialed special education teachers/Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist
- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

The chosen special education service providers could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS), and Special Education Instruction. Alma Fuerte shall carefully review the qualifications of potential providers, contact other schools and districts who utilize such providers and conduct reference checks, and ensure that individuals performing services have undergone background checks and fingerprinting clearances.

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<sup>20</sup> [http://special-education.pusd.schoolfusion.us/modules/groups/group\\_pages.phtml?gid=942971&nid=75745&sessionid=0b64102764171c2c335b7a7dbdafd22b](http://special-education.pusd.schoolfusion.us/modules/groups/group_pages.phtml?gid=942971&nid=75745&sessionid=0b64102764171c2c335b7a7dbdafd22b)

For every student who is eligible to receive special education instruction and related services, Alma Fuerte will provide transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation will be provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

## **7. REPORTING**

Alma Fuerte, in collaboration with Pasadena Unified School District and/or the SELPA and the Alma Fuerte service providers (if applicable), will collect and maintain the following information on disabled students as required by IDEA:

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Co-Director, Academics (or his/her designee). The Co-Director, Academics will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Co-Director, Academics will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

## **8. DUE PROCESS AND PROCEDURAL SAFEGUARDS**

Parents or guardians of students with IEPs at Alma Fuerte must give written consent for the evaluation and placement of their child; will be included in the decision-making process when change in placement is under consideration; and will be invited, along with teachers, to all conferences and meetings to develop their child's IEP. Alma Fuerte parents will be encouraged to participate in the Pasadena Unified School District Community Advisory Committee, (CAC), a parent-run group established by the state to give parents a voice in Special Education implementation. Representatives from local regional centers, school district departments and city departments attend the general meetings.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due

process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Pasadena Unified School District and Alma Fuerte shall work together to defend the case, so long as Alma Fuerte operates as a “school of the district” for special education purposes.<sup>21</sup> In the event that the Pasadena Unified School District determines that legal representation is needed, Alma Fuerte agrees that it shall be jointly represented by legal counsel of the Pasadena Unified School District’s choosing.

So long as Alma Fuerte operates as a school of the district for special education purposes, PUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Alma Fuerte if PUSD determines such action is legally necessary or advisable. Alma Fuerte Public School agrees to cooperate fully with PUSD in such a proceeding.

So long as Alma Fuerte operates as a school of the district for purposes of special education, Alma Fuerte Public Schools understands that PUSD shall have sole discretion to settle any matter in mediation or due process. PUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Alma Fuerte student necessary to protect its rights.

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

## **9. FUNDING**

The School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the School. The School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for School students though the SELPA Annual Budget Plan, and shall be entitled to count School students as its own for all such purposes.

### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide School students with placements at locations other than at the School’s school site in order to provide them with a free

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<sup>21</sup> In the event that Alma Fuerte ultimately operates as an independent LEA in a SELPA following authorizer approval, Alma Fuerte Public School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

#### *Contribution to Encroachment*

The School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the School for the School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to School) divided by the total number of District ADA (including School students), and multiplied by the total number of School ADA. The School ADA shall include all Charter School students, regardless of home district.

#### **SECTION 504 OF THE REHABILITATION ACT**

Alma Fuerte 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 Alma Fuerte Public School. Any student, who has an objectively identified disability that 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, Academics and shall include the Co-Director, Academics (or his/her designee), parent/guardian, the student if needed, 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team 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 that 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 IDEIA, a referral for assessment under the IDEIA 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 a copy of each student's 504 Plan. The Special Education Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. 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.

#### **F. FOSTER YOUTH AND HOMELESS YOUTH**

We expect to have a small student population of foster youth, given that less than 1% of youth in our target area do not live with their relatives.<sup>22</sup> Alma Fuerte may also enroll a number of homeless youth. In response to their needs, Alma Fuerte will seek to work closely with Los Angeles County agencies in identifying and monitoring foster and homeless youth who enroll. Alma Fuerte will coordinate with the Department of Children and Family Services to account for the School's foster and homeless youth population. Throughout our School, Alma Fuerte will cultivate a respectful school culture, in which foster and homeless youth can feel secure in approaching adults on campus regarding difficulties in accessing resources, or for general counseling and guidance. Alma Fuerte has included funding for counseling support in our financial projections. Foster and homeless youth with specific needs that cannot be met on campus will be referred to local partner resources that are gratis to the student whenever possible.

#### **Challenges of Foster Youth**

Adapting to a new curriculum and school culture poses challenges to any child. Children in foster care, with limited resources to draw on, may stop attending school regularly, which increases their risk of academic failure. Other barriers to regular school attendance include the challenge of making new friends and the different expectations that biological and foster parents may have regarding education

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<sup>22</sup> factfinder2.census.gov (2010 Census).



(e.g., the importance of attending school or working hard in school), which can be confusing for the child. Children who change schools also find it difficult to form relationships with school staff who could support their academic success.

The result of regularly missing school, having to change schools frequently, and having their enrollment delayed is that children in foster care are often academically and socially behind their peers. These disruptions in school stability increase the risk of academic failure and hinder educational achievement. Youth in foster care often have increased behavioral problems, require special education services, are at increased risk of dropping out of school, and/or have an increased risk of juvenile delinquency (Ryan & Testa, 2005; Zetlin, Weinberg, & Kimm, 2003).

### **How Alma Fuerte will collaborate with the Child Welfare System and other Partners**

The child welfare and education systems are both meant to promote the well-being of children and families. While it might not be common with schools to form a strong partnership with a local child welfare system, we believe that effective collaboration among these systems can help in meeting the educational, physical, and mental health needs of youth in foster care (Zetlin, Weinberg, & Shea, 2006). This partnership will include sharing of critical information and more timely school enrollment.

Information is critical. Before a child walks through the doors of a new school, he or she has already experienced many traumatic and disruptive events, including the original abuse or neglect, removal from the home, separation from siblings, having to tell and retell the story to strangers, meeting caseworkers, and meeting new foster parents. This is why we are so heavily focused on developing a strong communication and collaborative partnership. Alma Fuerte will seek to develop strong relationships with child welfare agency staff, meeting frequently with personnel at child welfare agencies to discuss aligned goals and strategies for serving foster youth.

### **How Alma Fuerte will Promote Academic Success for children in Foster Care**

Alma Fuerte will adopt policies that ease the school transitions of children in foster care and improve their chances of academic success. Here are some examples of policies and guidelines that we plan to use to support successful school transitions:

- A policy that ensures immediate enrollment, even if there are missing required educational, health, or special education records
- A policy that expedites convening a special education meeting if the child needs to receive services immediately through an IEP or 504 plan;
- A policy about information-sharing that clarifies what information can be shared about the child and with whom; and
- Guidelines that outline the roles and responsibilities of support staff and foster care parents when enrolling a child in a new school.

The following are additional strategies that Alma Fuerte will employ, when possible, to promote educational stability and academic success for children in foster care:

- Hold regular meetings with an education team of school staff and staff from other agencies involved with the child (e.g., caseworker, teacher, guidance counselor, mental health professional, social worker, juvenile probation officer, special education liaison, Big Brother/Big

Sister mentor, educational advocate) to discuss the child’s educational progress and needed resources and services.

- Involve the child’s caseworker, CASA, birth parents, and/or caregivers, as appropriate, in education planning.
- Identify a school staff person (e.g., counselor, teacher) whom the youth can talk to about any problems or concerns.

### **Supplemental Education Services for Children in Foster Care**

Alma Fuerte and the child welfare agency will collaborate on the education plan for a child in foster care. We believe this will increase the likelihood of educational stability. Additionally, because children in foster care have higher rates of chronic medical problems and developmental, emotional, and behavioral disorders than other children (Percora, Jensen, Romanelli, Jackson, & Ortiz, 2009), effective collaboration between Alma Fuerte and other agencies is critical to ensuring that all providers know which programs and services are available and are being provided to the child.

### **Special Education Services for Foster Youth**

While 10 percent of the entire student population receives special education services, children in foster care are over-represented in this group—33–50 percent of children in foster care receive special education services (Zetlin, 2006).

When a foster child with an IEP starts at Alma Fuerte new school, it is critical that their records are immediately transferred with the child so that Alma Fuerte can begin preparing a supportive environment. Alma Fuerte will work with the child welfare agency to ensure a seamless transition of all needed school and health records.

By collaborating with the local child welfare system to ensure a coordinated effort that provides seamless educational transitions, and by working to ensure that children’s physical, mental, emotional, and educational needs are met, Alma Fuerte will play an important role in supporting the academic success of children in foster care.

## **G. OTHER SPECIAL POPULATIONS**

As noted throughout this charter petition and in particular this section, Alma Fuerte will utilize a child-centered approach in all aspects of instruction and support, thus we are confident we will meet the needs of every student and help them to succeed. All members of our faculty and our instructional leaders will assist each family (or, as appropriate, guardian) to ensure the educational success of their child, including making appropriate referrals to community organizations.

## **XIV. TEACHER RECRUITMENT, SUPPORT, EVALUATION, PROFESSIONAL DEVELOPMENT**

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As discussed in more detail in Elements 4 and 5, Alma Fuerte has bifurcated school leadership, with a Co-Director, Academics and a Co-Director, Operations.

In this model, the Co-Director, Academics will focus exclusively on supporting teachers and improving instruction. This will provide the teachers with a dedicated resource and advocate. The Co-Director, Operations will focus on managing the school’s operations.

#### **a. TEACHER RECRUITMENT**

Staff members will be recruited through various communication channels, including local newspapers, education networking websites (California Charter Schools Association, Charter School Development Center, Teach for America, EdJoin, idealist.org, coalition of essential schools, Pasadena Education Network), the school website, career fairs, local universities and word of mouth referrals. Alma Fuerte will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Co-Director, Academics and other lead staff will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. For our first year, the Co-Director, Academics will bear primary responsibility for all teacher hiring. In future years, he/she will be joined by a hiring committee that includes teachers. Candidates for teaching positions will be interviewed, and in some cases will be asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. In some cases, the Co-Director, Academics may observe candidates teaching a lesson in their current positions. Following interviews, the school will contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written offer of employment. In addition, the school will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements (or similar requirements under the ESSA) to teach the subject that he/she is being hired to teach.

Alma Fuerte will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, the school will provide: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program.

Teachers will have a daily on-site commitment from 7:45 a.m. to 4:15 p.m on most school days, except for shorter Wednesdays for professional development/common planning and shorter Fridays (3:15 p.m.). As salaried professionals, it will be understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends.

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. Performance measures will be developed by the Co-Director, Academics and used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school.

#### **b. INCREASING TEACHER CAPACITY THROUGH PROFESSIONAL DEVELOPMENT**

Alma Fuerte will offer engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice (Darling-Hammond, 1995.) The Co-Director, Academics will

serve as the instructional leader and lead supervisor of instructors, conducting formal and informal observations, setting goals for performance, and providing regular feedback to teachers. General observations that have school wide implications will inform plans for professional development. The Co-Director, Academics, and as the school grows, additional instructional leaders, will visit teachers regularly to observe teaching. In addition, the Co-Director, Academics, will work closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for students in need. Data collected through classroom observations will help determine professional development topics. Teachers will be surveyed annually to determine whether or not the practices of high quality professional development are in place at the school.

Perhaps most importantly, teachers will be provided significant time and opportunity – including several full pupil-free days before the beginning of the school year and selected pupil-free days throughout the school year – totaling nearly 100 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice, including:

- Grade level Lead Teachers will work with the Co-Director, Academics for one month in the summer prior to the school opening, to plan curriculum and assessments, professional development and more for the upcoming year.
- A mandatory Summer Institute for all teachers prior to the start of each school year (likely two weeks before the first school year and one-two weeks before successive school years) to review the school's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.
- Induction for new teachers will be developed by the Co-Director, Academics and teacher leaders. This will include additional summer professional development, new teacher support meetings, and mentoring.
- Once-weekly grade level planning meetings; monthly planning time across grade levels. Wednesday "Early Out" sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development.
- Pupil-free days every-other-month throughout the year to intensely analyze student achievement data and engage in collaborative planning.
- Clearly articulated expectations with respect to professional development outcomes.
- On-site visits and observations that follow the Learning Walk model (Resnick).
- Visits to other innovative and high performing schools.
- Access to a professional development library and other professional resources
- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Co-Director, Academics.

Through these professional development opportunities, teachers will examine and discuss research and give teachers time to meet, discuss, and learn what works best with their students. Teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and

success. This will be monitored and assessed through classroom “walk throughs” and informal/formal observations conducted by the Co-Director, Academics and teachers.

#### *Professional Development Topics*

The Co-Director, Academics will determine specific topics and sequencing for professional development. We anticipate that the following, at a minimum, will be topics covered in the first years of operation:

- Mission and vision of the school and review of the charter petition
- Review of student achievement data for returning students
- Entrepreneurship
- School Operations
- Health & Safety Policies and Procedures
- Resnick’s Principles of Learning
- Culturally Responsive Teaching
- Differentiating instruction for all learners
- Teaching in a constructivist classroom
- Project-based learning
- Backwards Design
- Using data to differentiate instruction
- Integrating technology in the classroom
- Training on technology to be used by teachers and students
- Online curriculum
- Literacy instruction: balanced literacy, reading and writing across the curriculum, ABCs of phonics instruction
- Classroom Management Success
- School behavioral expectations, social-emotional learning and character education
- SST and RTI Processes
- Strategies and approaches for instruction of low-achieving and high-achieving students
- Meeting the needs of English learners including Sheltered English instruction/SDAIE and Guided Language Acquisition Design (GLAD) strategies
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations, the Learning Walk process
- Assessment: standardized tests (CAASPP, CELDT/ELPAC, etc.), NWEA MAP, ST Math and other online assessments
- Use of Student Information System (SIS), reviewing student achievement data, and using data to differentiate instruction

#### ***c. TEACHER EVALUATION***

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. Performance measures will be used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school.

Teachers will be evaluated at least once annually using a comprehensive system that incorporates multiple measures of performance. A thorough evaluation system will ensure not only that teachers continue to grow professionally during their years at Alma Fuerte, but that only highly effective teachers are retained. The teacher performance evaluation process will include:

- The use of value-added data, consistent with current trends in teacher evaluation
- The Co-Director, Academics formally will conference with teachers one-on-one no less than twice each year to review and discuss the academic progress of the students in their classroom.
- The Co-Director, Academics and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups
- Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during professional development prior to the opening of school so that teachers are familiar with the process.
- Teachers will receive feedback from the Co-Director, Academics regarding their effectiveness in all aspects of the job (i.e., instruction, parent communication, planning, collaboration, support of the school's mission).
- The Director will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.
- All teachers will be expected to maintain professional portfolios that document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.
- Teachers will develop a plan for professional growth that will be approved annually by the Co-Director, Academics.

#### ***E. ADVISORY COMMITTEES***

In addition to our board, we continue to assemble advisory committees who have expertise in areas critical to the continued growth of our school. These Advisory Committees will meet with staff quarterly, in person if possible, to review progress and present the latest findings on important topic areas. These committees can be drawn into meetings ad hoc in the case of a pressing staff need. Each Advisory Committee will consist of thought leaders and leading practitioners in the primary topic of that committee.

The Entrepreneurship Advisory Committee is the first that we have formed and is dedicated to assuring that Alma Fuerte effectively implements its entrepreneurship curriculum effectively. This committee currently consists of five experts in entrepreneurship theory with direct experience starting businesses.

This committee will meet with teachers prior to the schools launching to make sure that the teachers are fully prepared to teach the entrepreneurship curriculum. This will supplement the professional development offered through Junior Achievement. The entrepreneurs will then continue to play a very active role throughout the school year, making them available for ad hoc calls from staff. They will also review student artifacts quarterly to assure that continue to progress. Finally, the advisory committee will compare key components in the Junior Achievement curriculum to assure that it stays up-to-date with the state-of-the-art in entrepreneurship theory.

## XV. ROLL-OUT AND IMPLEMENTATION PLAN

We have developed a phased roll out for the various programmatic and curricular elements of Alma Fuerte's Educational Program. This plan, its timing and phases, is intended to be responsive to opportunities and the realities of the actual implementation. Alma Fuerte's actual implementation may vary.

*Note to Reader: To fully follow the rollout plan it is important to remember that Alma Fuerte will open serving grades TK – 2 and will grow by adding a new grade every year.*

	Approach		Curriculum				
	Blended Learning	PBL	Core Subjects	Entrepreneurship	Arts	Spanish	PE & Health
<b>Year 1</b>							
Trimester 1	Rotation - Non Digital	Planning	Full Program	Planning	Full Program	Full Program	Full Program
Trimester 2	Rotation - Non Digital	Planning	Full Program	Planning	Full Program	Full Program	Full Program
Trimester 3	Phase in Digital Curriculum	Planning	Full Program	Planning	Full Program	Full Program	Full Program
<b>Year 2</b>							
Trimester 1	Full Blended Program	PBL ELA Grades 2 & 3	Full Program	Entre. 2 & 3	Full Program	Full Program	Full Program
Trimester 2	Full Blended Program	PBL Math Grades 2 & 3	Full Program	Entre. 2 & 3	Full Program	Full Program	Full Program
Trimester 3	Full Blended Program	PBL ELA Grades TK - 1	Full Program	Entre. TK - 1	Full Program	Full Program	Full Program
<b>Year 3</b>							
Trimester 1	Full Blended Program	PBL Math Grades TK - 1	Full Program	Full Program	Full Program	Full Program	Full Program
Trimester 2	Full Blended Program	Full PBL Program	Full Program	Full Program	Full Program	Full Program	Full Program
Trimester 3	Full Blended Program	Full PBL Program	Full Program	Full Program	Full Program	Full Program	Full Program

### F. IMPLEMENTATION PHASES BY CATEGORY

We have divided our Implementation Plan into two segments: Approaches and Curriculum. A detailed explanation of these segments can be found earlier in the petition.

#### 1. APPROACHES

##### a. Blended Learning

Our Rotational Blended Learning program will be implemented in two phases.

##### *Phase I*

The first phase introduces the rotational components of the blended learning model, but does not include any computer-based curriculum. These rotational components include:

- Individual Practice
- Small-group instruction
- Full-class instruction

- Group projects
- Individual conferencing

#### *Phase II*

The second phase will roll out digital curricula into the individual practice rotation.

### **b. Project Based Learning (PBL)**

Our Project Based Learning program will be implemented in six phases.

#### *Phase I*

The first phase involves planning and professional development for four grade levels worth of projects.

#### *Phase II*

The second phase involves rolling out ELA projects for grades 2 & 3. ELA projects should not be read to imply that no other subjects will be involved in these projects, instead it should be understood that the core project work will center around ELA common core standards.

#### *Phase III*

The third phase involves rolling out math projects for grades 2 & 3. Similarly to the ELA roll out phase, math projects should not be read to imply that no other subjects will be involved in these projects, instead it should be understood that the core project work will center around math common core standards.

#### *Phase IV*

The fourth phase involves rolling out ELA projects for grades TK through 1.

#### *Phase V*

The fifth phase involves rolling out math projects for grades TK through 1. We plan for this phase to occur during the first trimester of the third year of operation; this will also coincide with projects being implemented for our new fourth grade class.

#### *Phase VI*

The sixth phase will complete the implementation of the project based learning program. This should not be read, as implying that our PBL program will cease evolving. We plan to continue to develop our PBL program by improving our existing projects and developing new ones.

## **3. CURRICULUM**

### **a. Core Subjects**

The full program of core subjects will be implemented and integrated into the rotational blended program from the opening day of Alma Fuerte.

### **b. Entrepreneurship**

Our Entrepreneurship program will be rolled out in four phases.

#### *Phase I*

The first phase involves planning and professional development on the Junior Achievement curriculum.



*Phase II*

The second phase will involve rolling out the entrepreneurship curriculum to the 2<sup>nd</sup> & 3<sup>rd</sup> grade classes.

*Phase III*

The third phase will involve rolling out the entrepreneurship curriculum to grades TK through 1<sup>st</sup>.

*Phase IV*

The fourth phase, beginning in year 3 of operations, will find the entrepreneurship curriculum fully implemented.

**c. Enrichment**

The full program of enrichment subjects will be implemented and integrated into the rotational blended program from opening day of Alma Fuerte.

**XVI. HIGH SCHOOL “A-G” REQUIREMENTS**

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Not applicable, as we are not offering a high school program.

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## Element 2: Measurable Student Outcomes

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

### MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

As a California charter school, Alma Fuerte will assume accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. Alma Fuerte will adopt a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school's vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21<sup>st</sup> Century. On an annual basis, the school will engage stakeholders to prepare a Local Control Accountability Plan that details specific goals aligned with each of the state's priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts.

Full implementation of the educational program and frequent monitoring of student and school outcomes will ensure that the school is an academic success and is achieving all of its overarching goals. To make certain that the school's primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data will be analyzed among the school faculty during pupil-free professional development days.

Our faculty will use a variety of assessments to measure individual students' attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the NWEA MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as ST Math and Achieve 3000 will play a major role in teachers' determination of student achievement of standards mastery. More

informal assessment techniques will also play a major role including teacher observation, homework samples, written work, project-based rubrics and more.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products will also be evaluated by teachers. For those students starting in Kindergarten, we expect that most students by the end of the third grade will perform at the proficient level or above in reading, writing and speaking according to the School's identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists will provide the teacher, parent and student with feedback on student achievement and progress. As students progress into and through middle grades, student evaluation will become more formal, including student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios, public Presentations of Learning, and project Exhibits will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

Alma Fuerte will pursue for all students the academic and social outcomes summarized in the following table, including focus content areas, methods and frequency for measuring academic progress, and specific benchmarks for student performance.

The Co-Directors and faculty will be accountable for the academic achievement and psychological well-being of students. The Co-Director, Academics is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Co-Director, Academics also will be accountable for meeting Adequate Yearly Progress as required by ESEA (or similar provision under ESSA).

## **I. STUDENT OUTCOME GOALS**

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Alma Fuerte will pursue the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the new CAASPP assessments, as well as state priorities detailed in California Education Code § 52060(d). Specifically:

- 100 percent students who have been enrolled at Alma Fuerte for at least three years and who have an attendance record of at least 95 percent, will meet or exceed performance standards.
- Alma Fuerte will meet or exceed Adequate Yearly Progress (AYP) goals or comparable measure, as required by ESEA (or similar provision under ESSA).

In addition:

- All EL students with an attendance rate of at least 95 percent will advance at least one performance level per the CELDT/ELPAC each academic year.
- All EL students who have been enrolled at Alma Fuerte for at least five years and have a 95 percent attendance rate, will be reclassified as English language proficient.
- Special education students will demonstrate appropriate progress toward stated goals in their

IEPs each year.

- Alma Fuerte will maintain at least 95% Average Daily Attendance.
- Suspension and expulsion rates will be lower than 1%.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English language arts, mathematics, science, social science/history, and chosen electives in the arts.

These student outcomes are directly tied to the program goal of providing students with a rigorous standards-based program while preparing them to successfully learn, excel in school, and prepare to be self-motivated, competent, life-long learners.

## **II. CHARTER SCHOOL OUTCOMES THAT ALIGN WITH STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Alma Fuerte's measurable pupil outcomes and measures that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

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

<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>EL Academic Content Knowledge</b>	
<b>GOAL</b>	EL students will gain academic content knowledge.
<b>MEASURABLE OUTCOME</b>	100% of EL students who have been enrolled at Alma Fuerte for at least three years and who have at least a 95 percent attendance rate will gain one grade level of academic content knowledge in each subject.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• EL student performance on statewide assessments</li> <li>• CELDT/ELPAC Assessments</li> <li>• EL portfolios</li> <li>• Teacher assessments</li> <li>• Annual report cards</li> </ul>
<b>EL English Language Proficiency</b>	
<b>GOAL</b>	EL students will become fluent in the English language.
<b>MEASURABLE OUTCOME</b>	EL students will progress at least one English language level each year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• CELDT/ELPAC</li> </ul>
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	

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

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

**CAASPP: ELA/LITERACY AND MATHEMATICS**

<b>GOAL</b>	Students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.
<b>MEASURABLE OUTCOME</b>	100 percent students who have been enrolled at Alma Fuerte for at least three years and who have an attendance record of at least 95 percent, will meet or exceed performance standards.
<b>METHODS OF MEASUREMENT</b>	CAASPP

**AYP or comparable measure established by the SBE**

<b>GOAL</b>	Alma Fuerte will meet or exceed AYP or comparable measure.
<b>MEASURABLE OUTCOME</b>	Alma Fuerte will meet or exceed AYP or comparable measure.
<b>METHODS OF MEASUREMENT</b>	AYP calculation

**EL PROFICIENCY**

<b>GOAL</b>	English learners will become fluent in the English language.
<b>MEASURABLE OUTCOME</b>	All EL students with an attendance rate of at least 95 percent will advance at least one performance level per the CELDT/ELPAC each academic year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• CELDT/ELPAC reports</li> <li>• EL reclassification documentation maintained by ELPAC/CELDT Coordinator</li> <li>• ELD curriculum assessments</li> <li>• Annual report cards</li> </ul>

**EL RECLASSIFICATION**

<b>GOAL</b>	English learners will become fluent in the English language.
<b>MEASURABLE OUTCOME</b>	All EL students who have been enrolled at Alma Fuerte for at least five years and have a 95 percent attendance rate, will be reclassified as English language

	proficient.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• CELDT/ELPAC reports</li> <li>• EL reclassification documentation maintained by ELPAC/CELDT Coordinator</li> </ul>
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>F. School attendance rates</li> <li>G. Chronic absenteeism rates</li> <li>H. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>I. High school dropout rates</li> <li>J. High school graduation rates</li> </ul>	
<b>STUDENT ATTENDANCE</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>MEASURABLE OUTCOME</b>	Annual average daily attendance will be at least 95 percent.
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports
<b>CHRONIC ABSENTEEISM</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>MEASURABLE OUTCOME</b>	Less than one percent of students will be chronically absent from school.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• Monthly, quarterly, and annual attendance reports</li> <li>• SARC</li> </ul>
<b>MIDDLE SCHOOL DROPOUTS</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>• All 7<sup>th</sup> grade students for whom data is available will reenroll for eighth grade at Alma Fuerte or at another school.</li> <li>• All 8<sup>th</sup> grade students for whom data is available will enroll in high school.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• SIS</li> <li>• CALPADS</li> </ul>
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <li>III. PUPIL SUSPENSION RATES</li> <li>IV. PUPIL EXPULSION RATES</li> <li>V. OTHER LOCAL MEASURES, INCLUDING SURVEYS OF PUPILS, PARENTS, AND TEACHERS ON THE SENSE OF SAFETY AND SCHOOL CONNECTEDNESS</li> </ul>	
<b>PUPIL SUSPENSION</b>	

<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>MEASURABLE OUTCOME</b>	Less than one percent of students will be suspended.
<b>METHODS OF MEASUREMENT</b>	SARC
<b>PUPIL EXPULSION</b>	
<b>GOAL</b>	Students will be meaningfully engaged in their education.
<b>MEASURABLE OUTCOME</b>	Less than one percent of students will be expelled.
<b>METHODS OF MEASUREMENT</b>	SARC
<b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>ENGLISH LANGUAGE ARTS</b>	
<b>GOAL</b>	Students will demonstrate grade level proficiency.
<b>MEASURABLE OUTCOME</b>	All students who have been enrolled at Alma Fuerte for at least three years and have at least a 95 percent attendance rate will progress one grade/skill level each academic year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• CAASPP test results</li> <li>• NWEA MAP</li> <li>• Readers’ and Writers’ Workshop assessments</li> <li>• assessments administered through educational technology programs</li> <li>• pre and post unit testing</li> <li>• Student written work</li> </ul>
<b>MATHEMATICS</b>	
<b>GOAL</b>	Students will demonstrate grade level proficiency.
<b>MEASURABLE OUTCOME</b>	All students who have been enrolled at Alma Fuerte for at least three years and have at least a 95 percent attendance rate will progress one grade/skill level each academic year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• CAASPP test results</li> <li>• Curricular benchmark assessments</li> <li>• Singapore Math and educational technology program assessments</li> <li>• Math journals demonstrating mathematical thinking</li> </ul>
<b>SOCIAL SCIENCES</b>	
<b>GOAL</b>	Students will demonstrate grade level proficiency.
<b>MEASURABLE</b>	All students who have been enrolled at Alma Fuerte for at least three years and have at least a 95 percent attendance rate will progress one grade/skill level

<b>OUTCOME</b>	each academic year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• Pre and post unit testing</li> <li>• Projects</li> <li>• Essay exams</li> <li>• Teacher evaluation</li> </ul>
<b>SCIENCE</b>	
<b>GOAL</b>	Students will demonstrate grade level proficiency.
<b>MEASURABLE OUTCOME</b>	All students who have been enrolled at Alma Fuerte for at least three years and have at least a 95 percent attendance rate will progress one grade/skill level each academic year.
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• Pre and post unit testing</li> <li>• Projects</li> <li>• Essay exams</li> <li>• Teacher evaluation</li> </ul>

### Data Management and Student Information Systems

In order to promote and monitor student achievement and other Alma Fuerte school outcome goals incorporated in the 8 State Priority and Sub-Priority Areas outlined in Element 2, Alma Fuerte will employ several electronic data management and student information system software tools. These tools will be utilized by teachers and administrators routinely to warehouse, track, aggregate, disaggregate, and analyze information about each of our students in order to inform instructional practices in classrooms, improve learning and make strategic programmatic and resource decisions about students at the school. Below is a chart that outlines these electronic tools and their use related to the sub-priority areas. Additional information about each tool is described below the Chart.

<b>Name of Data Management Software Tool</b>	<b>Monitor and Track the Following State Priority Area: I-VIII</b>	<b>Information Analyzed</b>	<b>Persons Responsible for Use</b>
Achieve 3000	<i><u>II. Information about academic growth in content knowledge of general population and EL's</u></i>	Teachers will analyze the achievement growth of students on a daily basis and course correct their instruction to meet student needs or differentiate learning.	Teachers daily Co-Director Academics monthly and this data is provided for review during SST meetings.
ST Math	<i>II. INFORMATION ABOUT ACADEMIC GROWTH IN CONTENT KNOWLEDGE OF GENERAL POPULATION AND EL'S</i>	Teachers will analyze the achievement growth of students on a daily basis and course correct their instruction to meet student needs or differentiate learning.	Teachers daily Co-Director Academics monthly and this data is provided for review during SST meetings.



NWEA MAP	II.Same information as above. Teachers can learn from the prescriptions what to do next in the form of differentiated instruction to assist the student in achieving	Teachers will analyze the achievement growth of students on a daily basis and “course correct” their instruction to meet student needs or differentiate learning. Information about student on-going progress in skills and content knowledge will be provided through the Achieve 3000 portal.	Teachers and Administrators after selected quarterly assessments in English Language Arts and Mathematics
Student Information System: Illuminate	<p>II,IV,V,VIII: Warehouse for: Classroom assessment data--- Teacher made</p> <p>School Formative and Summative benchmark test data</p> <p>NWEA Map student results</p> <p>CELDT</p> <p>CAASPP data</p> <p>IV: Student Attendance Parent Information</p> <p>VI.Student Suspensions and Expulsions, School Climate</p> <p>I.Services of Teachers</p>	<p>Instructional and administrative staff can develop achievement data profiles in analyzing for individuals and groups of students; SST can review performance indicators, growth and areas of concern when reviewing these several multiple measures.</p> <p>This information will assist school personnel in tracking students to improve attendance, tardiness, and support families with attendance issues and needs; Improve behavior patterns; SIS also includes some teacher and staff HR information.</p>	Co-Director, Operations, Co-Director Academics, & and teachers to collaborate around student achievement and develop plans to guide student growth and improvement in students meeting ILP goals.
<b>Other Sources of Data</b> <b>SurveyGizmo</b>	III, VI: SurveyGizmo for Parent and Staff surveys	Used to discuss what is working at school and what needs to be	Administrators and Parents.

		improved	
Stored in Cumulative Files	Special Education IEP	IDEA Required IEP's	Special Education Teachers

There are several assessments teachers will be administering in classrooms to determine if students are proficient in content knowledge and meeting growth targets towards Element 2 student achievement goals. These assessments will include, but not be limited to:

- Teacher made classroom assessments unique to teachers' grade levels and student abilities
- Achieve 3000 student outcomes
- ST Math student outcomes
- School wide grade level benchmark student assessments
- NWEA MAP
- CAASPP

As the reports for these assessments are generated, teachers will plan in a Lesson Study Format, using data discussions to analyze the implications for instruction. Administrators will provide Professional Development to instructional staff on how to utilize all data management systems and SIS to retrieve data for their planning as well as to discuss this data in SST meetings. Office staff will have the responsibility for input of data and providing reports as requested for Illuminate.

In addition, in Professional Development instructional staff will be led by administrators to discuss the 8 Priorities including sub-priority goals for Alma Fuerte. Minimally quarterly meetings will be scheduled to plan strategically how to assist students meet achievement goals in Element 2 and those established by each student in their ILP's. NWEA MAP, Achieve 3000, ST Math, classroom assessments and school grade level benchmark assessments will be critical data points to review as multiple measures of student, group, grade level and special population achievement growth such as EL's, Special Education, and 504 students. Illuminate will serve as a warehouse for most of this achievement data including CELDT scores so the school has a priority electronic tool to retrieve achievement information about students or groups of students. SST staff will also make use of this data to inform them about classroom and student resources necessary to improve Math or English Language Arts proficiency rates for all students.

Teachers will utilize NWEA MAP data to learn about the skills students are not proficient in and develop prescriptions in English Language Arts or Math utilizing MAP reports to inform their instruction in the classroom and to differentiate student learning. Achieve 3000 and ST Math will be employed by teachers to integrate what they have learned about student progress in completing their digital lessons to plan non-digital classroom lessons to assure consistent progress and alignment between digital and non-digital curriculum. When teachers retrieve the results from Achieve 3000 or ST Math they may selectively reteach lessons to differentiated groups of students who may have hit a roadblock in not being able to master a concept or skill.

SurveyGizmo will be implemented during the year to survey parents and staff. This online tool will be helpful to Alma Fuerte in nurturing a welcoming school climate, assisting parents in supporting their child's learning, and in assessing school safety issues. Since parents may not have access at home to digital devices, when parents attend SSC meetings or attend parent conferences, we will request that

they take the surveys in these meetings at school and provide access to parents to the devices in those meetings.

In summary, our priority will be to use these electronic tools to retrieve, report, analyze and inform our practice about student learning and student profile information in order to achieve Element 2 goals. However there are also several data items that for now will be kept as hard copy files but also will be useful in serving the whole child at Alma Fuerte and achieving Element 2 goals. These may include but not limited to:

- Special Education IEP's
- State achievement data such as CASSP
- Student Classroom Portfolio information
- Student ILP's
- Student Health information (some of which may be archived in our SIS)
- Assessments that involve rubric metrics.

### **III. ADDITIONAL NON-PUPIL OUTCOMES**

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Our Board, Co-Directors, and other school leaders will work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

1. Alma Fuerte will realize a higher teacher retention rate and higher teacher attendance rate than the district average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys.
2. Alma Fuerte will demonstrate a high level of parent satisfaction -- 85% or higher -- based on annual surveys.
3. The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
4. Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

These goals and our progress toward goals will be communicated regularly with our entire school community.

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## Element 3: Methodologies for Measuring Student Outcomes

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

Alma Fuerte will administer a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments will provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs.

### **I. PROGRESS REPORTS/GRADING**

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Teachers will formally report student progress to parents three times each year using progress reports. Teachers will conduct parent conferences twice annually (fall and spring) at the time progress reports are issued so that parents have regular opportunities to discuss their child’s progress personally with his or her teacher. During the summer prior and into the first month of the school’s operation, the Co-Director, Academics and teachers will collaboratively design the instrument, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement will be evaluated against state standards and the school’s stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers will include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

### **II. MEASURING ACADEMIC PROGRESS (MAPs)**

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In order to provide a personalized education experience and to understand better when students have achieved specific competencies and are ready to advance, and where they need help, we will use NWEA’s MAPs testing. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to personalize learning plans, create focused instructional groupings, as needed, and be a consideration in determining placement. Focused on growth rather than “proficiency”, this assessment is administered at the beginning of the year, midyear, and in the spring, providing an opportunity to track growth throughout the year.

### **III. MANDATED STATE ASSESSMENTS**

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As is required by the state charter law, Alma Fuerte will meet all statewide standards, including the new Common Core, and conduct the state student assessments required pursuant to Section 60602.5,

including the new CAASPP and other mandated-state assessments. Additional support structures (i.e., tutoring) are in place to ensure that students are meeting or making progress toward the standards measured by the state assessments. Proficiency for our English Learners will be measured in accordance with the CELDT/ELPAC, CAASPP test data, teacher observations, and other school-based measures. Alma Fuerte will comply with all regulations, reporting, and processes associated with the state's new Local Control Accountability Plans under the Local Control Funding Formula.

The following assessment tools will be used:

English Language Arts, Mathematics, Science and Social Studies/History:

- California Assessment of Student Performance and Progress (CAASPP)
- Pre- and post-diagnostics (NWEA MAPs)
- In-class assessments (including online curriculum and assessments)
- Student work portfolios

English Learner Proficiency:

- California English Language Development Test (CELDT)/English Language Proficiency for California (ELPAC)
- Aprenda 3 (or other state-required equivalent Spanish language assessment, as applicable)
- Pre- and post-diagnostics (NWEA MAPs)
- In-class assessments (including online curriculum and assessments)
- Student work portfolios

Special Education Students:

- CAASPP, CAMA or CPA
- IEP Progress and Review
- Pre- and post-diagnostics (NWEA MAPs) as appropriate
- In-class assessments (including online curriculum and assessments) as appropriate
- Student work portfolios

#### **IV. USE AND REPORTING OF DATA**

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Alma Fuerte will utilize a comprehensive and customizable student information system (SIS) such as Illuminate to store student information such as registration, class schedules, attendance, demographics, emergency contacts and more. We will also utilize the SIS to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Co-Director, Academics will have primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of the SIS.

Alma Fuerte's teachers and the Co-Director, Academics will analyze student achievement data on a continuous basis in order to identify individual student needs, trends across groups of students or classes, and longitudinal growth over time.

- Teachers will review individual student performance data on a weekly basis to identify students who may need additional accommodations and modification.
- Teachers will evaluate their classrooms as a whole on a weekly basis to identify necessary modifications to curriculum or instructional strategies.
- The Co Director, Academics will review classroom student performance data on a monthly basis to identify classroom, subgroup, and school-wide progress toward meeting student outcomes.
- The Co Director, Academics will use student performance data to identify each teacher's strengths in order to leverage them as best practices school wide.

- The Co Director, Academics will use student performance data to provide support to address areas of challenge for each teacher, including supervision, coaching, training and professional development.
- Qualitative and quantitative data reports will be provided regularly to the board to inform its decisions regarding the education program, fiscal sustainability, operational decisions.
- Internal assessment data will be compared to CAASPP and other state standardized test data to determine efficacy in predicting performance.

Alma Fuerte will also annually prepare and make public its Student Accountability Report Card (SARC).

At parent-teacher conferences (and, starting in 3<sup>rd</sup> grade, these conferences will be student-led), parents/guardians will review the progress of their child, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

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## Element 4: Governance Structure

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*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).*

### I. NON-PROFIT PUBLIC BENEFIT CORPORATION

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The governance structure of Alma Fuerte Public School is based on the values of leadership, transparency and accountability. Our structure will empower all levels of the organization to make decisions that will continuously improve our educational program and school community.

Upon charter approval, Alma Fuerte will be an independent, directly funded charter school operated by Alma Fuerte Public School, a California Nonprofit Public Benefit Corporation. Alma Fuerte Public School has received recognition of its tax-exempt status as a 501(c)(3) organization by the Internal Revenue Service. The Charter School corporation’s Articles of Incorporation and Bylaws are included in Appendix. The Charter School corporation shall comply with the provisions of the California Corporations Code governing nonprofit corporations.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District is not liable for the debts and obligations of the Charter School, or for any claims arising from the performance of acts, errors, or omissions by the School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School is governed by its Board of Directors (“Board”). The Board’s powers and duties over corporate affairs include, but are not limited to, establishing, preserving, and protecting the Charter School’s vision, mission, and goals, fiscal and administrative soundness, and successful performance of the School. The Board adopts policies that are aligned with the school’s mission and evaluates the performance of the Co-Directors.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. The Conflict of Interest Code is attached in the Appendix. The Charter School shall also abide by Government Code Section 1090 and shall ensure that its Conflict of Interest policy includes such an assurance.

#### **Board of Directors Roles and Responsibilities**

The Board is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to the following:

- Promote, guard and guide the vision and mission of the Charter School;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Co-Directors;

- Approve all contractual agreements in compliance with School procurement policy;
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Alma Fuerte Public School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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

The Board may execute any powers delegated by law to it and discharge any duty imposed by law upon it, and may delegate to an employee of the School or third party (e.g. person, management company or committee, however composed) any of those duties with the exception of budget approval, and approval of fiscal audits, provided that the activities and affairs shall be managed and all corporate powers shall be exercised, communicated to and remain under, the ultimate direction of the Board. The Board retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Contracted services shall be chosen, negotiated, monitored, audited and evaluated by the Board, to ensure the following:

- the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided;
- fidelity to the Charter;



- the academic success as measured by federal and state performance standards and the methods of measurement described herein; and
- the fiscally sound condition of the School.

The School will contract with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and will be guided by the above principles in doing so.

## **II. BOARD OF DIRECTORS COMPOSITION AND MEETINGS**

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### **A. BOARD COMPOSITION, SELECTION, QUALIFICATIONS AND TRAINING**

Building a stable and committed Board with a clear focus on supporting and protecting the school's mission is critical to Alma Fuerte's success. The Board shall have a minimum of five (5) and no more than nine (9) directors. In accordance with Education Code Section 47604(b), the Pasadena Unified School District may designate a representative to the Board. The existing Board of Directors shall designate all other directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the Bylaws, a simple majority vote is all that is needed to designate a Director. The Co-Directors and other staff shall not serve on the Board and shall not vote in Board elections.

Board members are selected who can best serve the needs of the school and further the school's vision and mission. Board members must possess a deep commitment to improving the quality of education for Pasadena children and the quality of life for the Pasadena community. Directors must also possess an unwavering belief that all children can achieve the highest levels of academic excellence, regardless of the circumstances into which they are born. Board members demonstrate their willingness to serve through their regular and generous dedication of personal time, inter-personal and networking skills, professional expertise, and necessary resources to the timely and responsible completion their oversight duties on behalf of stakeholders for the benefit of the school's students. Although not mandatory, the Board will seek directors who provide a balance of knowledge and expertise in education, finance, facilities, fundraising, and community leadership and service.

The Board of Directors may, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, which may include a Finance Committee, Governance Committee, Academic Committee, Diversity and Outreach Committee, and an Audit Committee.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the director.

The School's founding team was selected by the California Charter Schools Association as a high-capacity school development team eligible to receive services pro bono from The High Bar/Board on Track, a nationally recognized leader in charter school board management. Services include board monitoring

and self-evaluation tools and resources for charter school board members and operators to advance the effective governance and oversight of charter school boards. ([www.reachthehighbar.com](http://www.reachthehighbar.com))

The Board shall receive regular training on their responsibilities as Board members, with topics to include Conflicts of Interest laws and rules, the Brown Act, charter school finance, monitoring student achievement, and roles and responsibilities of the board. Board and staff members shall also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring School and student success, and other best practices.

## **B. BOARD MEETINGS**

The Board of Directors governing Alma Fuerte Public School will hold meetings once per month during the school year in the school's start-up phase and through the first year of operations; at its discretion, the Board may vote to hold bi-monthly meetings in subsequent years. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Meetings shall be held at the school site, or another suitable location within the jurisdictional boundaries of the District that is accessible to the Alma Fuerte community and the public. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, designating officers, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by a secretary or other individual as designated by Board. Meeting agendas, minutes, and documents shall be maintained in the Charter School office.

## **III. CO-DIRECTOR MODEL**

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Alma Fuerte's leadership and staffing structure is designed to ensure that the school fulfills its mission, vision and charter. Our Board of Directors, internal organizational structure and use of expert service providers, reflect our commitment to ground the School in the best practices of charter school management and oversight.

The school will be led by two Co-Directors. Each Co-Director will report directly to the Board of Directors, and the Board will be responsible for the hiring, evaluation, support, and – if needed, termination and replacement - of each Co-Director.

This Co-Director model allows for intense focus on two very different, though equally important and often related, aspects of school leadership, with one Co-Director responsible for the operations, finance, and compliance of the school, and the other Co-Director responsible for school culture and climate and oversight of teaching and learning. This model allows for the instructional leader to focus on school culture and academics, while the operational leader handles all external issues—facilities, fundraising,

community relations, compliance reporting, and other critical administrative matters. Job responsibilities are included in Element 5.

The two-leader model is common among many of the high-performing schools and charter management organizations. Roxbury Prep, one of the top ten middle schools in Massachusetts, was founded in 1999 with a Principal and Director of Operations, and the school continues—through multiple transitions of individual leaders—to successfully implement the co-leader model, with two equal leaders who each report to their board of directors. The Uncommon Schools network uses this model in each of their schools, and the original co-leaders of Amistad Academy are now the Co-CEOs of the Achievement First Network. While most of the examples of co-leadership are in East Coast schools, Endeavor College Prep and Renaissance Arts Academy in Los Angeles also have successful Co-Director models, with each school’s charter having been renewed at least once. We note that Renaissance Arts Academy has been renewed twice by the Los Angeles Unified School District and has grown to two schools.

The Co-Directors’ Responsibilities are introduced below, and more fully discussed in Element 5:

Co-Director – Academics	Co-Director – Operations
Recruit, select, hire, train, support and evaluate all instructional staff Coach and Mentor Teachers Manage observation/feedback cycle for teachers Oversee all teacher professional development Serve as School’s instructional leader Facilitate curriculum & assessment design, including interface with educational technology systems Track academic performance of students Oversee special education & other student supports Build student culture and manage discipline Organize student activities, assemblies, field trips, and other special events Plan and lead team-building and culture-building activities and exercises among the school community	Recruit, select, hire, train, support, and evaluate all office and support staff Serve as primary liaison with District and work with District in promptly responding to inquiries Meet all local, state, and federal compliance reporting deadlines and ensure proper maintenance of student records, teaching credentials documentation and other School records Manage day-to-day facilities, maintenance, IT, and campus safety, including all mandated trainings Manage the front office of the school and creation of effective school-wide processes Lead student recruitment and enrollment procedures Manage School’s financials: budget creation, accounts payable, payroll Lead resource development (fundraising) Build parent and community relationships Manage relationships and contracts with vendors/contractors Serve as liaison with Board, scheduling meetings, preparing staff reports, etc.

#### IV. SCHOOL ADVISORY COUNCIL

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All stakeholder groups within the school community will play a vital role in advancing the vision and mission of the school and its programs. Alma Fuerte is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the school's success.

The School Advisory Council will help ensure that parents are involved in the governance decisions at the school. The School Advisory Council will be comprised of parent-elected and teacher-elected representatives for one-year renewable terms selected each September, via procedures and policies set by the Co-Directors. The School Advisory Council will meet monthly when school is in session. The Council makes recommendations to the Co-Directors regarding special school wide events and activities and optional fundraising at the local school level (e.g., potential events could include teacher recognition events, Read-A-Thons, etc.). Other members of the school community will be invited to attend School Advisory Council meetings in a non-voting capacity. Although the School Advisory Council will strive to create a collaborative and transparent forum for recommending action to the Co-Directors, the Co-Directors, and ultimately the Board of Directors, will have final decision-making authority on all school related matters.

## **V. PARENT INVOLVEMENT**

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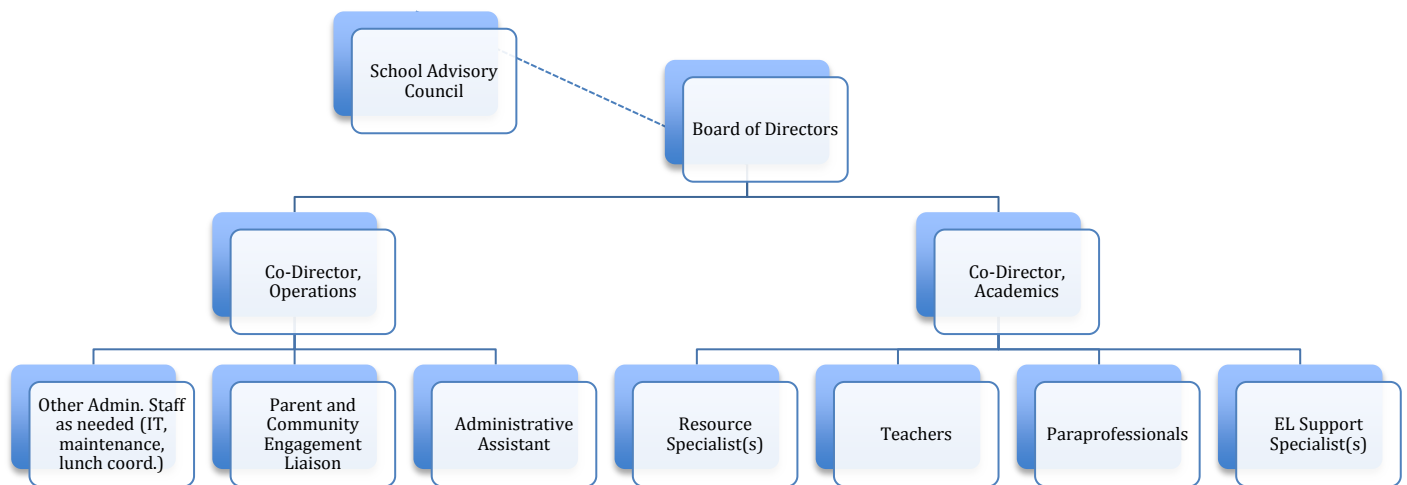
Alma Fuerte is deeply dedicated to promoting and supporting parents' involvement in their own children's education. Each student and parent/guardian will be individually known by the Co-Directors and faculty. Alma Fuerte Public School will promote frequent and open communication between parents and School staff including:

- School Advisory Council and Board of Directors meetings;
- Multiple parent-teacher conferences per year;
- Parent information sessions, parent education sessions, Town Hall meetings, and individual parent/student conferences scheduled regularly and as needed;
- The [www.almafuerteps.org](http://www.almafuerteps.org) website, email listserve, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- The *Family-Student Handbook* containing Alma Fuerte Public School's mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be distributed to all families annually in English and Spanish.

In addition, as valued stakeholders, parents will play an active role in developing the Local Control and Accountability Plan and serving on Title I and English Learner Advisory Committees. Alma Fuerte will also seek whenever possible to hold meetings with parents at night after working hours, in order to accommodate working families. Alma Fuerte will also employ a phone and e-mail communications system for announcements about school events and other information, as well as to notify parents/guardians in the event of an emergency.

## **VI. ORGANIZATIONAL STRUCTURE**

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## Element 5: Employee Qualifications

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***“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).***

Alma Fuerte Public School is committed to recruiting and hiring a community of professionals who are dedicated to the best practices in the education of all students and the mission of the School.

### **I. QUALIFICATIONS OF ALL EMPLOYEES**

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All employees shall be employees of Alma Fuerte Public School. Alma Fuerte Public School is an equal employment opportunity employer. Unlawful discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law is strictly prohibited. Alma Fuerte also is committed to providing a school that is free from sexual harassment and any other type of harassment based upon protected characteristics (race, age, gender, etc.).

Employees’ job duties and work basis will be negotiated in individual employment agreements, and general job descriptions will be developed for each staff position in alignment with this Charter Petition. The School is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the school.

Alma Fuerte is a school of choice, and no employee will be forced to work at Alma Fuerte.

Alma Fuerte will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. School teachers and all paraprofessionals will meet the requirements for employment of California Education Code § 47605(l) and the applicable provisions of ESEA (or similar provisions under ESSA). The school shall ensure that all core, college preparatory teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold.

The School will comply with all State and federal laws concerning the maintenance and disclosure of employee records. The School will comply with all applicable State and federal mandates and legal guidelines relative to ESEA (or similar provisions under ESSA).

### **II. QUALIFICATIONS OF ADMINISTRATIVE STAFF**

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#### **A. CO-DIRECTOR, ACADEMICS**

DeLacy Ganley, whose qualifications and expertise are discussed above, has been identified as the Co-Director, Academics. DeLacy and future Co-Director, Academics will report directly to the Board. The Co-Director, Academics is jointly responsible for supporting the overall vision and mission of the School, along with the Co-Director, Operations. The Co-Director, Academics is primarily responsible for providing educational leadership by developing and improving instructional programs, student services, and staff development. A formal evaluation process will be developed and the Board will ensure that

the Co-Director, Academics is evaluated formally at least once annually, and the Co-Director, Academics, in turn, shall evaluate instructional staff as outlined in the Organizational Chart provided in Element 4.

The Co-Director, Academics will collaborate closely with the Co-Director, Operations, who is the administrative and operational leader of the School. The Co-Director, Academics shall not be a member of the Board of Directors.

Key responsibilities of the Co-Director, Academics include:

Educational Leadership:

- Provide and monitor Professional Development for core program approaches in the Alma Fuerte Model including PBL, Blended learning, and Social-Emotional Learning
- Ensure curriculum and assessments are developed and implemented consistently and in accordance with the mission and vision for the school;
- Recruit, hire, train and supervise talented instructional staff in implementing best practices consistent with the school's educational philosophies;
- Oversee the use of multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a summer teacher training institute and planning session), external professional development opportunities and other resources (articles, web-based resources, and other resources);
- Develop and implement an evaluation process and evaluation criteria for all instructional staff and ensure that formal evaluations are conducted at least semi-annually;
- Develop partnerships with other local educational agencies, university researchers, other area schools and educational consultants to support teachers' professional development
- Identify and develop opportunities for collaboration with other educational agencies, including Pasadena Unified School District, and develop opportunities to share best practices in blended learning, project based learning, and effectively serving specific subgroups
- Create and oversee the School's programs relating to Special Education, English Learners, low-achieving students, Gifted and high-achieving students, and other sub-groups and lead the SST and RTI Processes
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed
- Foster a positive school climate and culture aligned with the School's mission and vision throughout the School community, including the planning of special events, enrichment opportunities, team-building and community building events and exercises
- Oversee all reporting related to student performance
- Supervise paraprofessional staff and related scheduling to ensure optimal resource allocation
- Oversee student information in the School's Student Information System, and recruitment databases.
- Coordinate all state testing and reporting.
- Oversee progress in student achievement

Communications and Outreach:

- Lead the School Advisory Council and oversee parent volunteer efforts;
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the School's mission, vision and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders, in coordination with Parent and Community Engagement Liaison;
- Assist teaching staff and the Parent and Community Engagement Liaison in overseeing and planning parent-teacher conferences, parent meetings, parent education; and parent volunteer training and scheduling.
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Work with parents to guide their support of their children's learning
- Collaborate with the Co-Director, Operations in providing regular communications to families via email, the School's website, letters home, and other avenues;
- Maintain positive relationships with the school's charter authorizer and SELPA.

#### School Management:

- Work with the Co-Director, Operations and Board in the strategic planning for the School.
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on School activities;
- Assist Co-Director, Operations with budgets, charter renewal, outreach, partnerships and other duties as required.
- Oversee and support student attendance including communicating with parents regarding attendance and truancy;
- Facilitate and maintain School's master calendar and bell schedules.

#### *Qualifications:*

The Co-Director, Academics is a visionary leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our School and demonstrated passion about our ideals is imperative.

The ideal candidate will have:

- At least five years of experience teaching K-8 students, and at least 2 years of experience serving as a coach or mentor to other teachers;
- A Master's Degree in Education and/or Administrative Credential or equivalent;
- Experience recruiting, hiring, training and supervising teachers;
- Experience leading the development and implementation of curriculum
- Significant experience with a project-based approach to teaching and learning, blended learning, social emotional learning and student-centered/data driven instruction;
- Knowledge of, or experience with, diverse populations, English learners, special education, high-achieving students and low-achieving students;
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members;



- Experience with school or non-profit operations, budgets and organizational management.
- Proficiency in the collection and analysis of diverse groups of data from various sources;
- In-depth understanding of and commitment to the School's vision and mission.

## **B. CO-DIRECTOR, OPERATIONS**

The Co-Director, Operations has been identified. Anne Lee, whose qualification and expertise are described above, will serve as the Co-Director, Operations. Anne and any future Co-Director, Operations will report directly to the Board. The Co-Director, Operations is jointly responsible, along with the Co-Director, Academics, to uphold the mission and vision of the school. The Co-Director, Operations is primarily responsible for overseeing the School's administration, operations, finances and external relations on behalf of the School. The Co-Director, Operations collaborates closely with the Co-Director, Academics, who is the instructional leader of the school.

The Co-Director, Operations shall not be a member of the Board of Directors. The Co-Director, Operations shall fulfill the role of the corporation's President and shall have general supervision, direction and control over the corporation's business, subject to the control of the Board of Directors. A formal evaluation process will be developed and the Board will ensure that the Co-Director, Operations is evaluated formally at least once annually. The Co-Director, Operations, in turn, shall hire, supervise, and evaluate administrative staff as outlined in the Organizational Chart provided in Element 4.

Key responsibilities of the Co-Director, Operations include:

### Planning and Operations

- Facilitate strategic planning and evaluation of School's progress towards goals, mission and vision with the Board.
- Serve as primary liaison with the Board; communicate and report to the Board; engage in periodic long-range, mid-range, and short-term strategic planning with Board; collaborate with the Board to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings.
- Oversee School compliance with all applicable state and federal laws and regulations, charter, regulatory reporting, contractual obligations, and donor restrictions.
- Address and resolve employment issues.
- Recruit, develop, evaluate, retain (and as needed, discipline and terminate) high-performing administrative staff who are passionate about the School and its mission.
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family-Student Handbook and ensure that all parties receive and acknowledge receipt.
- Establish and oversee compliance with the School's emergency and safety plans; manage any campus safety issues and ensure that related incident reports are completed and filed as needed; periodically review school safety process and procedures.
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually.
- Oversee self-evaluation efforts of the School relating to operations, including parent surveys.

- Collaborate with Co-Director, Academics to establish school computer systems, including classroom computers/devices, data systems, records management and reporting, telecommunications, etc.
- Ensure that the instructional team holds the necessary credentials and/or meets educational qualifications.
- Oversee relationships with business service provider to ensure timely and accurate performance of attendance accounting and reporting.
- Oversees the procurement of equipment, supplies and services to ensure conformity with School policies and approved budget.
- Ensure all insurance requirements regarding general liability, professional liability, and workers compensation are met.
- Work closely with Administrative Assistant on student recruitment, registration, and enrollment including conducting a lottery (if needed) in accordance with appropriate procedures; oversee Administrative Assistant to maintain student records and prepare student transcripts.
- Oversee the administration of the lunch program to ensure that the legal and fiscal administration of the program is in compliance with the Charter and all related laws.
- Ensure the safekeeping of student and employee records, corporate documents, charter, and other compliance documents, records, and reports.
- Assist in overseeing the school's website, email/list-serves and distribution of newsletters and other means of communication with the parents, teachers, volunteers and other community members.

#### Fundraising and Financial Oversight:

- Work with business services provider and auditor to present a fiscal audit to the Board and after review by the Board, present audit to authorizer.
- Plan, coordinate and administer the School's fundraising program in coordinate with the Board, which may include general or special purpose fundraising campaigns, individual gifts, in-kind donations, grants procurement and management, and special events.
- Work with business service provider to develop and present an annual budget and periodic financial statements to the Board and to conduct long-range financial planning and ensure conformity to approved budget.
- Oversee and manage the operating budget, payroll, employee benefits functions, contracts and all other financial and accounting operations; supervising the efforts of business service provider staff.

#### Facilities:

- Secure a facility for the School, serve as liaison with property owner/landlord, and oversee the day-to-day maintenance and upkeep of facility, furnishings, and equipment, with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Oversee relevant facilities planning, construction and other activities to obtain necessary approvals for school site as needed.
- Oversee Prop. 39 facilities application process to Pasadena Unified School District as needed.
- Secure appropriate furnishing, materials, supplies and equipment for School operations.

#### Outreach, Communications and Collaboration:

- Develop and maintain effective relationships with the School's charter authorizer, and oversee all aspects of charter renewal and compliance.
- Maintain and oversee the School's external relationships with business service provider and other contract service providers and vendors.
- Attend meetings with the School's charter authorizer as requested and stay in direct contact with the authorizer regarding inquiries and collaboration efforts.
- In coordination with the Co-Director, Academics and Parent and Community Engagement Liaison, communicate with parents and students, recruit new families and students, and assure families of academic growth.
- Promote the School in the community, encourage positive public relations, and interact effectively with media.
- Oversee the WASC accreditation process and any related activities.
- Establish and maintain partnerships and relationships with community-based organizations, businesses, local councils, local government officials, and community residents, in coordination with Parent and Community Engagement Liaison.
- Assist Parent and Community Engagement Liaison and teaching staff as requested in coordinating parent involvement and volunteering.
- Oversee the school's website, email/list-serves, newsletter and other means of communication with parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Co-Director, Academics and Parent and Community Engagement Liaison in coordinating parent education workshops, Town Hall meetings and other forums to discuss the School's mission, vision and operations with parents and other stakeholders.

#### *Qualifications:*

The ideal candidate will have extensive experience in non-profit management – preferably in a nonprofit organization or school delivering educational programs and services - fundraising, budgeting, government relations, communications, marketing, and a demonstrated knowledge of charter school legislation and related regulations at the local, state and federal level. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multitask and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for the School's mission and vision. Knowledge of California's educational system, government, and nonprofit funding environment would be valuable in this position. The Co-Director, Operations must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's Degree in a relevant field or equivalent is preferred.

### C. PARENT AND COMMUNITY ENGAGEMENT LIAISON

The Parent and Community Engagement Liaison<sup>23</sup> (“Liaison”) will be primarily responsible for ensuring open and frequent communications with families and overseeing the School’s parent and community engagement program. The Liaison will facilitate volunteer experiences at the School in collaboration with other staff, link families with resources and programs available in the community and facilitate parent information sessions, Town Hall events, and other events. In the event that funding does not allow for this position to be filled in Year 1, the Co-Director, Operations will fulfill Liaison functions and secure translation services as needed.

Responsibilities will include:

- Ensure weekly or more frequent communications with families regarding School news and events, volunteer opportunities, School policies and procedures, upcoming Board and committee meetings, and other School information
- Facilitate information sessions for prospective and new families, as well as Town Hall meetings, parent education workshops, parent-teacher conferences, and other forums, in coordination with Co-Directors
- Conduct community outreach and recruiting efforts
- Oversee School’s Parent Engagement program, ensuring that parents are knowledgeable about the School’s mission, vision, culture, and student learning expectations, are afforded meaningful engagement opportunities at the school and in the classroom, and that parents are provided the trainings, tools and resources to support student learning at home to the extent possible.
- Facilitate annual parent survey regarding School progress and satisfaction
- Perform translation services as needed
- Serve as liaison between School administration and parents to ensure two-way flow of information between parents and School
- Ensure parent representation on ELAC, Title 1 and LCAP Committees
- In coordination with Co-Directors, ensure website is maintained and updated in English and Spanish
- Support as needed parent-led activities and initiatives at the School.
- Develop partnerships with community organizations to link families with resources, services and trainings available in the community.

#### *Qualifications:*

The ideal candidate will have extensive experience in community relations and/or community organizing, ideally in diverse communities with socio-economic challenges. S/he will have the ability work with diverse individuals, the ability to speak Spanish (or another language spoken by the majority of our families for whom English is not their primary language), and leverage the talents of parents and community members. S/he will possess the ability to facilitate collaboration and teamwork. The ability to multitask and handle a diverse array of responsibilities is key.

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<sup>23</sup> This position is anticipated to commence as a part-time position in either Year 1 or 2, depending on funding, with position becoming full-time in Year 2 or 3 (again, funding-dependent).

The candidate must demonstrate an ability to communicate a genuine passion for the School's mission and vision. The Parent and Community Engagement Liaison must see building and maintaining relationships with parents and community leaders as an essential part of his/her role. Excellent oral and written communication skills are imperative.

#### **D. ADMINISTRATIVE ASSISTANT**

The Administrative Assistant reports directly to the Co-Director, Operations, is the receptionist for the school and is responsible for providing general administrative and clerical support, including facilitating the student application and enrollment process. The Administrative Assistant serves as the health aide and is responsible for maintaining the health log, student medical/immunization records and first aid inventory in the main office and classrooms. The Administrative Assistant is also responsible for maintaining the daily student attendance database and provides clerical support for the school lunch program.

Responsibilities will include:

- Oversee, in collaboration with business services provider and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers;
- Work closely with the Co-Director of Operations on student recruitment, registration, and enrollment
- Maintain student records and prepares student transcripts
- Perform all data entry into student information and recruitment databases
- Serve as the health aide and be responsible for maintaining all health logs, student medical/immunization records and first aid inventory in the main office and classrooms.
- Maintain daily and weekly student attendance records
- File reports as needed
- Manage and monitor office operations and communications in collaboration with Co-Director, Operations
- Ordering and purchasing supplies and vendor management
- Develop and implement clerical and administrative procedures for daily school operations
- Prepare correspondence, mailers, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Serve as office receptionist, greeting visitors and volunteers and ensuring compliance with check-in procedures; answering phones.
- Provide clerical support for lunch program as needed.

#### *Qualifications:*

The Administrative Assistant will be selected by the Co-Director, Operations. Selection will be based on experience and the ability to perform the job duties for that position. Demonstrated clerical and organizational skills and related experience, preferably in a public school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. Bachelor degree or equivalent preferred.

## **E. OTHER ADMINISTRATIVE STAFF**

The School may also hire as needed a part-time meal coordinator to collaborate with the School's meal provider and business service provider to order, receive and distribute meals to students and ensure compliance with the federal NSLP program, charter, and all related laws. Additionally, the School may employ part-time maintenance/janitorial staff, or it may contract for these services with an outside service provider. These employees would be selected by and report to the Co-Director, Operations with qualifications to be determined by the Co-Director, Operations.

## **III. QUALIFICATIONS OF INSTRUCTIONAL STAFF**

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### **A. TEACHERS**

The School's educational program challenges instructional staff to blend the best of their professional practice with the freedom to challenge assumptions about the ways in which traditional classroom environments have shaped their interactions with students. Teachers are responsible for working collaboratively with other teachers, Resource and Support Specialists and the Co-Director, Academics to create and implement curricula that reflects the School's vision, mission and unique school design. Teachers collaborate to mediate students' peer conflicts and communicate with parents regarding curriculum and assessment. Teachers also participate in ongoing professional development. All teachers are hired, evaluated and supervised by the Co-Director, Academics.

Responsibilities include:

- Confident and compassionate leadership of their students
- Collaboration with other staff members, including teachers, Specialists, paraprofessionals, and Co-Directors
- Demonstrating and sharing best practices in blended and project-based learning both internally and externally
- A facilitative teaching style that develops students into independent learners
- Creating a safe and nurturing environment
- Maintaining high expectations and accountability for results
- Providing differentiated instruction and creating an environment where every student can succeed
- Keeping abreast of current events and developments in educational innovation and research, and incorporating them into lesson planning to the extent possible
- Ensuring students are growing and attaining grade level standards
- Backward design curriculum construction
- Implementation of student-centered lessons that incorporate the school's definition of an educated person and emphasize active learning strategies, project-based learning and blended learning
- Assessing student progress and differentiating instruction
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance. Teachers will have an on-site commitment of 7:45 a.m. until 4:15 p.m. Mondays, Tuesdays, and Thursdays and until 3:15 p.m. Wednesdays and Fridays. This includes time for collaborative planning, tutoring students, and other duties that may be assigned.

- Planning for and attending IEP meetings
- Demonstrating culturally responsive characteristics
- Knowledge of instructional approaches necessary to guide students to learn 21st century skills in communication, collaboration, critical thinking and creativity
- Maintaining digital fluency in the quickly evolving world of educational technology

#### *Qualifications:*

Teaching experience in a blended learning or project-based environment serving diverse student populations with a variety of learning styles and abilities or related education is preferred. The School will comply with applicable provisions of the ESEA (or similar provisions under ESSA) for 'highly qualified' teachers.

All core teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)). All core subject teachers will be "highly qualified" as that term is defined under the ESEA (or similar provisions under ESSA) and further defined by California state regulations implementing the NCLB requirements (or similar provisions under ESSA), unless such requirements are not deemed by the federal or state government to apply to charter schools such as the School. In addition, the School will place priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. The School also will actively seek to recruit and hire teachers who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent).

Non-core subject teachers and/or contracted providers will specialize in areas of enrichment such as Entrepreneurship, Music, Art, Technology, Spanish, and Physical Education. The School will exercise the flexibility allowed within Education Code Section 47605(1) with regard to the staffing of non-core, non-college preparatory courses.

Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities in the context of the School's instructional model. The ideal teaching candidate will have:

- 2+ years' experience teaching K-8 students, ideally in a high-performing public school
- 2+ years' experience in project-based learning, blended learning, data-driven instruction, social-emotional learning
- Experience working with English Learners, students with disabilities and other diverse learners, including differentiation techniques
- Enthusiasm for the school's values, mission and educational philosophy
- Prior experience with integrating technology programs into the classroom, and in using digital technology on a regular basis.

#### Resource Specialist

One Resource Specialist<sup>24</sup> will work with faculty and school leaders to provide targeted support and interventions to students (special needs, literacy development, etc.). Responsibilities will include:

- Provide direct instruction/support to students as identified by teaching staff
- Provide technical expertise to teachers and staff as it relates to serving students with special needs (gifted, students with disabilities, etc.)
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students
- Demonstrate teaching strategies and utilize materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students
- Have experience in guiding and implementing the Individualized Educational Plan as required by law for students with IEP's.

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Mild to Moderate Special Education Credential with a RSP certification desired for Intervention/Resource Specialist; Literacy expertise and advanced training desired
- Evidence of successful specialized experience (e.g. special education) is desired
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

#### English Learner Support Specialist

One English Learner Support Specialist<sup>25</sup> will work with faculty and school leaders to provide targeted support and interventions to students specifically to English Learners. Responsibilities will include:

- Provide direct instruction/support to students as identified by teaching staff
- Provide technical expertise to teachers and staff as it relates to serving English Learners
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students

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<sup>24</sup> This position is anticipated to commence as a part-time position in Year 1, with position becoming full-time in Year 2.

<sup>25</sup> This position is anticipated to commence as a part-time position in Year 1 with position becoming full-time in Year 2, with additional English Learner Support Specialists to be added in later years.



- Demonstrate teaching strategies and utilize materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Prior experience in instructing English Learners
- CLAD certificate (or equivalent California Commission on Teacher Credentialing EL certification) and/or BCLAD certificate (or equivalent) highly preferred.
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

#### **B. OTHER CERTIFICATED STAFF**

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained by the Co-Director, Academics.

#### **• PARAPROFESSIONAL STAFF**

Paraprofessional staff report to the Co-Director, Academics and provide support for core and non-core classroom teachers in a collaborative manner. Paraprofessionals also have the opportunity to apply their special interests and talents to enhance the educational program. They provide supervision on campus during recess and lunch breaks and facilitate drop-off and pick-up procedures.

#### *Qualifications:*

While paraprofessionals are not required to hold credentials, the School will ensure that all paraprofessionals will possess a high school diploma or the equivalent as well as an AA degree or two years of college with a minimum of 60 semester units. They will be expected to demonstrate subject matter knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

#### Resource Specialists

One Resource Specialist<sup>26</sup> will work with faculty and school leaders to provide targeted support and interventions to students (special needs, literacy development, etc.). Responsibilities will include:

- Provide direct instruction/support to students as identified by teaching staff
- Provide technical expertise to teachers and staff as it relates to serving students with special needs (gifted, students with disabilities, etc.)
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students
- Demonstrate teaching strategies and utilize materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Mild to Moderate Special Education Credential with a RSP certification desired for Intervention/Resource Specialist; Literacy expertise and advanced training desired
- Training or knowledge in serving the needs of students with disabilities
- Evidence of successful specialized experience (e.g. special education) is desired
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

#### English Learner Support Specialist

One English Learner Support Specialist<sup>27</sup> will work with faculty and school leaders to provide targeted support and interventions to students specifically to English Learners. Responsibilities will include:

- Provide direct instruction/support to students as identified by teaching staff
- Provide technical expertise to teachers and staff as it relates to serving English Learners
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students

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<sup>26</sup> This position is anticipated to commence as a part-time position in Year 1, with position becoming full-time in Year 2.

<sup>27</sup> This position is anticipated to commence as a part-time position in either Year 1 or 2, depending on funding, with position becoming full-time in Year 2 or 3 (again, funding-dependent), with additional English Learner Support Specialists to be added in later years.

- Demonstrate teaching strategies and utilizes materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, these teachers will be expected to have additional experience and qualifications including:

- Prior experience in instructing English Learners
- CLAD certificate (or equivalent California Commission on Teacher Credentialing EL certification) and/or BCLAD certificate (or equivalent) highly preferred.
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Fluency in Spanish
- Strong commitment to the School's mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

- **OTHER CERTIFICATED STAFF**

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained by the Co-Director, Academics.

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## Element 6: Health and Safety Procedures

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***“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.” Ed. Code § 47605(b)(5)(F).***

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies may be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Co-Director, Operations and Board of Directors. The Charter School will develop an emergency preparedness plan with parent and staff input that outlines fire and evacuation procedures and drill schedule. The Charter School shall ensure that staff are trained annually on the health and safety policies and emergency preparedness plan. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

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

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Co-Director, Operations of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the Co-Directors. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### **Tuberculosis Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All entering 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **Medication in School**

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

## **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The School will contract for such screenings with outside providers on a fee-for service basis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

## **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

## **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

## **Blood borne Pathogens**

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

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

## **Drug-, Alcohol-, and Smoke-Free Environment**

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

### **Facility Safety**

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

### **Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

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## Element 7: Racial and Ethnic Balance

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***“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.” Ed. Code § 47605(b)(5)(G).***

### **I. OUTREACH TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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We expect that the students will reflect the current community demographics as described in *Element 1, Section A: Targeted Student Population*; and Alma Fuerte will strive to meet the broader demographics of the district. The Alma Fuerte Board will review its outreach efforts annually, including reviewing outreach material content and languages, and locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board will direct the Alma Fuerte staff to broaden outreach efforts as needed in order to achieve its goal of enrolling a student population that reflects the district.

To ensure that the School meets the above demographics, the school will implement the following recruitment strategies and targeted outreach efforts:

- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups of the Northwest Pasadena/Altadena community, including Pasadena branch libraries, Boys and Girls Clubs, Pasadena City Recreation Centers (Villa Parke and Jackie Robinson), Villa Parke Farmers’ Market, and Mothers’ Club Family Learning Center.
- Direct outreach strategies such as community and home meetings targeted in specific communities in the Pasadena area.
- Churches in the Pasadena Community.
- Public and private preschools serving the Northwest Pasadena Community.
- Distributing flyers in several businesses in the Pasadena community (laundromats, second-hand clothing stores, coffee shops, bakeries, ethnic markets, restaurants, hair salons, etc.).

Enrollment and Information packets for parents, as well as the school’s website, will be translated into Spanish. School Information Sessions and school tours (following the school opening) will be conducted in English and Spanish.

As needed, Alma Fuerte also will use local newspapers (such as the *Pasadena Journal*), circulars, television, and radio advertising, to inform the parents and others about the presence of the charter school within their community. Marketing and other informational materials about the school will be developed in English, Spanish and other languages as needed.

Although we do not anticipate significant attrition at any particular grade level, should attrition occur, Alma Fuerte will target additional outreach and recruiting activities to families of elementary and middle school students via the outlets described above.

### **FEDERAL COMPLIANCE**

To the extent that Alma Fuerte Public School is a recipient of federal funds, including federal Title I, Part A funds, Alma Fuerte Public School will meet all of the programmatic, fiscal and other regulatory requirements of the ESEA (or similar requirements under ESSA) and other applicable federal grant programs. Alma Fuerte Public School will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA (or similar requirements under ESSA) and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students, if applicable.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

The School will also conduct outreach to organizations in the Pasadena community which serve homeless and foster youth (e.g., Union Station, Hathaway-Sycamores, Hillsides, and others) and provide these organizations with outreach materials, in efforts to inform and recruit homeless and foster youth and their parents and guardians.



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## Element 8: Admissions Requirements

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***“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).***

Alma Fuerte Public School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Alma Fuerte Public School shall admit all pupils who wish to attend the School. No test or assessment shall be administered to students prior to acceptance and enrollment into the School. Alma Fuerte Public School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The only admission requirement is residence in the State of California.

The School shall require students who wish to attend Alma Fuerte Public School to complete an application form that includes the student’s name, grade, birthday, and contact information for the family or guardian. Application materials will be made available in English and Spanish, as well as other languages upon request from an interested parent. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website. Alma Fuerte Public School will also advertise through local media as the school’s budget permits. In the event that the enrollment deadline is extended due to available space, the revised deadline to apply will also be announced to the community using similar venues.

Open enrollment will typically occur beginning the first business day after January 1 each year and continue through the last Friday of April of the same year. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Admissions Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a public random lottery to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the April deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by mail of any changes to the date and time for the public random drawing.

All admissions timelines will be subject to annual review and adjustment by the Board of Directors to meet the needs of the school while providing ample time for applicants. Changes will be reflected in adopted Board policies.

## **I. ADMISSIONS PROCESS; OPEN ENROLLMENT; AND PUBLIC RANDOM DRAWING**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Alma Fuerte Public School will hold a public random drawing (“lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

- Students who are currently enrolled (exempt from the lottery pursuant to Education Code Section 47605(d)(2)(B))
- Siblings of existing students
- Children of Founding Parents, teachers and staff, combined, not to exceed 10% of total enrollment
- Residents of the District
- Students who qualify for free or reduced-price lunch
- All other applicants

During any period of federal funding such as the Public Charter Schools Grant Program (PCSGP), siblings of existing students may be exempted from the lottery. During the PCSGP grant period, if any, children of founders, teachers and staff may be exempted from the lottery.

The Alma Fuerte Board will adopt a policy regarding “founding parent” status, including the level of involvement required to be considered a founding parent and the length of time that the School may grant founding parent status during the School’s establishment.

No other admissions preferences will be assigned. The Alma Fuerte Public Schools Board of Directors may review and revise this preference policy as necessary for the well being of the school, upon approval from the School’s charter authorizer.

Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the Alma Fuerte Public School website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Alma Fuerte Public School Co-Director, Operations and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed.

The Alma Fuerte Public School lottery will typically occur during the month of May of each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public. The school 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 via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. Alma Fuerte Public School will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

The lottery will determine applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level. The waitlist for the current school year remains active until Alma Fuerte Public School's admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Students who are offered enrollment will be notified by mail and asked to complete an Enrollment Packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, for example, a birth certificate from nation of origin
6. Release of records

Alma Fuerte Public School staff will be available to assist families in completing this paperwork if needed.

We will request that all families attend an information session/orientation meeting upon enrollment. A family will not be turned away for being unable to attend such meeting. In no instance will a student be denied admission nor subjected to any form of discipline for failure of a parent to attend such meeting.

During this meeting, families will be provided the Family-Student Handbook which sets forth the academic and behavioral rules of the School. Parents/legal guardians and students will be asked to sign a document stating that they have received a copy of the Handbook and they agree to review the Handbook. The Handbook will be printed in English and Spanish.

## **II. MCKINNEY VENTO HOMELESS ASSISTANCE ACT**

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Alma Fuerte Public School 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 youth.

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## Element 9: Financial Audits

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***“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.” Ed. Code § 47605(b)(5)(I).***

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

An audit committee of the Board shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Co-Director, Operations, along with the audit committee, shall review any audit exceptions or deficiencies and report to the School Board of Directors with recommendations on how to resolve them. If there are any exceptions or deficiencies in the future, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent audits of the Charter School shall be public and available to the public upon request.

Pursuant to Education Code Section 47604.33, Alma Fuerte Public School will provide any necessary financial statements to the Pasadena Unified School District, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to the District, in the required format and within timelines to be specified by the District each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – August of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November

- Other reports as requested by the District

In accordance with applicable law, the School's charter authorizer may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the School's charter authorizer may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the School's charter authorizer may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

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## Element 10: Student Suspension and Expulsion Procedures

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***“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).***

### **I. DISCIPLINE POLICY**

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Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family-Student Handbook.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

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 Family-Student Handbook which is sent to each student at the beginning of the school year. The school leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The School shall maintain disciplinary records and make them available to the School’s charter authorizer upon request.

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 Alma Fuerte has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Alma Fuerte 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

Alma Fuerte 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.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be required to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

## **II. CAUSE FOR SUSPENSION AND EXPULSION – ENUMERATED OFFENSES**

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Discretionary Suspension and Expulsion: A student may be recommended for suspension or expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
- 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 Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm



- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
- Engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- 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 student had obtained written permission to possess the item from a certificated school employee, which is concurred in by either Co-Director

Students are subject to mandatory expulsion from Alma Fuerte Public School for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm, knife, explosive, or other dangerous object to school.

### **III. PROCESS FOR SUSPENSION AND/OR EXPULSION**

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#### *Step 1: Informal Conference*

Suspension shall be preceded by an informal conference conducted by the Co-Director of Academics, with the student and the student's parents. The conference may be omitted if the Co-Director 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 the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable. 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 pupil for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### *Step 2: Notice to Parents*

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall immediately make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice within 24 hours of the suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

#### *Step 3: Determination of Length of Suspension*

The length of the suspension will be determined by the Co-Director, Academics based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. In this situation, if a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

#### *Step 4: Recommendations for Expulsion*

If the Co-Director, Academics recommends expulsion, the student and the student's parents 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 Co-Director upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Co-Director finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

#### *Step 5: Expulsion Hearing*

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel at the student's and student's parents' discretion and expense
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

The hearing will be held within 30 days after the Co-Director determines that an act subject to expulsion has occurred. The hearing will be conducted by an ad hoc committee of the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days' prior to the hearing. A transcript of the hearing shall be prepared and maintained by Alma Fuerte, including a statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed.

Upon expulsion, written notice will be sent within 24 hours by the Co-Director to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Alma Fuerte Public School.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Alma Fuerte will also notify its charter authorizer of the expelled student's name and the specific expellable offense committed. Any incident of violent and/or serious student behavior shall also be communicated to the district/school to which the student matriculates. Readmission of any expelled students shall be at the discretion of the Alma Fuerte Board.

If the decision is not to expel, the student will return to classes at Alma Fuerte Public School.

#### **IV. APPEAL OF SUSPENSION OR EXPULSION**

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Parents will be notified in advance to enactment of the suspension or expulsion and the reasons therefor and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Co-Director, Academics. A suspension appeal may be made to the Co-Director, Operations within the term of the suspension. Following due consideration, a decision by the Co-Director, Operations regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Co-Director, Academics and/or the Co-Director, Operations. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by members of the Alma Fuerte Public School Board, not including any of the same individuals or panel who suspended the student and recommended the expulsion. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives selected by the Board will be final.

#### **V. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

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In the case of a student who has an IEP, or a student who has a 504 Plan, Alma Fuerte Public School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the charter school, an IEP team - including a district representative - will meet to conduct a manifestation determination review and to discuss alternative placement utilizing the District's Policies and Procedures Manual. The purpose of the manifestation determination review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability. Prior to recommending expulsion for a student with a 504 Plan, the Co-Director, Academics will convene a "Manifestation Determination" meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the school's failure to implement the IEP or 504 Plan?

##### **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If either of these circumstances exist, Alma Fuerte shall not suspend the student beyond ten (10) days, unless one of the "Special Circumstances" applies, as described below.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the Alma Fuerte IEP team shall decide on the student's placement in an interim alternative educational setting, pending the decision of the hearing officer or until the expiration of forty-five (45) days, whichever occurs first, unless the parent and the school agree otherwise.

### **Special Circumstances**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Co-Director may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### **Notification of District**

Alma Fuerte shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Alma Fuerte or District would be deemed to have knowledge that the student had a disability.

#### **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP team.

#### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the

student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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## Element 11: Retirement Programs

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***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).***

Alma Fuerte’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). All employees will participate in the federal Social Security system in accordance with applicable law. Alma Fuerte plans to have its employees also participate in a 403b plan as adopted by the Board of directors for the benefit of staff. The Co-Director of Operations will ensure that the appropriate payroll arrangements are made to ensure Social Security and 403b coverage and participation.

### **OVERSIGHT OF BENEFITS**

Alma Fuerte initially has contracted with ExEd to handle our payroll and accounting services. The Co-Director, Operations will be responsible for ensuring appropriate arrangements for coverage have been made. The Board of Directors may, in its discretion, contract with another qualified provider of payroll and accounting services.

### **EMPLOYEE POLICIES**

Employee Policies relating to the terms and conditions of employment will be detailed in an Employee Handbook, approved by the Board. (See also Element 13.)



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## Element 12: Public School Attendance Alternatives

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***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).***

Alma Fuerte Public School is a school of choice. No student is required to attend the School. Students residing in the Pasadena Unified School District who do not attend the School may attend their local school of attendance, utilize the District’s open enrollment process to enroll in another District school, or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Those students who choose not to attend Alma Fuerte Public School but who live within Pasadena Unified School District attendance area will have the right to attend any other school in the attendance area served by the District in keeping with existing enrollment policies of the District. Alternatives to Alma Fuerte Public School for these students living within the District attendance area will be the same as those offered to all other students currently residing in the District. The parent or guardian of each student enrolled in the charter school shall be informed on enrollment forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.

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## Element 13: Employee Return Rights

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***“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.” Ed. Code § 47605(b)(5)(M).***

No school district employee shall be required to work at Alma Fuerte Public School. Employees of Pasadena Unified School District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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## Element 14: Dispute Resolution

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***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).***

### **A. DISPUTES WITH THE SCHOOL’S CHARTER AUTHORIZER**

Alma Fuerte will attempt to resolve any disputes with its charter authorizer amicably and reasonably without resorting to formal procedures. The intent of the dispute resolution process is to lessen the oversight burden on the authorizer and ensure a fair and timely process for resolving disputes. Should any section of this Element 14 be in conflict with authorizer policies or desired protocols, then the School may be amenable to altering certain areas through the Memorandum of Understanding process to be mutually agreed upon.

In the event that any dispute arises between the School and the authorizer, both parties agree to use the procedure as stated herein, except for any dispute that is any way related to revocation of the charter school. In the event of a dispute between Alma Fuerte and the authorizer, the party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts (the “Written Notification”). The Written Notification shall be tendered to the other party by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed to the School at the attention of the Co-Director, Operations, and to the authorizer at the attention of the Superintendent. The other party shall provide a written response to the Written Notification within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response to the Written Notification. Should this meeting not resolve the dispute, mediation shall be held within thirty (30) business days of the meeting. The costs of the mediator shall be split equally between the authorizer and the School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this Element 14 may be revised upon mutual written agreement.

In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, then both parties will no longer be subject to this process. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the authorizer’s ability to proceed with revocation in accordance with Education Code Section 47607.

At any time that the authorizer believes the dispute relates to an issue that could lead to revocation of the Charter School, both parties will no longer be subject to this process. The authorizer may proceed immediately with the revocation procedures as set forth in law and stated below if the authorizer believes the School:

- A. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

- B. Failed to meet or pursue any of the pupil outcomes identified in the charter.
- C. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- D. Violated any provision of law.

## **VI. INTERNAL DISPUTES**

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Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, faculty, partner organizations, and governing board members of the School will be resolved by the Co-Directors or, if necessary, the Board, pursuant to policies and processes developed by the School and in accordance with the law. The School's authorizer shall not intervene in any internal disputes and shall promptly refer any complaints or reports regarding such disputes to the School Board and/or a Co-Director for resolution pursuant to the School's policies. The authorizer agrees not to intervene or become involved in the dispute unless the dispute has given the authorizer reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the School Board has requested the authorizer to intervene in the dispute. The School's policies and procedures for airing and resolving internal disputes in an amicable and fair manner will be adopted by the School's Board and printed in the School's handbook provided to stakeholders. Every effort will be made to resolve such disputes without contacting the authorizer or its Board of Education.

The purpose of this internal dispute policy is to afford all employees or other third parties the opportunity to seek resolution of complaints. Any individuals wishing to file a written complaint with a Co-Director and/or designated administrative staff member may do so as soon as possible after the event(s) that give rise to the work-related concerns. The written complaint should set forth in detail the basis for the complaint. A complaint form may be provided to the complainant to assist in the filing of a complaint. Any complaints concerning a Co-Director should be directed to the Board.

The Co-Director and/or designated administrative staff member receiving the complaint will date and log all written complaints and inform the complainant that the complaint is under review. Complaints shall be investigated in a timely manner and as thorough as required under the circumstances.

The Co-Director and/or designated administrative staff member investigates the complaint, meeting separately with the complainant and the employee and any others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The School will attempt to treat all internal complaints in their investigation in as confidential a manner as possible, recognizing, however, in the course of investigating or resolving internal complaints some dissemination of information to others may be appropriate.

Complainants or witnesses participating in the complaint process will be advised that retaliation by any person as a result of participation in the complaint process will not be tolerated. Employees have the right to make good-faith complaints without retaliation.

Upon completion of the investigation, the administrator may orally or in writing, report findings and conclusions to the employee.

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## Element 15: Public School Employer

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***“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).***

Alma Fuerte Public School will be the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act (“EERA”). Alma Fuerte Public School shall comply with the EERA.

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## Element 16: Charter School Closure

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***“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”***  
**Ed. Code § 47605(b)(5)(P).**

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The School through its Board of Directors will be the entity responsible for closure-related activities and the Co-Director, Operations shall be the primary individual responsible for closure-related activities.

The Alma Fuerte Board of Directors will provide written notification to parents/guardians and students of the School, the Pasadena Unified School District, the Los Angeles County Office of Education, the School’s SELPA, the retirement system(s) in which the School’s employees participate, and the California Department of Education of the closure within ten (10) days of the official closure action, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The School’s Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the District to store original records of School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. Expenses associated with final audit and closure procedures are accounted for in the proposed budget and shall be covered by the School. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff

compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Alma Fuerte Public School and shall be distributed to another public school operated by the Alma Fuerte Public School corporation, if any, or if the Alma Fuerte Public School corporation is dissolving as a corporation, distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As the school is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The School's charter authorizer shall not be liable for debts and liabilities of the School, pursuant to Education Code Section 47604(c).

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## Alma Fuerte Public School's Additional Provisions

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### I. FACILITIES

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*Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).*

As detailed in the charter petition (Element 6), for our first year of operations, we will require:

- Five core classrooms
- Office space for the Co-Director, Operations and Co-Director, Academics; Parent and Community Engagement Liaison; Administrative Assistant; and any other administrative staff.
- Lunch/Auditorium/Multi-Purpose Room
- Outdoor play space
- (Ideally): a library, computer lab, family/community resource center, and teacher meeting/work space.

By the fifth year of this charter term, with 325 students enrolled, we anticipate we will need 13 core classrooms, plus an expansion of the office, lab, multi-purpose and resource space.

Assuming approximately 25 square feet per student for core classroom space, and a total of approximately 60 square feet in combined campus facilities per student (though this could vary significantly and we could potentially make do with less space, and ideally would have even more), in Year 1 we estimate needing approximately 7,500 square foot facility in Year 1, and by Year 5, a 19,500 square foot facility.

Alma Fuerte plans to submit a request for facilities under Proposition 39 from the District for its initial year of operations. We will work with the District to identify an appropriate facility. In the event we occupy a Prop 39 facility, we will provide for the maintenance and upkeep of its facilities as determined pursuant to a Facilities MOU with the District.

In case Alma Fuerte is not a recipient of Prop 39 facilities to which it is legally entitled, we are actively pursuing private facilities options in the area. We are working with experienced charter school realtors, architects, and contractors to identify and secure an appropriate space. Our leadership structure is designed to ensure that our Co-Director, Academics is able to focus on instruction, while our Co-Director, Operations focuses on operational needs, including facilities. Given the disparate needs between our first year of operations and when we reach full enrollment capacity, we will focus our initial efforts on securing a temporary facility for our shorter-term needs via a lease. Ultimately, we hope to purchase or secure a long-term lease as we near full enrollment. We will work with private donors and lenders, and pursue appropriate financing options, including financing and reimbursement programs offered by the state and local governments.

Alma Fuerte will ensure that any private facility used by the school will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements, and is permitted for the school's operations.

Alma Fuerte anticipates securing a facility that will allow it to serve its targeted population in the Northwest Pasadena area. Our target boundaries for our facility search will be the Rose Bowl/Arroyo to



the west; Loma Alta Street to the north; the 210 freeway to the south; and Allen Avenue to the east. The community we seek to serve is described in detail in Element 1 of this Petition.

## **II. OPERATION AND EFFECTS OF SCHOOL**

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Alma Fuerte will indemnify the School's charter authorizer for claims made by third parties arising out of Alma Fuerte's operation of the school. To the extent Alma Fuerte contracts with the District for any services, it will enter into an appropriate MOU with the District. At this time, Alma Fuerte anticipates applying for a facility from the District under Proposition 39 for its first year of operations, but will also be pursuing private facilities options.

## **III. ADMINISTRATIVE SERVICES**

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*Governing Law: "The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).*

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Alma Fuerte plans to initially utilize the administrative and financial services of ExED, a financial back-office vendor for charter schools. ExED provides sound assistance and guidance in a variety of areas critical to school management for over 100 charter schools in California. A proven financial consultant for more than 10 years, ExED provides a full-service business management solution, with services from accounting and internal controls to legal compliance and facilities consulting

The Board of Directors shall also adopt detailed fiscal policies which will govern the selection of administrative services and other services provided to the School. Included in these policies shall be an authorization for the Co-Directors to make expenditures and enter into agreements under a certain monetary limit, provided that funds are sufficient and authorized and available within the budget. For agreements and expenditures in excess of the established monetary limit, the Board shall review and approve all such transactions. The School will abide by competitive bidding requirements as described in its fiscal policies.

## **IV. BUDGET AND FINANCIAL REPORTING**

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*Governing Law: "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(g).*

Included in the Appendix are the following documents:

- A projected multi-year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first five years of operation

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

Alma Fuerte Public School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

## **V. INSURANCE**

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Alma Fuerte Public School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the School's charter authorizer and the Charter School's insurer. The School's charter authorizer shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the School's charter authorizer.

## **VI. TRANSPORTATION**

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Alma Fuerte Public School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

## **Conclusion**

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By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively its charter authorizer to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively to answer any concerns regarding this document and to

present the strongest possible proposal requesting a five year term from July 1, 2017 through June 30, 2022.

## **APPENDIX E**

### **Multi-Year Financial Projections and Budget Narrative Documents**

## **Alma Fuerte Public School Financial Projections Narrative**

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Alma Fuerte Public School's (AFPS's) program as described in the charter petition.

Assumptions that are being used to create the analysis are based on historical financial data from similar charter schools throughout California and Pasadena Unified School District (PUSD).

### **Revenues**

#### **Enrollment Assumptions**

Grade Level	2017-18 Year 1	2018-19 Year 2	2019-20 Year 3	2020-21 Year 4	2021-22 Year 5
TK/K	50	50	50	50	50
1	50	50	50	50	50
2	25	50	50	50	50
3		25	50	50	50
4			25	50	50
5				25	50
6					25
Total	125	175	225	275	325

Average daily attendance is projected at 95%.

Demographic information is estimated based on data from PUSD:

Free and Reduced Lunch: 66%

English Learners: 20%

Unduplicated Count: 66%

AFPS is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Pasadena Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily

attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

(B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

With AFPS opening in 2017-18, the estimate for the LCFF funding rate that year is \$9,408, which is based on PUSD's estimated 2016-17 rate of \$9,453 and AFPS's calculated target. The estimated target for AFPS in 2017-18 is \$9,408 which is below the PUSD estimated rate of \$9,453; therefore AFPS will receive its target rate of \$9,408 in 2017-18. In 2018-19, AFPS will move 34.25% from their prior year rate to their recalculated target rate based on estimates from School Services of California, and will continue to move toward the target rate in subsequent years. The estimated unduplicated count comes from an assumption that AFPS's demographics will mirror the district's unduplicated count of 66%. This number will be adjusted as information about AFPS's actual unduplicated count becomes available. AFPS is using PUSD's unduplicated rate of 66% to calculate the district cap, which results in additional concentration funds.

In 2018-19, AFPS is assuming an additional 34.25% progression towards the recalculated target rate, and in 2019-20 an additional 36.74% gap closure towards the target rate. Since there are no estimates currently available for LCFF implementation beyond 2019-20, AFPS is assuming the LCFF will be implemented at the 36.74% gap closure rate until LCFF is fully funded.

The table below shows the implementation schedule of the LCFF from 2017-18 through 2021-22 and the general purpose/LCFF rates that are generated over that period. The rate for a newly operational school is based on PUSD's rate or the target rate; the rates for the rest of the years are based on AFPS's school specific projections.

<b>LCFF Implementation</b>	<b><i>FY 2018 Year 1</i></b>	<b><i>FY 2019 Year 2</i></b>	<b><i>FY 2020 Year 3</i></b>	<b><i>FY 2021 Year 4</i></b>	<b><i>FY 2022 Year 5</i></b>
Annual COLA (DOF)	1.11%	2.42%	2.67%	2.5%	2.5%
LCFF Gap Closed Percentage	19.3%	34.25%	36.74%	36.74%	36.74%
LCFF Entitlement per ADA	\$9,408	\$9,508	\$9,614	\$9,721	\$9,861

To estimate the amount of funding that is coming from local In Lieu Property taxes, AFPS is using the 2015-16 Pasadena Unified tax rate of \$3,718 per ADA. The remaining money would come from the state through State Aid and Education Protection Account funds. For schools that opened in FY 13/14 or later, Education Protection Account funding is \$200/ADA, with State Aid making up the remainder.

Based on projected FRL counts, AFPS will be applying for Title I and Title II funds. Projections for funding are \$350 per FRL student for Title I and \$5 per FRL student for Title II funding. AFPS will follow the federal guidelines for expenditures in relation to Title funding with an emphasis on supplementing rather than supplanting.

Since AFPS plans on serving lunch to students who qualify for free and reduced lunch, the school will receive federal and state nutrition reimbursements. The federal reimbursement is currently \$3.15 per lunch for students who qualify for free lunch and \$2.75 per lunch for students who qualify for reduced

lunch. AFPS is assuming 83% of the total food service expense will be reimbursed through free and reduced lunch nutrition reimbursements.

State Lottery revenues are projected at \$181 per ADA based on School Services of California projections.

Like most charter schools, AFPS will use accrual based accounting. This means that AFPS will recognize revenues when they are earned, not when they are received.

AFPS has also secured and received a \$150,000 grant from NewSchools Venture Fund:  
<http://www.newschools.org/our-ventures/innovative-schools/#alma-fuerte-public-school>

## **Expenses**

Expenses have been estimated by school leadership based on their research and statewide data on charter school expenditures. Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

### **Salaries and Benefits**

Salaries for teachers are based on PUSD's average teacher salary, and set at an average of \$50,000 in Year 1. Salaries will increase at 3% per year. AFPS will offer health benefits for all full time staff members.

Co-Director, Operations and Co-Director, Academics salaries will be set at \$80,000 for Year 1. Salaries will increase at 3% per year. Other classified support positions are outlined in the budget.

AFPS will offer health benefits for its full-time staff members. AFPS will contribute up to \$8,000 per employee towards health benefits in 2017-18 and that cap grows at 3% each year.

The school plans to participate in a 403(b) program. All employees will participate in Social Security and Medicare and the school will provide a match of up to 3% through a SIMPLE IRA, 403-b, or similar program.

### **Books & Supplies**

AFPS is budgeting \$18,750 for Textbooks and Core Curriculum for traditional texts. In addition, AFPS is budgeting \$31,250 in year one for additional books and reference materials, instructional software, instructional materials and supplies, and assessment software.

Office supplies, custodial supplies, and other supplies are budgeted at a cost of \$23,750 in 2017-18.

Cost of classroom furniture is estimated at \$4,000 per new classroom and \$5,000 for office and other furniture. To provide students with access to technology, \$14,583 is budgeted in year one for student devices, with costs included each year for new students and replacement costs in out years. AFPS anticipates launching the school with a 3:1 student to device ratio and increasing steadily to reach a 2:1 ratio within the first charter term. \$9,000 is budgeted for staff computers, and another \$9,000 for other equipment like projectors, copier, and printers.

The cost of meals is estimated at \$265.50 per day; meals will be served for 200 days of instruction.

### **Services and Operating Expenses**

AFPS has budgeted sufficient funds to occupy either a privately owned facility or a Prop. 30 district facility. The estimate of \$120,000 in Year 1 is based on a previous preliminary lease offer from a local private site. Alternatively, this would also cover costs associated with a Prop. 39 facility, which, pursuant to a previous Prop. 39 facilities offer received by petitioners from Pasadena Unified School District for \$91,200 per year. We anticipate an increase in facility costs commensurate with enrollment growth. Utility costs are estimated at 10% of lease expense.

Insurance is projected at \$100 per student based on average charter school expenses for this service.

Special education fair share fees are included at approximately \$54 per ADA based on El Dorado SELPA charges. The El Dorado SELPA will provide state special education funding to AFPS in Year 1 at a rate of \$500 per ADA, and federal funding in Year 2 at a rate of \$130 per ADA. AFPS will be responsible for providing all special education services to its students. The budget includes a half-time Special Education teacher and \$87,125 of outsourced services (Instructional Consultants) in Year 1.

AFPS proposes to use a back office service provider to cover financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, and compliance support. The fee for Year 1 is \$47,000.

AFPS has also included in its budget \$87,125 for vision and scoliosis screenings, counseling and psychologist services, and speech and occupational therapy services. The budget includes \$6,000 for outsourced substitute teacher services. AFPS has also budgeted \$5,000 for technology consulting and \$2,000 for translation services.

AFPS plans to spend \$13,000 on professional development in year one through a combination of outside consultants and conferences for teachers.

### **Cash Flow**

Once the charter is approved, the school will apply for a \$250,000 CSFA Revolving Loan. AFPS is assuming that funds will not arrive until July of 2017. The CSFA loan payback would occur over a five year period starting the same year proceeds are received. In ExED's experience, all charter schools have received this funding within their first two years of operation, and 95% in their first year.

In the event state revenues or financing are delayed or decrease, AFPS can utilize cash flow financing to fund start-up needs. Charter Asset Management provides receivables sale financing and are available when initial purchases need to be made. Charter Asset Management has provided a commitment letter for \$750,000 available for financing, available upon request. Although this financing is not anticipated to be needed, AFPS has secured this option if needed.

The state aid/LCFF payment schedule is assumed to follow that of the 2015-16 adopted budget with no deferrals. The Special Advance Apportionment for new and growing schools has been included





following historical disbursement patterns with funds arriving in October and January. Education Protection Account payments are quarterly.

**Contingencies and Reserves**

In each fiscal year the school plans to contribute towards a budget reserve equal to at least 10% of total annual expense.